

Office of the Senate Secretariat

Acadia University
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Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Monday 13th January, 2014 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 9th December, 2013
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Time-sensitive items
 - a) Calendar Dates for 2014-2015 (*attached*)
 - b) Motion that Senate approve formation of the Acadia Institute for Data Analytics (AIDA) (*attached*)
 - c) Motion to add Library Representation to the APC (*attached*)
- 5) Priority items
 - a) Report from the TIE committee (*brief verbal report*)
 - b) Report from the Curriculum Committee (*nothing to report*)
- 6) New Business
 - a) Motion regarding Affirmation of Senate Membership (*attached*)
 - b) Motion from the Faculty of Arts regarding governing principles (*attached*)
 - c) Motion that Senate establish an Ad hoc Interdisciplinary Program Committee (*attached*)

- d) Graduate Curriculum Changes 2014-2015 (*attached*)
- e) Report from the APC (*attached*)
- f) Report and Recommendations from the APRC, Review of the Department of Philosophy (*attached*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Calendar Dates for the 2014/2015 – January 13th – Submission to Senate

2014	
June 16	Classes begin - Intersession 2 (Summer)
July 1	Canada Day - no classes
July 4 and July 25	Examinations - Intersession 2
August 27	Residences Open for New International Students
August 28	New Student Orientation Activities begin for International Students
August 29	Last day to apply to graduate at Fall Graduation
August 29	Last day to submit Honours theses for Fall Graduation
August 30	Residences open (for all New Students) / New Student Orientation Activities (full schedule for all New Students)
September 1	Residences Open - Returning Students
September 2	Graduate Student registration
September 2	New Student Orientation Welcome Week ends
September 3 (Wed.)	Classes begin - Fall Term
September 3	Fee Deadline
September 17	Last day for course additions for Fall and full year courses
September 17	Last day to drop Fall or full year courses without a “W”
September 22	Deadline for approved Honours and Masters' theses for Fall Graduation
September 26	Last day to receive grades for Fall Graduation
September 30	Last day to opt out of ASU Health Plan or add dependents
September 30	Last day to decrease Meal Plan for Fall Term
Oct 1	Final Exam Schedule posted for December Examinations
October 7	Faculty Meeting for approval of Fall Graduates
October 13	Thanksgiving Day – no classes
October 14	Senate meeting to approve Fall Graduates

October 27-31	Fall Study Days – no classes
November 6	Last day to drop 3h first term courses without a failing grade “F”
November 11	Remembrance Day – University closed and no classes
November 28	Last day for undergrads to apply for Spring Convocation 2013
December 3	Oct 13 – make up classes
December 4	Nov 11 – make up classes
December 4	Last day of classes before exams
December 5,6	Study Days
December 8	Examinations begin - Fall Term
December 20	Last day of examinations - Fall Term
December 21	Residences close at 12:00 noon
2015	
January 3	Residences Open (Winter Term New Students Only)
January 4-5	New Student Orientation
January 4	Residences Open - Returning Students
January 6 (Tues)	Classes begin - Winter Term
January 6	Fee Deadline
January 15	Last day for course additions and dropping Winter courses without a “W”
January 30	Last day to drop full year courses without a failing grade “F”
January 30	Last day to opt out of ASU Health Plan or add dependents - Winter Term Students
January 30	Last day to apply for Spring Convocation 2013 for grad students
January 30	Last day to decrease Meal Plan for Winter Term
February 2	Final Exam Schedule posted for April examinations
February 16-20	Study Week
February 27	Last day to drop Winter Term courses without a failing grade “F”
March 31	Last day to submit Honours Theses for Spring Convocation
April 3	Good Friday - no classes

April 6	Last day of classes before exams
April 7	Make up day for Good Friday
April 8-9	Study Days
April 10	Examinations begin - Winter Term
April 13	Deadline for approved Masters' Thesis for Spring Convocation
April 17	Deadline for registration - Intersession 1
April 21	Deadline for approved Honours Theses for Spring Convocation
April 23	Last day of examinations - Winter Term
April 24	Residences close at 12:00 noon
May 1	Last day to receive grades for Spring Convocation
May 4	Classes begin - Intersession 1 (Spring)
May 5	Faculty Meeting to approve Spring Graduates
May 6	Senate Meeting to approve Spring Graduates
May 10	Baccalaureate Service
May 10-11	Spring Convocation
May 18	Victoria Day - no classes
May 29	Last day to opt out of ASU Health Plan or add dependents – 16-month Bachelor of Education Students
May 29	Deadline for registration - Intersession 2
June 1	Last day to submit an appeal to the Academic Appeals Committee
May 22 and June 12	Examinations - Intersession 1 (Spring)
June 15	Classes begin - Intersession 2 (Summer)
July 1	Canada Day - no classes
July 3 and July 24	Examinations - Intersession 2 (Summer)

MOTION

I move that the Senate of Acadia University approve the establishment of the Acadia Institute for Data Analytics (description appended).

David MacKinnon
Dean of Research & Graduate Studies

The following is a proposal for the establishment of the Acadia Institute for Data Analytics (AIDA).

Rural Canada feeds our nation literally, economically, and environmentally. It provides the food, fiber, minerals, water and other bio-resources and natural resources on which our country depends and the arteries of transportation by which they are delivered. Digital technologies and data analytics can help us shape how we work with these resources and their impact on our local communities and our planet.



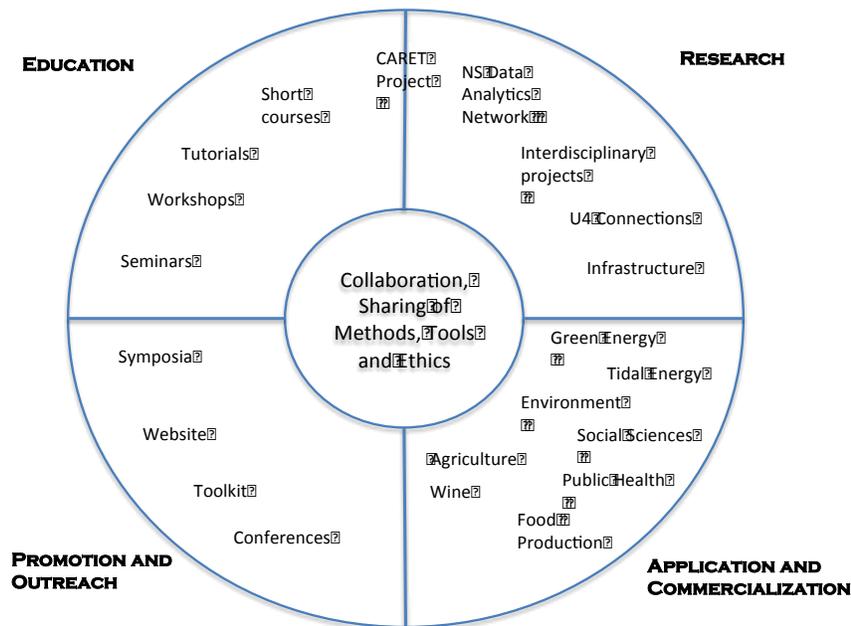
1. Mission and Mandate

To advance knowledge in data analytics through collaborative and interdisciplinary research, education, and outreach, and to foster the ethical application and commercialization of data analytic solutions to challenges facing industry, government, and rural Canada. The institute will initially focus on agriculture, food production, the environment, and green energy.

2. Goals and Objectives

The goals of the Acadia Institute for Data Analytics are to foster collaboration and the sharing of data analytics methods, technologies, and ethical practices among its stakeholders.

ACADIA INSTITUTE FOR DATA ANALYTICS



More specifically, the Institute will gather active stakeholders as members (academic researchers, teachers, associations, companies, government departments, etc.); foster communications and collaboration among members; communicate and coordinate relevant meetings and other events; and make connections with other data analytics organizations. The Institute will share knowledge of technologies and methods and promote the ethical use of data analytics methods that protect the privacy of individuals and the security and integrity of data.

The objectives of the Acadia Institute for Data Analytics can be divided into four categories:

- *Promotion and Outreach:* To provide visibility for data analytics initiatives undertaken by members and communicate relevant events to industry, government and the public. To make the institute relevant to rural business and industry. To foster sharing of knowledge and use of data analytics through vehicles such as web inventories of member competencies and resources.
- *Research:* To encourage, facilitate, and leverage fundamental and interdisciplinary research and to attract high quality visiting scholars. To work with members to provide shared technical infrastructure for research and development where possible.
- *Education:* To facilitate the development and delivery of educational programs such as short courses, training workshops, and seminars that are focused on the needs of members.
- *Application and Commercialization:* To foster the development of innovative applications for use in academia, industry, and government. To establish Nova Scotia as a leader in the application of data analytics to rural problems. To stimulate technology transfer, commercialization, and the development of new startups.

3. Rationale for Creation

The Acadia Institute for Data Analytics is proposed in response to the growing demand for expertise, products, and services for discovering knowledge from data in problem domains of rural Canada.

What is Data Analytics?

Data analytics covers a broad spectrum, including data management, mathematical, statistical, and machine learning methods for data modeling, and techniques for data visualization in support of enterprise-wide decision making. This emerging field is being driven by the unprecedented amount of data now available to organizations. With the emergence of “Big Data”, there is a pressing need for professionals with strong quantitative skills and an understanding of how analytics can be applied with speed and accuracy to the critical decisions facing organizations.

Rural Canada – Feeding our Nation and the World

Rural Canada feeds our nation literally, economically, and environmentally. It provides the food, fiber, minerals, water, and other bio-resources and natural resources on which our urban centers depend. It also houses the arteries of transportation that supply these vital resources to locations across Canada and to the world. Rural Canada has provided significantly to Canada's GDP in the last 100 years and will do so into the next 100 years. Perhaps more importantly, how we access and use the bio- and natural resources directly affects local communities and our planet.

Why is Data Analytics Important to Rural Canada?

In Nova Scotia and Atlantic Canada approximately 45% of the population lives in rural areas (400,000 and 2.3 million people, respectively). The success of rural Canada and our nation, in general, over the next 50 years, both economically and environmentally, will depend largely on how well we manage while producing products from our bio- and natural resources on land, in the water, and in the air. To do this we must better collect, integrate, analyze and disseminate data on how we extract/produce, process, manufacture, and distribute related products and services. Fortunately, we are now entering an era of data capture, analysis, and sharing that is unprecedented in human history – the era of Big Data and Data Analytics.

Data are being created at unimaginable rates that will only continue to increase. Billions of new users will be connecting to the Internet over the next few years with more and smarter devices, driving online transactions and data-based products and services. The flow of digital information within and among businesses is also growing rapidly. Many companies are integrating sensors into their products and processes, creating new sources of high-volume data flow. These devices are appearing on shop and office floors, farm equipment, food processing plants, and in buildings, vehicles, and even clothing. All these data hold tremendous potential value. Organizations and countries that can identify, collect, prepare, filter, and analyze these data effectively will gain new knowledge and business/strategic advantages. This move toward real-time, data-driven processes is fueling a revolution in the way organizations operate internally and interact externally. Customer relationship management and online sales and marketing represent the first wave of data analytics integration, but the potential for integration spans the full spectrum of organizational management —from production and service optimization, sales forecasting, human resource planning, and inventory management, to tactical agricultural activities, the prediction of energy production and use, and the modeling of environmental factors and outcomes. The challenges are daunting, but the opportunities are enormous.

A Pillar of the Acadia Entrepreneurship Centre – Incubation and Innovation Services

The Acadia Institute for Data Analytics will be part of the Acadia Entrepreneurship Centre's Incubation and Innovation Services unit. This Centre is focused on three theme areas [tidal energy, agri-food/wine, and ICT] and the Acadia Institute for Data will anchor the ICT theme. Data analytics nicely spans a number of activities that are underway in the tidal and agri-food/wine areas. Young ICT companies being nurtured in the Entrepreneurship Centre, such as Colibri Software, have interests in applied data analytics. The greater Acadia Entrepreneurship Centre has and will continue to facilitate advances in the agri-

food, green energy, tourism, and environmental areas, which will be primary initial areas of focus for AIDA.

Interdisciplinary Nature of Collaborative Work

Work in data analytics is interdisciplinary by its very nature. Knowledge of one or more application domains along with expertise in mathematics and computer science are required to capture, integrate, and process data into information. For example, a group at Acadia has envisioned the development of inexpensive technology developed by the Department of Physics that can capture tidal data that can be integrated and analyzed by our mathematical modeling and machine learning groups for our tidal energy team.

External Connections, Partners, and Industry Engagement

The Institute will connect curriculum and research across the campus and with other academic institutions, industry partners, and associations. It will work collaboratively with similar bodies in Canada, in particular the Institute for Big Data Analytics at Dalhousie University and with St. Mary's University initiatives in data analytics. Acadia and Dalhousie are the founding members of the Nova Scotia Data Analytics Network. AIDA will also collaborate closely with the Atlantic Food and Horticulture Research Centre in Kentville and the NSCC's Centre of Geographic Sciences (COGS) in Lawrencetown. These connections will make the Institute attractive to a wide variety of businesses, organizations, and associations.

4. Available Expertise and Resources

Acadia is well positioned geographically, culturally, and from a resource perspective to form an institute for data analytics.

Internal Resources – Work on data analytics is widespread at Acadia. In the Faculty of Pure and Science, Acadia has nationally and internationally recognized researchers who do work in data collection, database management, data mining, machine learning, statistics, mathematical modeling, simulation, and data visualization. Data analytics expertise resides in the Jodrey School of Computer Science and the Department of Mathematics and Statistics. Data analytics is applied in all other departments and schools of FPAS, particularly Biology, Physics, Chemistry, Nutrition and Dietetics, and Earth and Environmental Science. The Faculty of Professional Studies uses data analytics in areas as diverse as Business, Kinesiology, Environmental Studies, and Community Development. For example, the Human Motion Lab in Kinesiology records megabytes of data from motion capture technology. In the School of Business, Business Analytics, an integration of business analysis and data analytics, is of growing importance because of the impact of Big Data on organizations and IBM's new Global Delivery Center for Business Analytics in Halifax. The Faculty of Arts has departments which traditionally have done substantial data collection and analysis, such as Economics, Politics, and Sociology. Over the last ten years the Department of English and Theatre and the School of Music have made increasing use of digital technologies for collecting, analyzing, and visualizing data.

The University has several research groups in which data analytics plays a major role. Most notable of these are the Acadia Centre for Mathematical Modeling and Computation (ACMMaC) and the Intelligent Information Technology Research Lab (IITRL). The Department of Mathematics and Statistics also offers a Statistical Consulting Centre (SSC) that provides expertise to internal and external projects involving Acadia faculty and students.

In terms of physical resources, Acadia has a series of central computing servers, a shared high performance computing cluster managed by ACMMaC, and various specialized laboratory computing systems. The University also offers courses in data analytics from several units, including Mathematics and Statistics, Computer Science, Business, Biology, Physics, and Economics.

Acadia provides several administrative resources that will be utilized by the Institute. AIDA will be housed in the Incubation and Innovation Services unit of the Acadia Entrepreneurship Centre, located in Patterson Hall, and it will use the administrative and business expertise of the Centre in its development. The Acadia Entrepreneurship Centre will also assist with new start-ups that emerge from AIDA outreach activities and work to attract new ICT related industry to the Wolfville area. Acadia's Division of Research and Graduate Studies (RGS), under the direction of Dean David MacKinnon, will provide important links to the research community at Acadia and facilitate the connection between Acadia students and AIDA projects. The Office of Industry & Community Engagement (ICE), led by Ms. Leigh Huestis and part of RGS, will assist AIDA in connecting faculty, industry, and government in the pursuit of applied research and commercialization opportunities.

External Resources – Acadia has access to a wealth of external resources in the area of data analytics. The University is a member of the Collaboration for Analytics Research, Education, and Technology (CARET) project started in November of 2012, which is a joint effort between IBM and a Nova Scotia Postsecondary Education Consortium (PSEC), which includes NSCC, Dalhousie, CBU, St. FX, and SMU. The intent of the CARET project is for IBM and PSEC to work together to facilitate cooperative (1) curriculum development and delivery, (2) research and development, (3) associated technology installation and support, and (4) concerted public communications. Acadia has faculty and staff members on all CARET committees, including Dr. Tom Herman, Vice-President Academic, who is on the Executive Committee. CARET recently announced the installation of a multi-million dollar high performance data center at Dalhousie University in early 2014 for shared use by the consortium members.

Acadia has worked with Dalhousie University to propose the Nova Scotia Data Analytics Network (NSDAN). The purpose of NSDAN is to create a point of communication and collaboration among all non-profit data analytics players in Nova Scotia and to provide a point of contact for data analytics work in the Province, particularly for the Governments of Nova Scotia and Canada. The network will provide additional visibility for data analytics work done by NSDAN members, foster cooperation among NSDAN members, work jointly to provide state-of-the-art infrastructure for research, communicate member events, promote knowledge and use of data analytics in business, industry, and government, and

encourage commercialization of proven technologies and methods. Acadia will continue to work closely with Dalhousie's Institute for Big Data Analytics as NSDAN develops.

Acadia is a member of the Atlantic Computational Excellence Network (ACEnet), a consortium of Atlantic Canadian universities providing researchers with high performance computing (HPC) resources, collaboration and visualization tools, software, training, and support. ACMMaC support at Acadia is integrated with ACEnet, enabling researchers to use high performance computing locally and in the region as a means of accelerating discovery and innovation, keeping Atlantic Canada at the forefront of scientific research.

Acadia is located only 50 minutes from the NSCC's Centre of Geographic Sciences (COGS) in Lawrencetown. The COGS is Canada's largest geomatics-focused learning environment offering post-secondary programs in surveying, mapping, land-use planning, and related computer technology. The Centre also offers advanced diplomas in marine geomatics, remote sensing, geographic information systems (GIS), and business geographics. COGS and Acadia collaboratively offer a MSc. in Applied Geomatics.

The Atlantic Food and Horticulture Research Centre, located in Kentville, is one of Agriculture and Agri-Food Canada's (AAFC) national network of 19 research centres. It serves the needs of the rapidly developing agricultural economy of south western Nova Scotia, particularly the fruit growing industry. The Centre also supports research in agri-environmental science and the identification of beneficial management practices in intensively farmed land. Its key areas of research include crop production technology, food safety and quality, and environmental stewardship. All of these areas involved data collection and analysis.

Acadia is a member of the Canadian Institute of Statistical Sciences (CANSSI), which seeks to develop all areas of the statistical sciences, including interdisciplinary research. Dr. Hugh Chipman, CRC Tier II Chair in Mathematic Modeling, is the CANSSI Associate Director for Atlantic Canada.

Acadia's ICE Office is a member of Atlantic Canada's commercialization and industry liaison network called Springboard Atlantic. Springboard provides resources to Atlantic Canadian universities and colleges to help them transfer knowledge and technology to our region's private sector. Springboard's network members work to connect publicly-funded research with industry experts through a range of programs and services. Springboard also connects skilled professionals in academia and industry to create new collaborations.

5. Value and Relevance to University Mission and Objectives

The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders.

The proposed Acadia Institute for Data Analytics provides value to all strategic planning themes for the University. It promotes interdisciplinary teaching and learning, including the stimulation of new course content at the undergraduate and graduate level, and life-long learning for members external to the university. It will provide excellent opportunities for Acadia faculty to work with each other on interdisciplinary, community-relevant topics, and to collaborate with researchers at other universities and in industry and government.

The Institute is meant to engage the rural community of Nova Scotia with an initial focus on agriculture, food production, the environment, and green energy. It will partner with other post-secondary institutions on research and educational initiatives and broadly promote ethical use of data analytic methods.

The Acadia Institute for Data Analytics will attract high quality undergraduate and graduate students to Acadia from across Canada and around the world by publicizing activities and member successes and using this information to help solicit funding for educational programs, research projects, and student scholarships. One of the Institute's key goals will be to attract high quality visiting scholars to Acadia to work on data analytic projects.

The Institute will further Acadia's long history of appreciating, preserving, protecting, and sustaining the natural environment through fostering the use of modern digital technology to collect and analyze large quantities of data on our natural world and our impact on the planet.

Acadia is a recognized leader in applying digital technology to teaching, learning, and research in higher education. An institute focused on ethical data analytics will continue this tradition while emphasizing and proactively promoting integrity and privacy of stored data.

6. Benefits to the Annapolis Valley, Nova Scotia, and Canada

The proposed Acadia Institute for Data Analytics will provide many benefits to our local region, Nova Scotia, and Canada. There will be immediate benefits to the Annapolis Valley by providing fundamental knowledge of Big Data and Business Analytics to local businesses. The intent is to introduce these concepts by business/ thematic topic such as livestock production, crop management, harvest data collection and analysis, trucking and transport, food production, food safety, water management, and green energy production. Mid-term benefits will come in the form of tutorials and workshops on methods and tools that can be used across various domains, as well as large symposia and events that bring world class expertise to our region to inspire local talent. Long-term benefits to the region will include the growth of new products and services by existing and successful new start-up companies.

Successful events and methods employed at the Acadia Institute for Data Analytics can be shared via the website and through organizations such as NSDAN. AIDA will complement the Big Data Analytics Institute at Dalhousie University and work with other post-

secondary institutions through CARET to transfer knowledge and approaches across the province.

Rural Canada provides the bio-resources and natural resources vital to the products and services that our nation delivers. The Acadia Institute for Data Analytics is unique in being the first center to focus the use of data analytics on problems of rural Canada. Our intent is to become a model of how to connect academia and industry around rural problems that can be solved through data collection, analysis, and knowledge dissemination. Key to the motive for applying data analytics to problems in rural Canada is the truth that “if you can measure it, then you can work to improve it”.

7. Resource Needs

The following provides summary details for the items shown in the budget table on the next page. All numbers are annual amounts, unless otherwise indicated. Year 4 is expected to be the same as Year 3.

Human Resources

- Director – To lead and administer. Part-time, up to two course releases per year.
- Assistant - to handle communications, help build connections, coordinate meetings and events, assist in creation of reports and documents, assist with financial management, and manage the website.

Office Space

- Main Office, meeting areas in AEC – Incubation and Innovation Services, and use of office space in Carnegie Hall for the Director

Material Resources

- Office equipment including laptop for assistant, printer, stapler, etc. First year would be most expensive.

Expenses

3-Year Budget for the Acadia Institute for Data Analytics			
(based on Acadia's fiscal year end of March 31)			
Expenses	Year 1 / Q1	Year 2	Year 3
<i>Human Resources</i>			
Director	7500	15000	15000
Assistant	7245	31395	31395
<i>Office Space in AEC</i>			
Main Office in AEC (Assistant)	no charge	no charge	no charge
Meeting areas in AEC	no charge	no charge	no charge
Director Office in Carnegie	no charge	no charge	no charge
<i>Material Resources</i>			
Office equipment	3000	1000	1000
Photocopying	170	500	500
Office supplies	170	500	500
Telephone, fax, internet	170	500	500
Publications	200	400	400
<i>Event Expenses</i>			
Weekly meetings	350	1040	1040
Monthly event	600	2400	2400
Annual events	5000	10000	10000
<i>Travel Expenses</i>			
Meetings in NS	900	3600	3600
Travel to conferences	2500	5000	5000
<i>Website</i>			
ISP / domain annual fee	100	100	100
Website dev/maintenance	3000	1200	1200
TOTALS	30905	72635	72635
<i>Income</i>			
Employment NS START Program	7245	14490	14490
NSERC ROF	2500	2500	2500
Springboard Atlantic	2500	2500	2500
NS ERDT	20000	25000	25000
ACOA		30000	30000
TOTALS	32245	74490	74490
Income less Expenses	1340	1855	1855

- Weekly meetings –that bring together industry and faculty partners; AIDA planning meetings; proposal reviews from students, faculty or businesses; project status meetings.
- Monthly events - information sessions for university community and public, presentations by faculty and students to industry, presentations by businesses to faculty and students, invited speakers, networking sessions, training sessions and workshop for practitioners.
- Annual events - at least two events, one of which will be aligned with an annual Advisory Board meeting; e.g. symposium on Data Analytics in the Agri-Food Industry; Acadia – NSCC COGS data projects round-up; Acadia-SMU-Dalhousie Data Analytics mini-conference.
- Travel to meetings in NS (e.g. NSDAN meetings)
- Travel and accommodations for one person to conferences/meetings per year (e.g. Big Data T4G Conference, St. John. NB; IBM Big Data EdCon, USA)

Income

- NS START Program – The START program (Employment NS) encourages employers to hire Nova Scotians requiring work experience or apprenticeship support resulting in good jobs for Nova Scotians and good employees for employers. The START program will fund up to 24 months for an employee.
- NSERC ROF - NSERC’s regional offices each administer a Regional Opportunities Fund (ROF) that can support regional events and activities related to the natural sciences and engineering.
- Springboard - Promotes the development of effective regional partnerships with industry.
- ERDT – Economic and Rural Development and Tourism NS invests in efforts to grow the economy across the Province and partners with Labour and Advanced Education on workforce development.
- ACOA - Business Development Program, Young Entrepreneur Development Initiative, and Innovative Communities Fund are all potential sources of funding for AIDA for specific projects.

8. Internal Governance and Membership Structure

Responsible Administrator for Reporting – Dean, Research & Graduate Studies

Director of AIDA – initially, Dr. Danny Silver, for a three year period

Steering committee

Director of AIDA

Dean of Research & Graduate Studies

Director of the School of Computer Science

Head of Mathematics & Statistics

Director of the Office of Industry & Community Engagement

Advisory Board

Steering committee members

Representative from major funders (1)

Acadia academic representatives (2)

ICT industry representatives (2)

Provincial government representative (1)

Federal government representative (1)

Proposed Changes to the Academic Planning Committee (APC)

Rationale:

In order for the perspective of the Vaughan Memorial Library (VML) to be heard, it is essential that there be adequate representation when matters relating to the VML are discussed. The proposed changes allow the APC to remain “nimble”, yet allow adequate representation to occur. When matters relating to the VML are to be discussed, the University Librarian and an elected librarian or archivist will be invited to attend the APC meeting.

Motion: That Senate approves the following changes to the membership of the Academic Planning Committee:

Membership ~~(8)~~(8 or 10****) Representative Term Retirement Replacement Period

1 Vice President Academic T. Herman ex-officio --

1 Dean of Arts R. Perrins ex-officio --

1 Dean of Prof. Studies H. Hemming ex-officio --

1 Dean of P&A Sc. P. Williams ex-officio –

1 University Librarian ex-officio, when the business concerns the Library****

1 Faculty Member J. Hooper 3 yr* 2016

1 Faculty Member T. Weatherbee 1 yr* 2014

1 Faculty Member D. Duke 2 yr 2015

1 Librarian or Archivist, when the business concerns the Library 3 yr ***

1 Student D. Shea 1 yr 2014

Chair: Vice President Academic

**Initial term is 1 or 2 years to stagger retirements going forward.*

******Representatives from the Vaughan Memorial Library attend meetings when matters related to the Vaughan Memorial Library, the Archives, librarians or archivists are to be discussed.**

Procedures for Appointment:

Faculty members, elected by Faculty**

Student - Appointed by the Student Representative Council

***Faculty members include instructors, lecturers, librarians, archivists and professors. They shall be elected by a general call for nominations from the Faculty Elections Officer.*

*****The Librarian or Archivist shall be elected by professional librarians and archivists. In the event a librarian or archivist is elected as one of the three Faculty Member representatives, this position shall not be filled, or shall be vacated if already filled.**

Motion Regarding Affirmation of Senate Membership

Background: There were discrepancies amongst various membership lists of Senate. These discrepancies were resolved to Senate's satisfaction last year (see Senate minutes of November 2012). When the Board of Governors was asked to approve these motions, they found their own records also did not fully match Senate's records. Eventually, the Governance Committee of the Board of Governors asked Senate to simply affirm its full current understanding of its own membership; the Board of Governors will then affirm that membership as well, and that list will be used by both bodies as the approved membership from that point forward. As per the Constitution, this motion requires 30 days' Notice of Motion in Senate and a 2/3 majority vote, followed by 30 days' Notice of Motion at the Board of Governors and a 2/3 majority vote.

Motion:

Senate affirms that its appropriate current membership, as of 2013, is as follows:

Chair (see Note below)

Deputy-Chair (from the Elected Faculty Members of Senate)

Chancellor

President

Vice-President, Academic

Vice-President, Enrolment and Student Services (non-voting)

Vice-President, Finance and Administration and Chief Financial Officer (non-voting)

Dean of Arts

Dean of Professional Studies

Dean of Pure and Applied Science

Dean of Theology

Dean of Research and Graduate Studies

Director of Open Acadia

University Librarian

Professional Librarian from among members of the University Community holding appointments as professional librarians.

Registrar, Secretary to Senate (non-voting)

Student Union President

Twenty-seven members of Faculty, to include nine from each of the Faculties of Arts, Professional Studies, and Pure and Applied Science. This membership shall include one representative from each school.

A member of the Faculty of Theology

Three members of the Board of Governors

Six students, at least one of whom shall be a Graduate Student (see Note below)

Three lay persons, nominated by the Senate Nominating Committee who are not eligible for membership under the roles and categories laid out above provided they are not full-time employees of Acadia at the time they are appointed lay members.

Note: The position of Chair is open to ex officio members of Senate, Senators, and Faculty members who are not Senators. Should an ex officio member of Senate be elected as Chairperson, there shall be no adjustment to the composition of Senate; should a Faculty member of Senate be elected as Chairperson, a replacement member shall be elected from the Faculty to which the Chair belongs; should a member from the Faculty at large be elected, there shall be no adjustment to the composition of Senate.

Note: Four student members of Senate shall be appointed by the Acadia Students' Representative Council. The term of service shall be the same as that of the SRC which appointed them. One student member of Senate shall be appointed by the Graduate Students Association and shall serve a one-year term commencing in September of each year. One student member of Senate shall normally be appointed by the Acadia Divinity College Student Association, and shall serve a one-year term commencing in September of each year. In the event the Acadia Divinity College Student Association is not able to select a representative in a timely fashion in a given year, the appointment shall be made by the Dean of Theology. Unless otherwise specified, student members of Senate Committees shall be appointed by the Acadia Students' Representative Council.

MOTION:

Whereas: “The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders”; and

Whereas Senate has tasked the Academic Planning Committee (APC) with overseeing the process by which applications to advertise tenure-track faculty positions and continuing appointment librarian positions will be ranked by the Vice-President Academic; and

Whereas the APC will require principles to guide its decisions; therefore, be it Resolved that the APC’s decisions be made in accordance with the criteria listed below in priority order:

- 1) Maintaining viability of academic programs, including IDST programs, that have been approved by Senate;
- 2) Supporting a balance and diversity of programs across the university;
- 3) Fostering potential for interdisciplinary synergies;
- 4) Realizing greatest impact for program development;
- 5) Supporting the integrity of the varying pedagogical practices that are required by given disciplines.

Rationale:

Given that the powers of the disbanded Tenure-Track Teaching Complement Allocation Committee (TTTCAC) have been assumed by the APC, this motion, in the spirit of Senate's responsibility to maintain the integrity of the academic sector of the university, is intended to provide the APC with governing principles similar to those that previously informed the decisions of the TTTCAC. Reflecting principles established in the University's Strategic Plan and in its Mission Statement, this motion offers general guidance to the APC's deliberations before Senate votes on its recommendations, as well as to departments, programs, schools and institutes in their requests to APC for new or replacement positions. By promoting transparency and accountability, the motion also seeks to foster a sense of unity and cooperation across the academic sector.

Rationale for each principle and priority:

1. *Maintaining viability of academic programs, including IDST programs, that have been approved by Senate:*

- Reflecting the responsibility of the APC to past Senate decisions about academic programs, as well as ensuring the preservation of Acadia's historic academic strengths, this principle affirms that Senate should be the place where decisions about the future of academic programs are made.
2. *Supporting a balance and diversity of programs across the university:*
 - In keeping with the idea that a liberal education is reflected in "balanced, rigorous, distinguished, and purposeful academic and co-curricular programmes" across the university, this principle promotes the idea that a diverse and healthy academic ecosystem -- benefitting students, academic researchers, and the community at large -- relies on exposure to different approaches, different skills, and different questions.
 3. *Fostering potential for interdisciplinary synergies:*
 - Given the necessity of IDST programming in order to reflect dynamic academic trends and a changing academic landscape, this principle promotes the integration of IDST program needs into the APC process; promotes integrating IDST programming into department, school, program justifications for new hires; and encourages and reflects pan-university conversations across disciplines, faculties and academic silos.
 4. *Realizing greatest impact for program development:*
 - Encouraging nuanced and inclusive deliberation about program growth, development, and innovation, this principle recognizes that new justifications need to be part of that deliberation and underlines the importance of identifying where investment will yield the greatest program, departmental, faculty, university and community effect or impact.
 5. *Supporting the integrity of the varying pedagogical practices that are required by given disciplines:*
 - Recognizing that individual programs have specific needs in order to deliver promised curriculum, this principle is intended to ensure that quality education and research is maintained at Acadia and to protect against growth strategies that undermine Acadia's commitment to "provide a personalized and rigorous liberal education."

WHEREAS the Coordinators of the interdisciplinary programs at Acadia have identified numerous shared challenges affecting the administration and promotion of their programs and their ability to offer necessary and sufficient courses, and

WHEREAS these challenges arise from the lack of representation and ill-defined status and governance of IDST programs,

BE IT MOVED THAT Senate establish an Interdisciplinary Program Committee that will make proposals for

- (a) the rationalized governance and administration of IDST programs;
 - (b) the representation of IDST faculty on major decision-making committees, including hiring committees to ensure that IDST programs are supported when hiring is done;
 - (c) the support of IDST programs through curriculum visibility, flexibility, and procedures such as systematic cross-listing and cross-coding;
- and
- (d) mechanisms by which departments will be advantaged by supporting interdisciplinary studies and programs.

BE IT FURTHER MOVED THAT the proposed committee be composed of a representative from each of the IDST programs chosen by the respective IDST program, as well as a faculty representative from each of the faculties, elected via the appropriate faculty elections officer.

Graduate Curriculum Changes for 2014-2015
Submitted by Research and Graduate Studies
Approved by Senate Committee of Graduate Studies

Biology

- **Change in Course Description**

Current:

BIOL 5013 RESEARCH METHODS 1

History and philosophy of science, graphical methods, statistical analysis and proposal preparation and critique. Students meet weekly to discuss different themes and to review and critique each other's work. Each student must prepare an NSERC-style proposal and present and defend that proposal to the class. no prerequisites

Proposed New Description:

BIOL 5013 RESEARCH METHODS 1

An exploration of the history and philosophy of science, expectations of students and supervisors, and practical approaches to biological research, publishing, and critical review. Students complete a research proposal, research grant application, and/or manuscript from current or past research. Students meet weekly to explore topics, and review and critique the work of others. Proposals and applications are presented and defended. Prerequisites: none.

Reason for requesting this modification: Reflects the varied nature of this course and allows for a broad scope typically drawn upon for the course syllabus, but narrows and separates the course description from Research Methods 2 which is primarily concerned with quantitative data analyses.

Earth and Environmental Science

- **Change in Course Title**

Current:

GEOL 5873 Advanced Economic Geology

Studies in economic geology, which may include the occurrence, characteristics, geochemistry and physical properties of a variety of mineral deposits, opaque mineral petrography and texture interpretation, and application of isotopic systematics, fluid inclusion microthermometry and other analytical procedures to studies of ore genesis.

Proposed New Title:

GEOL 5873 Advanced Mineral Deposits

Studies in economic geology, which may include the occurrence, characteristics, geochemistry and physical

properties of a variety of mineral deposits, opaque mineral petrography and texture interpretation, and application of isotopic systematics, fluid inclusion microthermometry and other analytical procedures to studies of ore genesis.

Reason for requesting this modification: This course is offered to graduate students only when they need it as part of their curriculum. There is an analogous undergraduate course (GEOL 4803 – Mineral Deposits) that is made available to undergraduate students (with the same lectures but less deliverables and lower expectations) when this occurs. This course title change illustrates the conformity between these two courses.

- **New Course**

GEOL 5883 Advanced Mineral Exploration

Introduction to mineral exploration techniques, economic deposit evaluation strategies, and mining and processing methods. (3h lab)

Reasons for requesting the course: This course curriculum is one that graduate students preparing to enter the mining industry might need.

Psychology

- **Program Modification**

We would like to add the following sentence to the “Program Requirements” section of the Psychology master’s program, in a separate paragraph, immediately following the first paragraph:

“Students must obtain a minimum grade of B- in all graduate courses. Students obtaining a final grade below B- in any course must withdraw from the program, unless special permission to continue in the program is granted by the department.”

In addition, we would like to modify the relevant parts of the calendar (pp. 28-29) related to “Academic Standing in Graduate Programs” to say (changes are underlined):

“All courses taken as part of the degree program must be completed with a grade of B- or better. In programs other than Psychology, students receiving less than a B- in a course will have to repeat it if it is a compulsory course or repeat/replace it if it is a program elective; however, a student who has received grades lower than B- (70%) in 6h of program courses is not permitted to continue in the graduate program and will incur academic dismissal. This action can only be taken by the Dean of Research and Graduate Studies after consultation with the Head of the Department or School, the Graduate Co-ordinator of the Department of School, and the student in question.

Graduate students in Psychology who obtain a final grade below B- in any course must withdraw from the program, unless special permission to continue in the program is granted by the department.

A student may be dismissed from their graduate program if the Senate Graduate Studies Committee deems that he/she has exhausted all avenues for supervision within the department or school in which he/she is enrolled. ...etc”

Reason for requesting this modification: To be a competent clinical psychologist, our graduates require specialized skills that they learn in our courses. Failure to acquire those skills could potentially have serious consequences for their future clients. It has been our experience that students who fail (i.e., obtain a mark below B-) in any of the psychology graduate courses tend to be weaker students who raise doubts in the

minds of faculty about their future suitability to be psychologists. For ethical reasons, we would, in general, like to encourage these students to pursue a different career path as soon as possible. By requiring our students to pass all courses with a B- we shall be imposing similar standards to other clinical psychology graduate programs (e.g., the Dalhousie clinical psychology graduate program).

By allowing students who have special permission from the department to continue in the program, we reserve the option of allowing students to continue if they failed as a result of extenuating circumstances rather than a basic lack of competence with the material taught in the course. If the sentiment within the department (as voted on by a majority of the Clinical Program Committee, followed by a majority of the full department) is that the student has the underlying potential to succeed as a clinical psychologist and should be granted a second chance, then the student will be allowed to attempt the course one more time (to a maximum of two failures, the usual standard for Acadia graduate programs).

- **Change in Calendar Descriptions (4 changes)**

Current Description:

PSYC 5023 COGNITIVE ASSESSMENT

This course covers the basics of adult cognitive and perceptual assessment. Included is the assessment of intelligence, achievement, abilities, and of perceptual and memory deficits. Students practice psychological report writing and have opportunities for field experience.

Proposed New Description:

PSYC 5023 COGNITIVE ASSESSMENT

This course covers the basics of adult and child cognitive and perceptual assessment. Included is the assessment of intelligence, achievement, abilities, and of perceptual and memory deficits. Students practice psychological report writing and have opportunities for field experience.

Reason for requesting this modification: The course covers both adult and child assessment (we used to have a separate child assessment and intervention course, but we have not offered that course in years).

Current Description:

PSYC 5033 PERSONALITY ASSESSMENT

This course covers the basics of adult personality assessment. The students are introduced to intake interviewing and diagnosis with the DSM-IV. They practice psychological report writing and have opportunities for field experience.

Proposed New Description:

PSYC 5033 PERSONALITY ASSESSMENT

This course covers the basics of adult and child personality assessment. The students are introduced to intake interviewing and diagnosis with the current version of the DSM. They practice psychological report writing and have opportunities for field experience.

Reason for requesting this modification: We want to note in the description that the course covers both adult “and child” personality assessment (we used to have a separate child assessment and intervention course, but we have not offered that course in years). We also changed DSM-IV to DSM-5. A new edition of the DSM (i.e.,

the Diagnostic and Statistical Manual) was published this year – the DSM-5 will now be used instead of the DSM-IV in all psychological training.

Current Description:

PSYC 5063 PSYCHOTHERAPY 2: INTERVENTION SKILLS

This course builds upon a good working knowledge of the DSM-IV and familiarity with the basic models regarding problem formulation and treatment. Focus is on short-term therapeutic skills and interviewing techniques.

Proposed New Description:

PSYC 5063 PSYCHOTHERAPY 2: INTERVENTION SKILLS

This course builds upon a good working knowledge of the current version of the DSM and familiarity with the basic models regarding problem formulation and treatment. Focus is on short-term therapeutic skills and interviewing techniques.

Reason for requesting this modification: A new edition of the DSM was published this year – the DSM-5 will now be used instead of the DSM-IV.

Current Description:

PSYC 5960 GRADUATE THESIS

Proposed New Description:

PSYC 5960 GRADUATE THESIS

An empirical thesis is required of all candidates. A successful formal defence of the thesis proposal is required, and is normally completed by the beginning of second year. The thesis defence normally takes place at the end of the second year.

Reason for requesting this modification: To provide students with information about the thesis.

- **Change in Calendar Description, Course Title and Prerequisite**

Current Description:

PSYC 6103 Seminar: Special Topics 1

Proposed New Title, Description and Prereq:

PSYC 6103 SEMINAR: SPECIAL TOPICS

This is a directed readings course taken under the supervision of one of the faculty members in the department; a student could also take an undergraduate course with additional course requirements to make it graduate-level. This course is an optional elective, normally initiated by the student, and taken with permission of the instructor involved. Prereq: Permission of the department.

Reason for requesting this modification: To provide students with information about the course and how they could initiate it, if they were interested. The permission of the department is required to make sure students are progressing well in the required portions of the program before taking on additional courses.

- **Change in Course Number, Calendar Description, Course Weight and Prerequisite**

Current Course and Description:

PSYC 6026 ADVANCED RESEARCH

Non-thesis research which must be carried out under the supervision of one of the faculty members of the Department other than your thesis supervisor.

New Proposed Number, Description and Prereq:

PSYC 6023 ADVANCED RESEARCH

Non-thesis research which must be carried out under the supervision of one of the faculty members of the Department other than your thesis supervisor. This is an optional elective course, normally initiated by the student, who secures the permission of the faculty member involved. Prereq: Permission of the department.

Reason for requesting this modification: The change from 6 to 3 credit hours allows students to pursue a one-term research project, if desired. The course number can be repeated, if needed, if students complete more than one term of research. The change in course description is to make it clear to students this course is optional, and it is up to them to initiate it if they wish to take advantage of the opportunity (few students do, as they are very busy with required courses, but some like extra research experience to strengthen their applications to doctoral programs.) The departmental permission is added to ensure that students are progressing well through the required portions of the program before taking on additional research responsibilities.

- **Course Deletion (4 deletions)**

PSYC 5073: CHILD ASSESSMENT AND INTERVENTION

Reason for requesting deletion: This course has not been offered in many years. The topics covered have been subsumed under other courses in assessment and psychotherapy.

PSYC 5093: Advanced Developmental Psychology

Reason for requesting deletion: This course has not been offered in many years and there are no plans to offer it again in the future.

PSYC 6013: Advanced Seminar

Reason for requesting deletion: We have several seminar and special topics courses currently offered but students in our program rarely take these courses. We are keeping one such course (PSYC 6103: Special Topics) and deleting the others. If students do ever wish to complete more than one of these courses, the number can be repeated (i.e., they can take PSYC 6103 twice).

PSYC 6113 Seminar: Special Topics 2

Reason for requesting deletion: We have several seminar and special topics courses currently offered but students in our program rarely take these courses, as their time is fully occupied with required courses. We are keeping one such course (PSYC 6103: Special Topics) and deleting the others. If a student ever wanted to take more than one such course, it is possible to repeat the course number (i.e., take PSYC 6103 twice).

School of Education Graduate Curriculum Changes for 2014-2015
Submitted by Research and Graduate Studies
Approved by Senate Committee of Graduate Studies

- **Modification to Program**

EDUC 50K3 CLINICAL MENTAL HEALTH COUNSELLING (proposed new course below) is to become a required course for students in the Agency route.

The existing course, EDUC 50C3 SCHOOL COUNSELLING PROGRAMS, is to become a required course for students in the School route.

Reason for requesting this modification: The first course reflects changes in the nature of counselling employment in a post-regulatory environment in Nova Scotia, as well as across Canada; responds to requests from the profession; prepares counsellors for team-based counselling roles. The second course is necessary for practice in schools owing, in part, to the increasingly complex regulatory environment in public schooling as well as the need for grounded in the complex roles and resources related to school counselling practice.

Proposed New Calendar Description (under MEd Counselling section):

Additional Required Course for School Counselling Stream (3): EDUC 50C3
Additional Recommended Courses for School Counselling Stream (3h): EDUC 50E3

Additional Required Course for Agency Stream (3h): EDUC 50K3
Additional Recommended Courses for Agency Stream (6h): EDUC 5233, 5553

- **Changes in Course Descriptions and/or Prereqs (14):**

Current Course Title and Description

EDUC 50C3 SCHOOL COUNSELLING PROGRAMS

This course examines various and recent models of school counselling programs. The roles of various members of the school community will be addressed in reference to guidance curriculum and professional services.

Prereq: EDUC 5033

Proposed New Course Description

EDUC 50C3 SCHOOL COUNSELLING PROGRAMS

This course examines the roles and functions of school counsellors in the planning, development, implementation, and evaluation of programs aligned with various models of school counselling. Relevant ethical, legal, and diversity issues are considered in the context of provision of counselling, consultation, and coordinating services in the school setting. (49)

Prereq: EDUC 5033 and EDUC 5133

Reason for requesting this modification: This modification is designed to better articulate the place of programme evaluation, ethics, social difference and the range of roles of school-based counsellors in school counselling as currently taught in this course. The changes reflect the way the course has evolved in response to the literature and to clearly connect the description with accreditation competencies.

Current Course Title and Description

EDUC 50D3 PROFESSIONAL ISSUES IN COUNSELLING

This course examines professional, legal, ethical and diversity issues related to practice and research in counselling. Personal beliefs, values and biases will be examined along with professional codes and standards of practice.

Prereq: EDUC 5033 and EDUC 5133

Proposed New Course Description

EDUC 50D3 PROFESSIONAL ISSUES IN COUNSELLING

This course engages students in critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes to ethical dilemmas. (53)

Prereq: 12 hours of coursework in the program

Reason for requesting this modification: This description makes the prominence of critical analysis in professional issues clear and makes clearer the need for this analysis to be reflected in the full range of roles of counsellors, consistent with directions in the field. The change in prerequisite ensures that students have a sufficient foundation in the programme.

Current Course Title and Description

EDUC 50E3 COUNSELLING ADOLESCENTS AND CHILDREN

This course examines theories, research and practice related to counselling adolescents and children in the context of issues commonly presented in counselling. Methods of particular relevance to counselling youth are evaluated. Attention is given to youth "at risk" and to the ethical issues particular to counselling young people.

Prereq: EDUC 5033, 5133

Proposed New Course Description

EDUC 50E3 COUNSELLING ADOLESCENTS AND CHILDREN

This course examines counselling theories, research, and practice related to adolescents and children. Counselling and consulting approaches are explored and evaluated in the context of referral issues commonly arising during this developmental period. Attention is given to youth "at risk" and to the ethical, legal, and diversity issues particular to counselling young people. (53)

Prereq: EDUC 5033 and 5133

Reason for requesting this modification: The new description directs more attention to the issues that are most frequently appearing in referrals and connects these to the consultation role, as well as the therapeutic role, of counsellors working with these age groups. This reflects current and anticipated roles of counsellors and current research.

Current Course Title and Description

EDUC 50F3 COUNSELLING PRE-PRACTICUM

The 40 hour pre-practicum allows students to study and practice beginning counselling skills in a simulated environment. With a focus on ethical and multicultural practice in counselling, students engage in applying their counselling skills and learn how to analyze their developing counselling style and performance.
Prereq: EDUC 5033 and EDUC 5133. Open only to students in the Master of Education in Counselling program.

Proposed New Course Description

EDUC 50F3 COUNSELLING PRE-PRACTICUM

The 40 hour pre-practicum experience required in this course engages students in the study and practice of beginning counselling skills in a simulated environment. While under supervision, students enhance self-awareness, further develop counselling competencies, analyze their developing counselling style and performance, and attune to ethical, legal, and diversity-sensitive practices. (49)

Prereq: EDUC 5033 and 5133

Reason for requesting this modification: In response to feedback from our accrediting body, this change makes clear that the pre-practicum involves supervised practice.

Current Course Title and Description

EDUC 5033 THEORIES OF COUNSELLING

This course is an introduction to the field of counselling. An overview of the philosophical foundation and historical bases of the counselling profession will be provided as well as an examination of current issues and future trends. A significant portion of the course is devoted to the study of the major theories of counselling. Specific issues such as crisis counselling and counselling with special populations are also addressed.

Proposed New Course Description

EDUC 5033 COUNSELLING THEORIES

This course is an introduction to the field of counselling. Philosophical foundations and historical bases of the counselling profession are considered from a critical perspective and current issues and future trends are taken up. A significant portion of the course is devoted to the study of the major theories of counselling, both historical and current.

Prerequisites: Admission to the counselling program.

Reason for requesting this modification: This change removes references to crisis counselling, which is more appropriately placed in later courses, and in context. It removes reference to “special populations”, an outdated and pejorative term.

Current Course Title and Description

EDUC 5066 SEMINAR AND PRACTICUM IN COUNSELLING

This course involves a 500 hour supervised counselling practicum and an accompanying seminar. Students are responsible for arranging their own practicum in consultation with the Practicum Coordinator. The practicum has a residency requirement of 16 weeks. This means that counselling students are expected to take leave of their work situation for that period of time to secure an appropriate practicum experience. Leaves for the practicum are the responsibility of the student and should be considered prior to admission to the Counselling program.

Prereq: EDUC 50F3, 5033, and 5133. Preference is given to those who have completed additional counselling courses.

Proposed New Course Description

EDUC 5066 SEMINAR AND PRACTICUM IN COUNSELLING

This course involves a 500-hour supervised counselling practicum and accompanying seminar. Students are responsible for arranging their practicum, in consultation with the Practicum Coordinator. Students must be available full-time for the 16-20 week residency required to complete the practicum experience. Availability for the practicum is the responsibility of the student; leaves should be considered prior to admission to the program.

Prereq: EDUC 50F3, 5033, 5133, 5623 and 5583. Preference is given to those who have completed additional counselling courses.

Reason for requesting this modification: This description suggests a range of weeks required for the practicum given that more time is needed at some sites to meet the required number of hours of experience. It reminds students, succinctly, that they are responsible to be available for practicum. An expanded list of prerequisites is provided, given the appearance of the practicum at or near the end of students' programmes and consistent with the nature of responsibilities and activities undertaken on practicum.

Current Course Title and Description

EDUC 5133 COUNSELLING SKILLS

This course focuses on those conditions and skills which have been associated through research with effective counsellor-client relationships and positive client growth. Through lectures, discussions, and structured exercises, including such things as role playing and simulated videotaped counselling sessions, students are provided with an opportunity to identify these conditions and to develop the appropriate skills.

Proposed New Course Description

EDUC 5133 COUNSELLING SKILLS

This course focuses on those conditions and skills that have been associated through research with effective counsellor-client relationships and positive client growth. Through lectures, discussions, and structured exercises, including role playing and videotaped simulated counselling sessions, students are provided with an opportunity to identify these conditions and to develop appropriate skills.

Prereq or concurrent: EDUC 5033

Reason for requesting this modification: This change makes clearer that there are a range of experiences expected in this course; the previous language might have suggested to instructors that videotaped sessions, for example, are optional.

Current Course Title and Description

EDUC 5233 COUNSELLING FAMILIES

This is an introductory course in counselling families. In addition to an examination of the philosophical and historical underpinnings of family therapy, the course examines systemic theories of family therapy and family therapy research. Students will get an opportunity to examine the practical application of those theories to working with parents and families in school and agency settings.

Prereq: EDUC 5033

Proposed New Course Description

EDUC 5233 COUNSELLING FAMILIES

This is an introductory course in counselling families and systemic approaches. In addition to an examination of the philosophical and historical underpinnings of family therapy, the course examines systemic theories and family therapy research. Students will have opportunities to consider the practical application of those theories to working with parents/guardians and families in school and agency settings.

Prereq: EDUC 5033

Reason for requesting this modification: This description is designed to strengthen the place of systemic theories themselves as well as in their context in family therapy research, consistent with current literature and practice.

Current Course Title and Description

EDUC 5543 WORK AND LIFE PLANNING COUNSELLING

This course examines the theories of vocational development and choice, the meaning of work and leisure in modern society, occupational and educational information and its use, and techniques designed to assist individuals in exploration and decision-making related to work in the context of lifespan issues. Consideration is given to issues related to equity and diversity as they relate to worklife.

Prereq: EDUC 5033 and 5133

Proposed New Course Description

EDUC 5543 WORK AND LIFE PLANNING COUNSELLING

This course examines theories of vocational development and choice, meanings attached to work and leisure, and uses of occupational and educational information. Approaches for assisting individuals in exploration and decision-making related to work in the context of lifespan issues are actively explored. Consideration is given to issues related to equity and diversity as they relate to worklife.

Prereq: EDUC 50J3 (Principles of Assessment for Counselling)

Reason for requesting this modification: The changes to this description are designed to orient this description to the role of this course as providing a primarily theoretical foundation to this area of counselling. Techniques are addressed in a subsequent course in career counselling. Slight changes to language (the meaning of work...etc. to meanings attached to work....etc.) are meant to reflect the pluralistic and post-modern and cultural perspectives in this area of counselling.

Current Course Title and Description

EDUC 5553 TOPICS IN COUNSELLING

This course is restricted to students in MEd Counselling and priority will be given to those who are completing their program. The course follows a seminar format and will cover a number of specialized areas important to counsellors. While the topics vary from year-to-year, they will include areas such as depression, suicide prediction and prevention, crisis counselling, legal and ethical issues.

Prereq: EDUC 5033

Proposed New Course Description

EDUC 5553 TOPICS IN COUNSELLING

Different sections of this course are available each year, addressing ethical and diversity-sensitive practices in such specialized areas important to counsellors as Addictions, Introduction to Aboriginal Counselling, Play Therapy, Rural Communities and Counselling, Spirituality, and Sexual Diversity.

Reason for requesting this modification: This description amends a very out-of-date description of a course that is used to regularly offer a range of electives to students at all stages of their studies (not only those nearing completion). It removes "topics" of study that are now placed in other courses and lists, as examples, some of the electives that have been offered (and will continued to be offered) under this number.

Current Course Title and Description

EDUC 5563 CAREER COUNSELLING

This course is intended for students who wish to expand their career counselling skills. It includes a major practical component and will cover such topics as career information and planning, decision making, career

education, CHOICES and other computer-based programs. Students are also introduced to selected interest and aptitude tests.

Proposed New Course Description

EDUC 5563 CAREER COUNSELLING

This course is for students who wish to expand their career counselling competencies. It includes a major practical component and will cover such topics as career education and exploration, planning and decision making, and incorporation of computer-based programs. Students are introduced to selected interest and other preference assessment tools. Equity and diversity are taken up as central concerns in career counselling. Prereq: EDUC 5543

Reason for requesting this modification: This is an updated description that removes mention of a specific approach, no longer used, and adopts language that allows for the course to stay in step with progress in the field without being overly specific (e.g. computer-based programs vs. specific examples). EDUC 5543, Work and Life Planning Counselling, which provides a theoretical grounding for this course, is added as a prerequisite.

Current Course Title and Description

EDUC 5583 COUNSELLING STRATEGIES AND INTERVENTIONS

This course pre-supposes knowledge of contemporary theories of the counselling relationship. Building upon this knowledge, the course examines the theoretical basis and provides training in the use of selected counselling techniques-areas such as cognitive restructuring, systematic desensitization, relaxation exercises and guided imagery will be investigated.

Prereq: EDUC 5033 and EDUC 5133 and admission to the M.Ed Counselling program.

Proposed New Course Description

EDUC 5583 COUNSELLING STRATEGIES AND INTERVENTIONS

This course builds upon an existing theoretical and skill foundation via conceptual and experiential exploration of counselling strategies and techniques. Students will be able to articulate a theoretical rationale for the selected strategies and techniques and will hone competency in their implementation.

Prereq: EDUC 5033 and 5133

Reason for requesting this modification: This updated description removes the emphasis on a limited number of approaches which are linked to one theoretical foundation so that a range of approaches and informing theories and literatures are included.

Current Course Title and Description

EDUC 5623 GROUP COUNSELLING: THEORY AND PRACTICE

This course focuses on the assumptions and implications of various approaches to group counselling, small group dynamics, selection procedures, and methods of facilitating interpersonal communication within groups. Attention is given to evaluation of group process and outcome.

Supervised practical experience will be made possible through EDUC 5066.

Prereq: EDUC 5033 and 5133

Proposed New Course Description

EDUC 5623 GROUP COUNSELLING: THEORY AND PRACTICE

This course provides a conceptual and experiential introduction to group work theory, models, skills, strategies, and techniques. It affords opportunity for the acquisition and application of self-awareness, knowledge, and competencies related to group counselling and leadership. Students explore group development, process, and dynamics; therapeutic factors; facilitator and member roles; ethical and legal considerations; and cultural and other diversity considerations.

Prereq: EDUC 5033 and 5133

Reason for requesting this modification: This updated description provides more detail on the range of topics, issues and skills that ought to be addressed in this course, and better articulates accreditation competencies addressed in this course.

Current Course Title and Description

EDUC 5323 ASSESSMENT FOR LEARNING 2

This course is intended to extend students' professional knowledge and critical awareness of central issues in the individual assessment process. It highlights the ways in which social identity constructs intersect with the assessment process. Students examine the design, administration, and interpretation of selected individual assessment tools. An emphasis will be placed on the interpretation of results within the context of a collaborative team/teaching/learning process.

Prerequisites: Educ 5303

Proposed New Course Description

EDUC 5323 ASSESSMENT FOR LEARNING 2

This course concerns central issues in individual assessment. It highlights how social identity constructs intersect with assessment processes. Students examine the design and administration of selected assessment tools and the interpretation of results within the context of collaborative process. While the course addresses requirements for Nova Scotia Level B certification, individual school board requirements may differ. Prereq: EDUC 5303

Reason for requesting this modification: We have revised this course description in order to clearly communicate the content of the course to graduate students and potential employers. Feedback from graduate students and local school boards and assessment professionals necessitated the change after our first year of offering this newly revised course.

- **New Course Proposals (3)**

EDUC 50J3 Principles of Assessment for Counselling

Principles and constructions of assessment, and ethical and diversity considerations are discussed in the context of current issues and areas of practice in counselling. Students become familiar with selected standardized tests frequently used in counselling and consider questions around formal and informal assessment. Development of a critical perspective in regard to assessment conceptualisation, purposes, methods, and issues is fostered.

Reasons for requesting the course: Required for specific program? Required for MED Counselling; reflects our current practice of offering two sections of EDUC 5303, Principles of Assessment, for different programmes; this change will clarify the nature of course content and registration/advising activities across programmes.

The EDUC 5303 number will be retained and the course name and description modified to reflect its role in other MED programmes.

EDUC 50K3 CLINICAL MENTAL HEALTH COUNSELLING

This course provides a foundation for working with clients who are living with mental illness. Students will become familiar with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, and become conversant with evidence-supported and emerging approaches to treatment/intervention. The intent of the course is to establish a critical, conceptual, and procedural framework across the mental health continuum. Prereq: EDUC 5033, 5133 and 50J3 (Principles of Assessment for Counselling)

Reasons for requesting the course: A required course for the MED Counselling programme Agency route. This course reflects changes in the nature of counselling employment in a post-regulatory environment in Nova Scotia, as well as across Canada; responds to requests from the profession; prepares counsellors for team-based counselling roles.

EDUC 50L3 INTERPERSONAL COMMUNICATION AND HUMAN RELATIONSHIPS

This course examines influences of communication style, context, and culture on relationships. It considers verbal and nonverbal, direct and indirect, oral and written communication. Foundations of effective communication and healthy relationships, and processes that enhance or detract from these are considered. In particular, conflict management and resolution approaches such as mediation are explored.

Reasons for requesting the course: This course is proposed to 1) respond to requests from other MED programmes (e.g. Leadership) for a course in this area, 2) to offer a pre-programme course option for applicants to the counselling programme so that they may explore the area prior to admission, as suggested by our accrediting body.

- **Change in Course Title and Description**

Current Course Title and Description

EDUC 5303 PRINCIPLES OF ASSESSMENT

This course is an introduction to assessment to support education and counselling. Basic principles of measurement and current in assessment are discussed from a critical framework. Students become familiar with some formal instruments. Students learn to use formal and informal assessment information to aid in educational and counselling decision making.

Proposed New Course Title and Description

EDUC 5303 PRINCIPLES OF ASSESSMENT FOR EDUCATION

This course provides an introduction to major principles that underpin formal and informal assessment in education. Students learn to consider assessment information in the context of assessment of, for, and as learning. A critical exploration of issues which impact on the assessment process such as bias, morality, ethics and analysis of processes that aid in making systemic changes in assessment practices are examined.

Reason for requesting this modification: The rationale for this change is to formally separate assessment courses that are specific to the counselling program and those offered to other MEd students. These courses have been offered under the same course number and with the same name. This has caused unnecessary confusion. This change clarifies the difference between these courses.

Academic Planning Committee Report to Senate, January 2014

Preamble: The Academic Planning Committee (APC) was constituted as a Standing Committee of Senate by Senate at its meeting of 18 June 2012. The mandate of the APC is as follows: “The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.”

The APC membership is as follows:

- 1 Vice President Academic T. Herman (ex-officio)
- 1 Dean of Arts R. Perrins (ex-officio)
- 1 Dean of Prof. Studies H. Hemming (ex-officio); G. Bissix (Acting, 1 Jan–30 Jun 2014)
- 1 Dean of P&A Sc. P. Williams (ex-officio)
- 1 Faculty Member J. Hooper 3 yr (ret. 2016)
- 1 Faculty Member T. Weatherbee 2 yr (ret. 2014)
- 1 Faculty Member D. Duke 3 yr (ret. 2015)
- 1 Student D. Shea 1 yr (ret. 2014)

The Chair of the Committee is the Vice President Academic.

(Source: Acadia University, Committees of Senate – 2013-14, p. 8.)

Since its last report to Senate (18 June 2013), the APC has met on six occasions (26 June 2013, 4 July 2013 (jointly with TIE), 8 August 2013 (jointly with TIE), 12 Nov 2013, 10 Dec 2013, 17 Dec 2013). For the information of Senators, please consult the 18 Jun 2013 report submitted to Senate for the activities of the APC prior to that date.

Timetabling

In response to concerns expressed by students, faculty and staff regarding our existing timetable and its present use, the APC examined data on course conflicts, classroom utilization, enrolment by time slot and slot use. It met twice jointly with the TIE (Timetable, Instruction Hours, and Examination) Committee in July and August to explore these data as well as review the existing Senate Guidelines Governing Timetabling. From those meetings a joint unanimous motion to Senate emerged proposing an addendum to the existing Guidelines which explicitly describes principles and features to guide timetable planning. The motion was subsequently passed in the September 2013 meeting of Senate.

Further exploration of timetable reform is presently underway in the TIE Committee. Discussions with the TIE Committee and the Registrar revealed that the existing TIE by-laws may require revision to allow more flexibility in setting and recommending policy, including the need to clarify the oversight responsibilities of the TIE vs. those of the Registrar.

Program Approval Process

The APC examined and discussed the present approval process for new academic programs or significant modifications to existing programs, and determined that the present process lacks a mechanism to ensure that changes align with institutional priorities and that resource

requirements are systematically reviewed. To that end, in consultation with the Registrar, the APC has drafted a proposed process that clearly outlines the responsibilities of those involved; it provides the APC, with clear communication to Senate, oversight responsibilities, without interfering with the robust curriculum development and approval process that already exists. Creation of the proposed process will come forward as a motion to Senate shortly.

Supporting Interdisciplinary Studies at Acadia

In its recent review of Women's and Gender Studies, the Academic Program Review Committee recommended that the Academic Planning Committee examine governance challenges facing inter/transdisciplinary programs. To that end, in December we met with a group of IDST Program Coordinators, who offered a series of joint recommendations on governance and hiring procedures for IDST programs. Recommendations included clearer definition of the status of IDST programs, their coordinators, and their representation on decision-making bodies; adequate support mechanisms for IDST hiring; and support for IDST faculty after hiring.

A free-wheeling and productive discussion followed, including an exploration of the complex and dynamic relationship between units, disciplines and programs. There was also discussion of the efficacy of creating a Senate Committee on IDST; the Academic Planning Committee is presently considering bringing forward a motion to that end. The APC will also ensure that inter/transdisciplinary programs and dependencies are considered as a separate factor in its considerations going forward.

Structural Change Capacity

Discussions with the IDST Coordinators underscored the importance of developing mechanisms to match resources and structure. Shifts in enrolment patterns and changes in staffing levels due to attrition have created a situation where there is greater disparity between resource levels across campus. Indeed, the Academic Planning Committee is concerned that in order to fully address the challenges arising from our return to institutional carrying capacity, volatility in program demand, and severely constrained resources, we need to entertain campus-wide conversations around structural change and its potential role in achieving strategic planning goals and a sustainable configuration.

Allocation of Permanent Faculty Positions

In October, the Vice-President Academic informed the Deans and the Acting University Librarian that a modest hiring environment is anticipated in the upcoming year. As a result, it is expected that individual programs, following the guidelines approved by Senate on 18 June 2013, will be preparing requests for submission to the APC. To that end, the APC is developing an assessment tool for evaluating requests based on several dimensions of sustainability; it will circulate a synopsis of that tool shortly.

The APC has received several informal suggestions from individuals as well as a formal request from one academic unit that the University defer further permanent faculty hiring until it develops and implements a strategic change framework that allows us to align organizational processes and structure to make most effective use of scarce resources. The APC appreciates this sentiment, acknowledges the structure-resource challenges we face and will ensure that any permanent hiring at this juncture will be cautious and deliberative.

APC Forward Planning Process

The APC is presently developing a forward planning proposal that outlines a strategic framework for insuring sustainable academic integrity. It intends to bring that framework to the February meeting of Senate for discussion.

Respectfully submitted,
Tom Herman, Chair

**Academic Program Review Committee –
Recommendations arising from the Review of the Department of Philosophy**

December 19, 2013

The Academic Program Review Committee (APRC) received the formal response from the Department of Philosophy to the External Review Team's report on April 26, 2013. We subsequently met on November 26, 2013 with the Department Head, Dr. Marc Ramsay, to discuss the Department's response to the review. After careful consideration of the review, the response to it from the Department, and our discussion with the Department Head, the APRC offers a set of recommendations below. The reviewers' recommendations are included in italics, with the original recommendation number and section (Teaching/Research/Service = T/R/S) in the External Academic Program Review document in brackets [].

A copy of the review and the Department's response will be made available to Senate. The APRC's recommendations are presented below **in bold**, organized by level of priority, from highest (1) to lowest (3). Within each level of priority the order of recommendations is arbitrary:

Priority 1

[T1, R1, S2] We very strongly recommend that some way be found of providing a new and continuing full-time faculty position for the Department of Philosophy, perhaps conjointly with another department or program, and that ways of maximizing the usefulness of this appointment in relation to (other) non-strengths of the Philosophy Department mentioned above and below, and indeed across the Faculty of Arts, be identified and implemented.

- 1. The APRC recommends that the Department of Philosophy work towards collaboration with other units and programs on a range of activities to help meet the needs of the department. We respect the Department's challenge with the current part-time hiring process and encourage the University to develop a process to better facilitate multi-year appointments that allow for some continuity and flexibility at the program-staffing level.**

[T6] We recommend that the following efforts be made in respect of cross-listing: (1) Identify all the courses offered by other departments at Acadia that might properly be allowed to count toward a Philosophy major; (2) identify all the Philosophy courses that might properly be counted toward the major of another department; (3) explore prospects of cross-listing, in a sense that would allow course descriptions under the same number to appear in the curricula of both participating departments (e.g., POLS/PHIL 4343 Political Philosophy I); and (4), wherever appropriate and feasible, cross-list.

- 2. The APRC strongly endorses this recommendation. We feel that identifying courses offered in other departments that may count towards a Philosophy degree helps to increase student choice and flexibility as well as to increase the flexibility within the department to diversify its course offerings and support its research activity. We also feel that working with other units to identify Philosophy courses**

that may count towards other majors helps to increase flexibility as well as to diversify the pool of students available to take Philosophy courses.

[T7] We recommend that through cross-listing, or in any other feasible way, the Department teach special topics courses more regularly.

- 3. The APRC feels there is a direct connection between cross-listing courses and the amount of flexibility created within the Department as well as for students. We strongly endorse the recommendation to explore the cross-listing of courses in other areas with Philosophy.**

Priority 2

[T3] We recommend that the REB, SPT, and ESST commitments in respect of .17 teaching allotments be in some way institutionally entrenched as multi-year commitments, which are activated without yearly applications from the Department.

- 4. The APRC acknowledges the planning challenges that result from the current process and encourages the University to work towards a multi-year budget-planning process that allows for some certainty for units. We recommend a 3-year cycle that allows for a multi-year commitment of resources where appropriate, but also affords an opportunity for review and assessment at the end of the commitment.**

[T8]) We recommend that the Department consider ways in which its courses might address the interests and needs of the growing number of international students and students outside of the Faculty of Arts.

- 5. The APRC acknowledges the efforts already made to promote Philosophy offerings to students outside of the department and faculty. We encourage the discussion to continue at the Department level and support the efforts currently underway to promote its offering of logic courses to international students.**

(R2) We recommend that the University consider and seek to implement ways of changing the guidelines for McCain funding so as to permit .17 relief for any professor with an academic book contract who needs extra time to ready his or her book manuscript for publication.

- 6. While McCain funding may not be the most appropriate mechanism to achieve this end, the APRC encourages the Department to work with the Dean of Research and Graduate Studies to explore and identify options for external funding for temporary teaching relief when carrying an acute scholarly burden.**

(R3) We recommend that the Department and the Dean of Research and Graduate Studies actively explore ways of improving their dialogue about research productivity and, in particular, about success in external grant applications and on taking advantage of internal funding opportunities.

- 7. The APRC endorses this recommendation. As well, we recommend that the Department engage the Dean of Research and Graduate Studies in dialogue about how research within the Department might be reflected in any strategic research plan.**

[Students] We strongly recommend that the University seek to provide further opportunities for Philosophy students to obtain scholarships, bursaries, research assistantships, and related kinds of support.

- 8. The APRC recommends that the Department work with the Office of Advancement to identify opportunities for external funds for student support (scholarships, bursaries, research assistantships), including targeting Philosophy Alumni.**

Priority 3

[T2] We recommend that two or more 3000-level Philosophy courses required or usable for the major be converted to 4000-level courses.

- 9. The APRC recognizes the work already completed to convert Phil 3853 to a 4000-level course and encourages their efforts to examine a limited number of additional courses that may be candidates for conversion.**

[T4] We recommend that public relations material and events be prepared which take pains to advertise to students the links between their non-philosophical studies (e.g., in the sciences) and the various 'philosophy of' courses taught by the Department (e.g., Philosophy of Science), as well as the benefits of combining the two.

- 10. APRC acknowledges the efforts already made to promote Philosophy offerings to students outside of the department, as well as the relatively strong enrolments that have resulted. There may be additional opportunities for further promotion; to that end, the APRC encourages the Department to proceed with its plans to more widely advertise its logic courses to non-Philosophy majors.**

[T5] We recommend that a working space for students admitted to the new MA in Social and Political Thought be found in BAC, near the participating departments.

- 11. The APRC acknowledges the importance of student space. We also recognize the limitations the institution faces (i.e. there is no unused space in the BAC). We also respect the desire of departments to retain dedicated meeting spaces. The APRC encourages the Dean of Arts to engage faculty members in the relevant programs to work together to identify possible solutions for a space that is in closer proximity to faculty members teaching in the SPT program.**

(R4) We recommend that all faculty teaching in the Philosophy unit, possibly in concert with other philosophers from the region or local academics from relevant non-philosophical disciplines, form a discussion group with the explicit aim of generating and criticizing more paper or chapter drafts in preparation for eventual publication.

- 12. The APRC recommends that the Department work with the VPA to facilitate a structure for this activity. We suggest the U4 League might provide one avenue to explore possibilities.**

(R5) We recommend that members of the Department seek to participate more regularly in national and regional philosophy conferences.

- 13. The APRC acknowledges the need of faculty members within the Department of Philosophy to participate in conferences most appropriate to their research. At the same time, we encourage faculty members to look for opportunities to participate in national and regional philosophy conferences as appropriate.**

(S1) We recommend that members of the Department deliberately consider how to scale back modestly on service work while keeping the Department running efficiently.

14. The APRC recommends that the Department monitor their service commitments, but also recognizes and appreciates the important role that the Department's service plays both within the institution and within broader communities, as well acknowledges the profile that their service helps create for the Department.