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ACADIA
UNIVERSITY

A meeting of the Senate of Acadia University occurred on Monday, 10 November 2008 beginning at 4:05 p.m. with Chair Ian Wilks presiding and 41 present.

1) Minutes of the Meeting of 14 October 2008	It was moved by R. Perrins and seconded by D. Symons *that the minutes of Monday, 14 October 2008 be approved as circulated.*
	MOTION WAS CARRIED.

2) Announcements and
   Communications
   a) From the Chair
     -re Regrets

Regrets were received from W. Brackney, A. Irving, R. Lehr, L. Lusby and M. Trask.

     -re Guests

The Chair welcomed guests A. Dulhanty and J. Richard, the latter present at this meeting to address item 3)b) – Policy on Conflict of Interest.

     -re Agenda

     -re Ruling on First Year
       Alternative Project
       (**089-23-CRE**)

The Chair advised that item 3)c) of today's agenda had been deferred, 4)f) was deferred pending approval at the Faculty of Science Council level and 4)g) was deferred pending approval of the Senate Curriculum Committee. Some had questioned whether holding back curriculum in this way was within the mandate of the SCC. The Chair announced a ruling he had earlier made to the effect that this was indeed within the mandate of the committee (**APPENDIX A**). Because the First Year Alternative Project item was time sensitive, he said that the Senate may well hold a second meeting this month in order to move the initiative forward. He asked for Senators' support for this meeting if it is called.

     -re Paperless Senate
       (**089-24-MISC**)

I. Wilks said that Student Senators requested paper copy of Senate documents. He said if any other Senator wished to be included in this request they should notify the Recording Secretary, D. Murphy. It was noted that bringing individual laptops to view Senate documents was the best practice.

     -re Membership

The Chair announced that B. Hagerman would continue for another three-year term as a Board of Governor representative on the Senate.

   b) From the Registrar
     -re Use of the Enabling
       Motion for Fall 2008
       Convocation
       (**089-25-CON**)

R. Jotcham reported that the Enabling Motion was used to add five students to the Fall 2008 Convocation List.

   c) From the President (Acting)
     & Vice-President
     (Academic)
     -re Huggins Science
       Seminar 2008

T. Herman announced that the 29th Annual Huggins Science Seminar included a presentation by Dr. Art MacDonald from Queens University that evening

and he encouraged Senators to attend.

-re Update From Division of
Research & Graduate
Studies

He acknowledged the work of the Division of Research and Graduate Studies and in particular Elaine Schofield, who assisted faculty through their grant application process. This office had handled an extraordinary number of research grant proposals to the Research Tri-Council, with the various submissions amounting to $5,386,569.00 for this year. This excludes grant applications on which Acadia Faculty were co-applicants, amounting to $2,056,000.

-re Optimal System
Capacity Project
(**089-26-OSC**)

T. Herman announced that in recognition of the need for the University to plan for the future, the Deans have recently been charged to work with Schools and Departments to identify optimal capacity. This project would identify both the maximum and minimum capacity of Acadia University's programs and in turn, identify the overall optimal capacity of the institution. This is the beginning of a major project which will be tied in to the strategic plan in consultation with departments, schools and faculties. As the project unfolds, the support sectors of the University would be asked how they support capacity identified in the academic sector. He explained that this initiative would involve an extensive consultation led by the Deans between January and March of next year. It would attempt to answer: How big should we be? How big do we want to be? How big can we be?

-re Passing of J. Conor and
M. Bailet

T. Herman noted the passing of former faculty members of the Economics Department, John Conor and of the French Department, Michel Bailet. A moment of silence was held in memory of these two individuals.

3) Business Arising from the
Minutes
a) Research & Graduate
Studies Committee –
Leave of Absence Policies
for Graduate Students
(**089-10-RGS**) (Cont'd)

I. Wilks introduced this item as a continuation of 4)f) on page 7 of the 14 October 2008 minutes of Senate.

It was moved by D. MacKinnon and seconded by A. Fougere *that Senate approve the Research & Graduate Studies proposal for leave of absence policies for graduate students as attached to the agenda of the 14 October 2008 meeting and amended in part at that same meeting.*

A. Quéma spoke to the motion to amend this proposal as per the previous minutes and said one of the concerns which brought about this proposed amendment was that graduate students should not have to "request" a leave. They should be able to "take" a leave.

D. MacKinnon noted that once graduate students move from the first year of their program, they are no longer full-time graduate students. Many were working but have not finished their thesis. This kind of leave is different from maternity/parental leave or illness leave. The formal request for "approval" cited in this proposal simply comes from a desire to document the fact that a graduate student is on leave.

A friendly amendment was accepted on which new language replaces the first two sentences of the paragraph on employment leave. The paragraph now reads: *"Graduate students may* **take** *a leave of absence for employment reasons for a period of up to 52 weeks once in the course of their program."*

It was noted that the form provided with the proposal was the responsibility of the Research & Graduate Studies Office.

It was moved by D. MacKinnon and seconded by René Murphy *that the reference to graduate student be amended to read "full-time" graduate students in this proposed employment leave policy.*

MOTION TO AMEND WAS CARRIED.

A friendly amendment was accepted to change "seeking" and "granted" to "**taking**" in this policy.

A friendly amendment was accepted to change the opening sentence of this policy to read "**All graduate students taking leave of absence must do so in the manner prescribed by the Division of Research & Graduate Studies.**"

MOTION AS AMENDMENT WAS CARRIED.

b) Academic Integrity
   Committee – Policy on
   Conflict of Interest
   (**089-11-INT**)

The Chair noted that the Senate Academic Integrity Committee had revised their Conflict of Interest policy as distributed electronically after the initial agenda went out (**APPENDIX B**). As well, comments on this revised proposal, from the Acadia University Faculty Association were available at the meeting (**APPENDIX C**).

It was moved by D. Seamone and seconded by J. White *that the revised policy on conflict of interest dated 3 November 2008 as proposed by the Senate Academic Integrity Committee be approved.*

Committee Chair, J. Richard, outlined revisions in this document.

A friendly amendment was accept for the last sentence of the "Preamble" to read "Since the possibilities for conflict of interest are almost limitless and cannot all be covered in this policy, faculty members are expected to conduct themselves at all times with the highest ethical standards and are responsible for seeking guidance before embarking on **academic** activities which might be **called into question by conflict of interest**."

It was moved by A. Mitchell and seconded by M. Keaveny *that the last sentence of the "Preamble" be struck from the proposed policy.*

AMENDMENT WAS CARRIED.

Discussion was held with the following comments made:
► The Academic Integrity Committee is now named in the appeals procedure for handling conflicts of interest.
► A Senate committee should be making policy, not involved in decision making.
► No policy would override the collective agreement and this is stated in the final paragraph of the proposed policy.

► If needed we could add an AUFA Grievance Committee representative to hear appeal cases.
► In regard to faculty conditions of employment, the Senate, given its powers over educational policy, has some abilities to make material changes.
► If this proposal is accepted, the Senate By-Laws Committee will need to expand the terms of reference for the Academic Integrity Committee.
► Other Canadian institutions have a committee for appeals of this nature.

MOTION AS AMENDED WAS CARRIED (23 FOR / 7 AGAINST).

4) New Business
  a) Graduate Studies
     Committee – Policy on
     Academic Standing of
     Graduate Courses
     (**089-06-GRD**)

It was moved by D. MacKinnon and seconded by G. Whitehall *that the policy changes on academic standing of graduate courses as attached to the October agenda be approved.*

D. MacKinnon said this proposal was wording to clarify the language in the Graduate Calendar concerning academic standing.

MOTION WAS CARRIED.

  b) Graduate Studies
     Committee – Policy on
     Final Graduate
     Examinations
     (**089-07-GRD**)

It was moved by D. MacKinnon and seconded by G. Whitehall *that the policy changes on final graduate examinations as attached to the October agenda be approved.*

D. MacKinnon said this proposal was a change in wording to clarify the procedure in the Graduate Calendar.

R. Jotcham confirmed that no notification of examination of graduate examinations is required by the Registrar's Office unless that office is scheduling such examinations.

MOTION WAS CARRIED.

  c) Student Representative
     Council – Student
     Assistantship Cuts
     (**089-08-SRC**)

This item was for discussion only.

T. Hansen spoke to a report to the Senate from the Student Representative Council on Student Assistantships as attached to the October agenda. He noted that this was a request for information and for discussion on student assistantship cuts in various university departments. In particular it was asked: How many student assistantship positions were cut? What necessitated the reduction in paid student positions? and What means students have (if any) to discuss and/or appeal these decisions beyond bringing them to their student government representatives?

T. Herman replied that cuts were necessary in all areas of the University, both academic and non-academic, and included student assistantships. He stressed that these positions were not singled out. The decline in University enrolment was one reason for these necessary cuts. R. Raeside confirmed that in the

Faculty of Pure & Applied Science overall enrolment reduction resulted in student assistantship cuts as well as the elimination of Discussion Groups in the Psychology program, which had been conducted by students. H. Hemming also spoke of cuts because of reduced budget and said additional funding was sought to retain the student assistantships in the Faculty of Professional Studies. R. Perrins said a 60% cut in this year's budget, in the Faculty of Arts, included student assistantship positions in every unit.

Discussion was held with the following comments made:
► T. Herman argued against the suggestion that the faculty work stoppage was the cause of these cuts. Reduced enrolment has had a negative impact and resulted in University-wide cuts and constraints.
► It was suggested that the student assistantship budget should be dealt with separately from department budgets, i.e. a University "grants, scholarships and assistantships" account. These paid positions are important in attracting students to Acadia.
► Keeping these funds in the control of departments made it possible to make decisions quickly, rather than going through a University committee. It is important for individual departments to allocate these funds and tailor their needs as they see fit.
► The experience achieved in a student assistantship position is of lasting benefit to students.
► There was no question that student assistants are valued and with increased enrolment these restraints may be lifted.
► It was suggested that the Board of Governors could be approached for long-term funding for student assistantships as an endowment.
► It was noted that at some institutions these positions are treated as employment and those holding such positions are unionized.
► If students are complaining that the reduced numbers of student assistantships are negatively impacting their experience at AU then Senate should definitely be informed as it may mean that this reduction is affecting the academic environment of this institution.
► Student Senators asked that information on the reductions over the last few years in each faculty, be shared.
► Background information on numbers cut should be available from the Deans' offices.
► It was suggested that an *ad hoc* committee be formed to lobby the BOG for an endowment and/or funding for student assistantship positions.

The Chair commented that a motion concerning this last point would be welcomed at a future Senate meeting.

d) Research & Graduate Studies – Electronic Theses Submissions (**089-09-RGS**)

It was moved by D. MacKinnon and seconded by S. Lochhead *that Senate adopt the following recommendations (for both graduate and honours programs) as outlined in the proposal regarding electronic theses submissions as attached to the October agenda:*
1. That the Vaughan memorial Library/Acadia University Archives and Special Collections accept, store and provide access to electronic copies of all Acadia theses starting in May 2009.
2. That the Vaughan Memorial Library continues to collect and preserve paper copies of theses.
3. That electronic theses be submitted by the students as PDF documents, or in an acceptable format determined by the library (this is to ensure continued accessibility).
4. That access to theses is available through our library catalogue and in our institutional repository.
5. That there be no restriction on the distribution of a thesis or dissertation apart from exceptional cases. Exceptional cases could involve the development of a patent or the demand

of a prospective publisher that they be the first to provide the information.

S. Lochhead said this was an effort to increase the visibility and accessibly of the work done by all the Honours and Masters students here at AU. She noted that this proposal has the support of the Senate Library Committee. She confirmed that the same format as currently used for the paper copy will be used.

MOTION WAS CARRIED.

e) Curriculum Committee –
BSc Nursing Program
(**089-18-CRE**)

It was moved by R. Raeside and seconded by D. Symons *that the revised BSc Nursing Program proposal as distributed at this meeting (**APPENDIX D**) be approved.*

R. Raeside spoke to this motion and said that this proposal had been discussed for over a year. This summer much work was done on the proposal under the encouragement of members of the Departments of Education and Health, and in collaboration with the Valley Regional Health Authority and an advising group. Once approved by the Senate it would go to MPHEC for approval and then to BOG to establish a Director for this School of Nursing.

D. Symons confirmed that other universities as well as national and provincial standards were consulted in the formation of this proposal and its standards had been deemed appropriate. Support, at the provincial level, has been positive for the program. It is yet to be determined that an external review is required for this program.

Discussion was held with the following comments made:
► Financing for this program is a work in progress. The Chief Financial Officer is creating a business plan for this proposal to make it an affordable program. The program will generate significant money on its own. A Memorandum of Understanding with the Province is being developed to assist in the financing of this program.
► How will additional staff and resources for such a large program be funded and from where? Will additional faculty come out of the existing 182 in the current agreement or will that be increased?
► The number of faculty in a new school would involve an addition to current complement. It is not expected that existing staff will take on more responsibility under this proposal.
► T. Herman confirmed that it was the intent of this program to bring in additional resources and additional people. It will increase enrolment substantially and is designed to meet the demands expected. Increased resources would be brought into the University as required (human and financial). This proposal is a significant program which would require a large infusion of financial and human resources to make it happen. He said it would not intrude on existing complement or resources on campus.
► This proposal would allow those with LPN certification through Nova Scotia Community College to complete the nursing program in two years.
► As requested, it was agreed to include the University Librarian's report on resources required for this proposal with today's minutes (**APPENDIX E**).
► Concern was expressed that this motion approved a program before the School of Nursing was established.
► Time was of an essence for this proposal as AU needs to begin advertising now for intake in September 2008. This is a beginning and the next step would be for BOG approval.
► One Senator felt unready to vote on this program without knowing if it met provincial and nursing standards.

► As seconder of this motion, D. Symons agreed that for this proposal to go forward the BOG must create the School, Senate must take charge of the curriculum and government must provide funding. He believed that this proposal was in line with other nursing programs in Canada.

► It would not be in the BOG's best interests to approve a weak program. The BOG would not intrude on the academic integrity of a program being recommended by this body (Senate) as it clearly recognizes the mandate or jurisdiction of the Senate.

► This program must be approved by MPHEC and it will be scrutinized by all Maritime nursing programs. This is just the beginning of the process.

► BOG does not approve programs but *funding* of programs.

I. Wilks confirmed that if some portion of this proposal (funding or otherwise) is changed, it would come back to the Senate.

A friendly amendment was accepted as follows:
Addition of the following statement to the motion -
"With a clear understanding that:
1) Additional faculty required to implement this program would be in addition to the 182 minimum number of tenure-track faculty stipulated in the 12th Collective Agreement; and
2) That any additional fiscal resources required to launch and sustain this program be new resources and not be taken from any existing program."

MOTION AS AMENDED WAS CARRIED.

f) Curriculum Committee – Psychology Program: Neuroscience Option (**089-19-CRE**)

This item was deferred.

g) Curriculum Committee – First Year Alternative Project (**089-20-CRE**)

This item was deferred.

h) Tenure-Track Teaching Complement Allocation Committee – Final Report 2008 Report (**089-21-TAC**)

This item was deferred.

5) Other Business
a) Students with Disabilities that Affect Learning Committee Report (**089-15-SLD**)

This report as distributed in October was for information and was deferred.

I. Wilks reminded Senators of the possibility of a second meeting in November and asked for their full support to obtain a quorum.

6) Adjournment

J. White moved this meeting be adjourned. It was 6:16 p.m.

_____
D. Murphy, Recording Secretary

From: Ian Wilks
Sent: Saturday, November 08, 2008 3:20 PM
To: Vernon Provencal; Anne Quema
Cc: Tom Herman; heather.hemming@acadiau.ca; Robert Perrins; Rob Raeside; david.mackinnon@acadiau.ca; Rosemary Jotcham; ron.lehr@acadiau.ca; Donna Seamone; Peter Williams; Ian Wilks
Subject: Re: Appeal to Senate Executive

Vernon --

Thanks for your follow-up communications.

Let me begin with my conclusions. I do not believe an appeal process should be initiated. I will not call an Executive meeting this weekend. I will declare any AFYA curriculum proposal *out of order* in the Senate meeting of Nov. 10 (except in the unlikely event that it comes forward with the support of the Senate Curriculum Committee). However I am fully prepared to call a special meeting of Senate for later in November specifically to consider a motion to approve the AFYA curriculum proposal, should it become appropriate to do so.

Here are the considerations which inform the above conclusions. They take into account the elaborated statement of concerns you circulated earlier today.

(i) The mandate of the SCC is in part "to initiate and make recommendations concerning changes in the curriculum" ("Constitution and By-Laws of the Senate," VIII, c, ii). It has traditionally discharged this duty by asking for changes to curriculum proposals, where deemed necessary, before forwarding them to Senate. It has traditionally been viewed as having the power to delay forwarding proposals until such time as its concerns are addressed. What the SCC is doing now is in line with past activities. In my view the SCC is not exceeding its mandate.

(ii) If the SCC were to become irreversibly deadlocked with a party issuing a curriculum proposal then we would have a very different kind of situation. The SCC can delay a proposal from reaching the floor of Senate, but nothing in the "Constitution and By-Laws" suggests to me that it has the power to bar a proposal indefinitely. But we are not even close to seeing that level of deadlock now. The report which has occasioned your expression of concerns is scarcely a day old. To my knowledge, the AFYA committee and the SCC have not yet entered into dialogue in light of that report.

(iii) You say: "It seems unlikely a consensus can be reached between the AFYAC and the SCC -- certainly not before Monday; and I'm not certain that it can be met after Monday." Not being certain a consensus can be met is one thing. *Being certain that a consensus cannot be met* is quite another. There is no basis, so soon after the report, for certainty that a consensus cannot be met.

(iv) I have had two conversations with Dr. Quéma today. She maintains that the essential concern of the SCC is that the relevant documents have not been fully prepared. She believes that the actual disagreements between the SCC and the AFYA committee are not especially pronounced. You believe that they are so pronounced as to be potentially irresolvable. If nothing else this difference of interpretation tells me that further communication between the two bodies is needed.

(v) I appreciate the time-sensitivity of this initiative. As soon as a consensus is achieved between the SCC and the AFYA committee, I am prepared to call a special meeting of Senate at the earliest possible time. I believe we can still have this matter wrapped up by late November. (Note that Monday's meeting is not a special meeting of Senate. It is a regularly scheduled one, with a full agenda of its own.)

(vi) It is imperative that your proposal arrive on the floor of Senate in as finished a state as possible. Senate meetings are normally not well-suited for extensive fine-tuning of complex documents. We sometimes do have recourse to this sort of procedure, but not always, in my experience, to the best of effects. My hope is that your documentation will arrive in a very finished state, and that it can be warmly endorsed not only by the members of the AFYA committee present on that occasion (all will be invited), but by the members of the SCC as well.

Please circulate this response to all members of the AFYA committee. I trust that Anne Quéma (who is receiving this message as well) will do the same to all members of the SCC. I am circulating it to all members of the Senate Executive. I have attached a compilation of the key elements of this controversy.

-- Ian

Ian Wilks

Chair of Senate
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Meeting of the Academic Integrity Committee
November 3, 2008

Present: Steve Barron (student), Rodger Evans (Science), Robert Pitter (Prof. Studies), Rosemary Jotcham (Registrar) and Jennifer Richard (Library)
Regrets: Phyllis Rippeyoung.

The committee met to revise the Conflict of Interest policy once again. After careful examination of the minutes from the October 8 Senate meeting, the committee made a number of changes to address the issues raised. The committee hopes that these latest revisions have addressed the concerns of Senate and the policy can now go forward.

The committee spent the majority of the meeting discussing and making changes to the Conflict of Interest Policy. The issue of academic integrity and the university calendar that was raised by Peter Williams at the October 8 Meeting of Senate was briefly discussed and deferred to the next meeting.

Respectfully,

Jennifer Richard
Chair, Senate Academic Integrity Committee

Conflict of Interest Policy
Revised Draft: November 3, 2008

Preamble
 The purpose of these guidelines is to establish a standard of conduct applicable to Acadia University faculty student relations. A defined standard of conduct will contribute to public confidence and the maintenance of the integrity of the university. Since the possibilities for conflict of interest are almost limitless and cannot all be covered in this policy, faculty members are expected to conduct themselves at all times with the highest ethical standards and are responsible for seeking guidance before embarking on activities which might be questionable.

Policy
A faculty member shall participate in an activity or situation that involves an actual or potential conflict of interest only if that participation has been approved in advance by the administrative head of that unit. A "conflict of interest" exists where a family, business, or personal relationship causes an unfair advantage or a disadvantage for either the student or faculty member where the faculty member teaches, supervises or evaluates the student.

Definitions
"Administrative head"
>   Of a President is the Board of Governors
>   Of a Vice-President is the President
>   Of a Dean is the Vice-President Academic
>   Of a Department Head or Academic Director is the Dean of that Faculty
>   Of any other university member is the Department Head or Director or the University Librarian.

"Faculty member" means all faculty members at Acadia University involved in the instruction, supervision or evaluation of students including but not limited to professors, lecturers, instructors, librarians.

Disclosure
Actual and potential conflicts of interest shall be disclosed in accordance with this policy. Any faculty member with reasonable grounds to believe that he/she is in an undisclosed conflict of interest is required to report it to their immediate administrative head, as long as the head is not part of the relationship in question. In that case the conflict should be reported to the next highest level of administration. Any faculty member who has reasonable grounds to believe that another faculty member is in a conflict of interest can report it to the administrative head of the faculty member implicated.

Procedures for Handling Conflicts of Interest
The administrative head to whom a conflict of interest is disclosed shall consult with the person implicated and shall decide whether a conflict of interest exists, whether it will be permitted to continue and under what, if any, conditions.

In making this decision the administrative head may take into account the following factors:
- Any possible harm to the interests of students or research participants
- Whether reasonable alternative arrangements which do not involve a conflict of interest can be made
- The consequences to the university and its reputation of permitting the conflict of interest situation to continue

The administrative head's decision shall be communicated in writing to the person implicated and may be appealed. For third party disclosure cases, the appropriate person (administrative head or a member of the Academic Integrity Committee) will communicate with the third party regarding the resolution of the conflict.

Documentation regarding conflicts of interest will reside with the administrative head and will not be included in a faculty members' personal file. No university member will be discriminated against for being involved in a conflict of interest so long as the individual has acted in good faith and in accordance with this policy.

Appeals
Any faculty member who is not satisfied with a decision relating to him or her made under this policy may appeal the decision within 14 days of receiving written notice of the decision. The faculty member shall submit a written statement outlining the grounds for appeal together with any documentation to the Academic Integrity Committee.

Effect on Collective Agreements
Nothing in this policy shall be construed as limiting any right of grievance or arbitration that exists under the current collective agreement.

From: Erin Patterson [mailto:erin.patterson@acadiau.ca]
Sent: Monday, November 10, 2008 12:00 PM
To: Jennifer Richard
Cc: Erin Patterson
Subject: conflict of interest policy

Hi Jen,

Here is the feedback I have received from the AUFA exec on the revised draft policy. I agree with the comments below.

Erin

1. Appeals are sent to the Academic Integrity Committee, but it doesn't say what the AIC can do (choose between the head's decision and the status quo, or can they recommend an entirely new solution?)
2. The appeals bit is still sketchy. Procedures and timelines are necessary.
3. I am horrified by the statement that "faculty members are expected to conduct themselves at all times with the highest ethical standards and are responsible for seeking guidance before embarking on activities which might be questionable." What are the highest ethical standards? Who decides? Can you even think of an activity that doesn't fall under the category "might be questionable"? I am sure I embark on questionable activities daily -- at least I hope I do. From whom should I be seeking guidance before embarking on my questionable activities? This kind of language is utterly unacceptable, and even offensive.
4. There is still a problem of vagueness... I understand that we can never have fully spelled out what exactly a "business or personal relationship" is or isn't ("family" at least is somewhat more intuitively clear). But given that, it seems there is a heavy onus 1) on faculty members (who must "conduct themselves at all times with the highest ethical standards and are responsible for seeking guidance before embarking on activities which might be questionable" [my emphases]), and 2) on heads and directors, who will now have to look at all of these potential cases.

The no discrimination sentence at the end of the Procedures section might alleviate some of the first concern, but this applies only if one acts in accordance with this policy, which again, I think means it applies only if you have acted in accordance with "the highest ethical standards." And it includes getting clearance beforehand ("A faculty member shall participate in an activity or situation that involves an actual or potential conflict of interest only if that participation has been approved in advance by the administrative head of that unit" [my emphasis]). That may be difficult in some cases (what if a student signs up late for a course?) And of course the Wightman case doesn't give one a lot of confidence about giving more information than one needs to.

I understand the other side of it – the need for a policy, and the need to be seen to have a policy. And I don't have any easy answers... The whole exercise of trying to police the line of "personal relationships" while at the same time delivering "personalized education" seems like an impossible knot to untangle.

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: *School of Nursing*
Date: *November 2008*
Presented to Faculty Council? *November 2008*
(Append **one** copy of the Faculty Minutes dealing with this course)

Note: to minimize paper use, all 18 new courses are placed in one form.

1. Number, title, and calendar description (**MAXIMUM 60 words**)of proposed course, including pre-requisite and co-requisite.
   NURS 1013, 1023, 2043, 2013, 2033, 2023, 3013, 3023, 3043, 3033, 3053, 4013, 4023, 4043, 4033, 4053, 4063, 4099 – see attached table for Calendar descriptions.
2. Have you checked with the Registrar's Office that the number has not been used before?
   Yes   No – not needed. No NURS course ever offered at Acadia.
3. Short title for transcripts (**MAXIMUM 30 characters**)
   NURS 1013 Introduction to Nursing
   NURS 1023 Nursing in Health Care
   NURS 2043 Health Assessment
   NURS 2013 Introduction to Pharmacology
   NURS 2033 Community Health Nursing
   NURS 2023 Healthy Ageing
   NURS 3013 Nursing Communications 1
   NURS 3023 Nursing of Young Families
   NURS 3043 Nursing of Adults 1
   NURS 3033 Nursing: Child-bearing Family
   NURS 3053 Nursing of Adults 2
   NURS 4013 Mental Health Nursing
   NURS 4023 Nursing Research
   NURS 4043 Nursing Leadership
   NURS 4033 Palliative Care Nursing
   NURS 4053 Health Teaching
   NURS 4063 Nursing and Population Health
   NURS 4099 Senior Clinical Practicum
4. Is this course a requirement for a major?
   All courses listed are required for the major.
5. Is this course open to non-majors?
   Potentially NURS 1013 and 1023 could be open on a limited basis.
6. Estimated enrolment. Will the enrolment be limited? If so, how?
   Enrolment will be controlled by enrolment in the overall program at the admissions stage.
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option)
   Not specifically part of the HSO, but could provide input to HSO.
8. Reasons for requesting the course. Please be specific.
   All courses are required for a professional program in Nursing (see accompanying program proposal.)
9. Impact of this course on other courses or programs in your unit or on those in other units.
   Space will need to be found, and there are several options under consideration. Supporting courses in Chem, Biol, Soci, Psyc, Nutr will experience increased class sizes – anticipated at ca. 30 students per year.
10. Is a course with similar content offered at other universities? Which ones? At what level?

The courses listed above are standard courses for a nursing program, as currently available (and fully subscribed) at Dalhousie and St. F.X. universities. The program – and therefore the courses – at Acadia will have an emphasis on rural health.

11. To what extent has this course proposal been discussed with students of the department or school? What was the response?
    The school does not yet exist.

12. To what extent has this course proposal been discussed with other appropriate units? What was the response?
    The program and courses have been discussed by heads and/or members of the departments of Biology, Chemistry, Psychology, Nutrition, Sociology, and Dietetics, the Deans of Arts and Professional Studies, the Registrar, and experienced nursing professionals. All have indicated some level of support; those more involved have indicated greater support.

13. Who will teach the course?
    A business plan is being compiled to hire a director and 5 faculty members.

14. Academic sessions in which the course will usually be offered?
    Fall/Winter   Intersession   Other _____
    See summary table, where the schedule is outlined.

15. Frequency of offering
    Every year   Alternate years   Other (specify)

16. Are any courses being dropped in conjunction with this course? Yes   *No*
    Please complete form #2 if they are. If not, please provide justification for this imbalance.

17. Briefly describe the course (teaching format, evaluation, and texts)

18. Library *Please see attached letter from the University Librarian*
    a. Provide list of available materials in the library that would be suitable for use in this course
    b. Provide a list of desirable materials for acquisition by the library
    c. Have you consulted with the library staff regarding acquisition of materials for this course?

19. Library Technology *Please see attached letter from the University Librarian*
    a. What technological assistance, if any, will be required?
    b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available?

Course Descriptions, New Nursing Courses

Year of Program	Term	Course Number	Course Name	Brief Description of Course
First	Fall	Nursing 1013	Introduction to Nursing	Basic concepts of nursing, individual, family, community, health, environment, and the relationships among them. Historical development of the nursing profession, its unique position within the health care system, and the roles of various health care providers.
First	Winter	Nursing 1023	Nursing in Health Care- (Conceptual framework)	Introduction to the theoretical concept of caring for clients within a primary health care context. Using primary health care as a framework, nursing concepts are explored and strategies for nursing care considered. Begin to develop a conceptual framework to guide nursing practice.
Second	Winter	Nursing 2043	Health Assessment

Prerequisite: Nursing 102; Biology 2813 | Knowledge and skills for holistic assessment of individuals. Learn data collection techniques (interviewing skills, critical thinking skills, and physical examination techniques of inspection, palpation, percussion and auscultation). Focus is on the well individual. Lab component focuses on skills development. |
Second	Fall	Nursing 2013	Introduction to Pharmacology	Introduction to the discipline of pharmacology and the response of the human body to pharmacological agents used to manage disease and promote wellness. Objective to provide an introduction to the pharmacokinetics and pharmacodynamics of each major class of drugs used in nursing practice.
Second	Fall	Nursing 2033	Community Health Nursing	Exploration of community health nursing practice in the context of a changing health care system. Major themes are primary health care; population health including epidemiology and the determinants of health; and community assessment.
Second	Winter	Nursing 2023	Healthy Ageing	Focusing on the issues of health and wellness important to an ageing population, this course examines how psychological, social and physical factors impact individual's health potential.
Second	Fall	Nursing 3013	Communications I	Development of communication skills for nursing practice. Includes oral skills through talking to patients, multidisciplinary communication, and consultation, as well as written skills, charting, and report writing.
Third	Fall	Nursing 3023	Nursing of Young Families	Focus on caring for healthy children and families in the community and/or caring for children in hospital who have an acute illness or an acute episode of a chronic illness. Using determinants of health as the framework for exploring factors which influence the health of children and families. Lab Component.
Third	Fall	Nursing 3043	Nursing of Adults I	Expanding the theoretical understanding of the adult experiencing complex acute and chronic illness, students learn to apply principles of primary health care working with adult patients who are experiencing an acute or chronic illness. Lab component.

Third	Winter	Nursing 3033	Nursing of the Childbearing Family	Focuses on theories, issues, and trends related to the care of the childbearing family. Utilizing family-centered care principles, pregnancy, childbirth, and postpartum are viewed as normal life processes with family members as partners in care. Theory and content applied to clinical practice. Lab component.
Third	Winter	Nursing 3053	Nursing of Adults II	A theory and practice course designed to provide students opportunity to provide comprehensive care for adults who are experiencing complex health problems. Application of knowledge in selected nursing practice experiences in acute care, community, or home settings. Lab component.
Third	Summer	Nursing 3900	Cooperative Learning Experience	Independent nursing practice; students will apply their psycho-motor nursing skills, acquire confidence and independence and gain valuable experience working as a member of a health care team. Non-credit course.
Fourth	Fall	Nursing 4013	Mental Health Nursing	Comprehensive study of the mental health aspects of nursing including anxiety, depression, dementia, and psychosis; eating disorders, trauma, substance and gambling dependency. Explore the principles of social justice and ethical and legal aspects of mental health care. Lab component.
Fourth	Fall	Nursing 4023	Nursing Research	Overview of research methodologies with emphasis on the critique of research and its use in nursing practice. Introduction to both quantitative and qualitative methodology. Emphasis on novice professional's role as an informed consumer of research, a generator of potential resea4rch questions, and as a collaborator in research relevant to practice. Lab component.
Fourth	Fall	Nursing 4043	Nursing Leadership	Leadership, management and change within the context of nursing and health care. Concepts in health care organizations and management and the implications in clinical setting; strategies to enhance nursing influence on the evolving health care system.
Fourth	Fall	Nursing 4033	Palliative Care Nursing	Overview of theories, current practices, and relevant issues in the field of palliative care and the nurse's role.
Fourth	Winter	Nursing 4053	Health Teaching	Introduction to theories and principles of teaching and learning within a primary health care context focusing on the nurse's role as health educator and change agent in promoting healthier lifestyles and enhancing wellness through use of empowerment; application of theory and skills through participation in community based activities.
Fourth	Winter	Nursing 4063	Nursing and Population Health	Theoretical and clinical opportunities to examine and apply concepts and skills related to population health. Emphasis is placed on the determinants of health, populations at risk for both physical and psychosocial disruptions in health, strategies to promote the health of populations and the role of the nurse in an interdisciplinary and intersectoral approach to health promotion.
Fourth	Winter-Spring	Nursing 4099	Senior Clinical Practicum	Synthesis, application and further acquisition of knowledge, skills, and attitudes in a selected nursing practice setting. Emphasis on complexity of nursing care with clients (individuals, families and/or aggregates). Selection of focus area will be made through consultation with faculty

To: Dr. Tom Herman, Vice President Academic
Dr. Rob Raeside, Acting Dean of Science
From: Sara Lochhead, University Librarian
October 29, 2008

Library support for proposed four year Nursing Program
The following information has been put together by the Science Liaison Librarians based on a review of the Acadia University Library holdings and resources used by the other nursing programs offered in the region. It reflects support for a four year program and does not include research support for faculty in the program or specializations that may be reflected in the Acadia program. These would have to be determined at a later date.
All costs are in US dollars (over 80 % of the library's acquisitions budget is spent in US dollars).

What Acadia currently has:
JOURNALS:
Due to our consortial purchasing power through CRKN and CAUL, Acadia University currently has access to approximately 1100 titles related to Medicine, Nursing and Allied Health Professions. This would cover approximately 75-80% of nursing journals offered at other institutions in the region (St. F.X., Dalhousie, and UNB).
What Acadia needs:
There would still be a need to purchase between 10-20 core nursing titles at an estimated annual cost of
$10,000.00US.   **Estimated annual budget required: $10,000 US**

INDEXES TO ARTICLES
Acadia **HAS** access to the following required databases:
Cochrane Library—Note: Individual Acadia students have access through Wolfville Public Library if they have a public library card
MedLine-Note: Acadia uses access through PubMed – free internet version.
PsychINFO
Sociological Abstracts

What Acadia needs:
Ageline $1500 US
CINAHL (Cumulative Index to Nursing and Allied Health Literature) $1000 US
Health and Psychosocial Instruments (HaPI) $2000 US
Health Source: Nursing / Academic Edition $7500 US

Estimated annual budget:

$12,000.00US

Books and other monographs
Our current collections in Nutrition, Biology, Kinesiology, Psychology and
Sociology will aid in maintaining appropriate library support for a nursing program.

What Acadia needs:
We do not hold book collections in Public Health, Hygiene, Preventative Medicine, Paediatrics, Nursing, Psychological Tests and Testing.
The development of a core nursing collection of 750 titles at approximately $65.00 per title (based on a broad range of topics in nursing and allied health) would require a **one time cost of $50,000 US**

The estimated annual budget for development of this collection especially in
the early years of the program   **$30,000 US**

What Acadia needs:
The reference collection is important to this program because of the demands for up to date data and information . The reference collection currently does not support a nursing program.

REFERENCE SOURCES (print and electronic)
Examples of sources:
Encyclopedia of Nursing Research (Springer)
Encyclopedia of Mental Health (Academic Press)
Gale Encyclopedia of Nursing and Allied Health
Mosby's Medical, Nursing, and Allied Health Dictionary
Mosby's Handbook of Patient Teaching
Nursing Diagnosis Reference Manual (Lippincott Williams & Wilkins)
 Bates' Visual Guide to Physical Examination
Concise Medical Dictionary (Oxford)
Dictionary of Nursing
e-CPS (Compendium of Pharmaceuticals and Specialties)
Handbook of Medical-Surgical Nursing (Lippincott Williams & Wilkins)
Handbook of Pathophysiology
Interpretation of Diagnostic Tests
Joanna Briggs Institute
Lippincott Manual of Nursing Practice
Lippincott's Nursing Drug Guide
Mental Measurements Yearbook
Merck Manual of Diagnosis and Therapy
Nurses' Guide to Clinical Procedures
Nursing Care Plans and Documentation

Estimated annual budget required: $30,000 US

Total Estimated Annual Budget : $82,000
US

Plus one time costs for core book collection of $50,000 US