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ACADIA
UNIVERSITY

Minutes of the Senate meeting of 11 February 2013.

A meeting of the Senate of Acadia University occurred on Monday 11th February, 2013 beginning at 4:00 p.m. with Chair Diane Holmberg presiding and 50 present.

1) Approval of Agenda	Before the motion to approve the agenda was moved, the Chair explained that a number of time-sensitive items had been moved to the top of the agenda ahead of items carried forward from the previous meeting, and asked whether there were any objections to this approach.
	There were no objections.
	Motion to approve the agenda moved by J. Hennessy, seconded by J. Stanley.
	The Chair asked for any further amendments, additions or changes to the agenda. There were none.
	MOTION TO APPROVE THE AGENDA CARRIED.
2) Minutes of the Meeting of 14th January, 2013	**Motion to approve the Minutes of Monday 14th January as distributed. Moved by H. Kitchin, seconded by W. Slights.**
	The Chair asked for any errors, omissions or changes to the Minutes.
	MOTION TO APPROVE THE MINUTES CARRIED.
3) Announcements **a) From the Chair of Senate**	Regrets were received from E. Callaghan, J. Guiney Yallop and B. Leslie.
	The Chair welcomed A. Robbins, the Academic Dean from the Faculty of Theology; noting that she was present as a guest to take questions regarding curriculum changes for Theology, if in fact there were any questions. Senators were asked if they had any objections to A. Robbins attending. There were no objections.
	The Chair now welcomed everyone and thanked R. Hare for taking the minutes once again.
	The Chair had not attended any meetings on behalf of Senate since the last Senate meeting and so her announcements were considerably shorter than of late. She noted that the Budget Advisory Committee meetings had been cancelled twice but that the committee would meet later in the week.
	The Chair discussed the report that she had received from researchers at the University of Saskatchewan, which detailed research they had carried out on

Senates across Canada. The Chair noted that their overall report was organized around five separate themes, but also gave individualized reports showing where average responses for Acadia fell, relative to the national mean. These were based on a small number since there were only 11 respondents from Acadia's Senate. The Chair felt that there might be points worth discussing and asked Senators whether they wished to discuss the report at a future date, recognizing that the evening agenda was already crowded. The Chair offered to create a brief summary that would highlight interesting themes for discussion.

The document had already been circulated but the Chair agreed to re-circulate it prior to any discussion.

S. MacDougall felt that April or May would present a better opportunity when the school year had finished.

P. Hobson reminded the Chair that this was supposed to be 'announcements' rather than discussion of a topic. At this point it was agreed that the Chair would bring a summary back to Senate for discussion at a future date.

b) From the President

President Ivany spoke briefly about the on-going MOU process and noted that the process was at a quiet stage as far as the big issues went. The funding formula decision had now been pushed out by at least a year, and we were still awaiting the outcome of the proposal to the Excellence and Innovation Fund around the conversion to compressed natural gas. President Ivany stated that a decision should be known in the next few weeks.

c) From the Vice-President Academic

T. Herman let Senate know that he had just returned from a bus trip to Bishop's University, to attend a colloquium along with students from Saint F.X., Mt. Allison and a contingent from Acadia University. T. Herman stated that Bishop's University sponsored the colloquium on "*the future of undergraduate education – up for debate* ", which was debated by the four universities.

T. Herman noted that rigorous student debates took place in the morning, culminating in a debate on whether or not small undergraduate universities and liberal arts education wasn't in fact an anachronismm. K. Power, M. Rios, D. Shea and C. Baker made up the student team. T. Herman noted that the event reminded him how special small universities in Canada really were, and remarked on the quality of the students.

T. Herman stated that the afternoon comprised of innovative and inspirational 'TEDx' talks. Bishop's scheduled 10 talks given by faculty from four universities and Acadia was represented by J. Saklofske, R. Newman and D. Kruisselbrink, all of whom give extraordinary talks. T. Herman noted that all of the talks were excellent and will be available on the Bishop's website, and then linked also to the Acadia website.

T. Herman stated that the event was capped off in the evening with the CBC's "The Debaters" being taped, which was a good way to de-brief from an energy intensive experience for both the debaters and the judges, both of whom had limited experience. T. Herman noted that great similarities and shared values were evident between the institutions, and also noted how well the Acadia student and faculty teams performed.

M. Rios acknowledged the tremendous support and preparation provided to the student team by B. Moody, who agreed to coach them in spite of their initial under-preparedness!

4) Time-Sensitive Issues:

a) Approval of Calendar Dates for 2013/14 (*attached*)

The Chair reminded Senate that at the last meeting amendments to the calendar dates were approved, but that later K. Power had asked for a motion to reconsider, as an error had been noticed regarding the date of Homecoming (falling on the Thanksgiving Weekend). The Chair noted that the motion to reconsider had been properly used, with the exception that in order to avoid being abused, the motion could only be moved by a Senator who had initially voted on the prevailing side of the original motion. K. Power confirmed that this had been the case.

The Chair noted that discussion of the motion could now recommence, with a fresh speaker's list, and that amendments to the main motion would be in order.

Motion to amend the calendar dates document to reflect that Homecoming Weekend would be October 18th – 20th, 2013. Moved by K. Power and seconded by A. Foster.

C. Stanley stated that the Valley Harvest Marathon was held on the Sunday of the previous weekend.

K. Power noted that E. Cochrane had noticed the error in the document.

AMENDMENT CARRIED.

The Chair now returned to the motion to approve the 2013/14 calendar dates, as amended.

MOTION CARRIED AS AMENDED.

b) Approval of Undergraduate Curriculum Changes (*attached)*

The Chair asked A. Quema to comment on the curriculum process. A. Quema noted that the Curriculum Committee met on two occasions; December 12th and 19th; and that both meetings were very productive. A. Quema stated that the committee had a number of changes that needed to be addressed, and that as Chair she visited the Schools and Departments to let them know what needed to be altered. A. Quema felt that a very complete package of curriculum changes was being brought to Senate.

Motion that Senate approve the undergraduate Curriculum changes for the Faculty of Arts. Moved by B. Moody and seconded by D. Shea.

B. Moody spoke briefly on the curriculum changes, noting that they were mostly housekeeping changes, along with some new courses but also some deleted courses. Two spelling errors had been noticed. B. Moody noted that none of the proposed changes would impact on any other units on campus.

The Chair asked for any other comments.

J. Hennessy pointed out that the School of Music was proposing a new program – a 30 hour Certificate in Music Education – but that no additional resources would be required in order to offer the program.

MOTION CARRIED.

Motion that Senate approve the undergraduate Curriculum changes for the Faculty of Professional Studies. Moved by H. Hemming and seconded by D. MacKinnon.

H. Hemming noted that most of the curriculum changes coming forward were of a housekeeping nature, with the exception of the change in name for the Bachelor of Recreation Management, which was changing to the Bachelor of Community Development. H. Hemming noted that the change was not as significant as it might at first appear and that extensive consultation had taken place over the last year.

S. Lochhead asked whether the change would be immediate and whether students graduating in May would have a degree under the new name.

H. Hemming noted that it would be immediate, but that students graduating in May would leave with a Bachelor of Recreation Management.

C. Stanley asked what the reason was for the change.

H. Hemming asked R. Murphy to describe the reason for the changes to the Recreation Management program name.

R. Murphy noted that the move began with the program review three years ago, when the observation was that the School was doing a lot of things and should concentrate the curriculum into a specific area. Immediately after that time, the program content had altered to include more community development content, and that was followed by the retirement of three faculty members. The change of name followed a year of changes already implemented to the program last year, and R. Murphy stated that both the students and professionals in the field were in favour of the change, as it reflected the new reality in the profession. Web searches for a position in the field in Recreation Management brought up very few hits, whereas a position in Community Development came up frequently. R. Murphy noted that the students were overwhelmingly in favour of making the name change.

MOTION CARRIED.

Motion that Senate approve the undergraduate Curriculum changes for the Faculty of Pure and Applied Science. Moved by P. Williams and seconded by D. Benoit.

P. Williams noted that the changes were mostly of a housekeeping nature, but that the major changes of note were the 1500 series of courses in the Math and Stats department. These were courses designed for students pursuing a career in elementary education.

E. Cochrane was concerned that one course in Biology, (BIOL 3753 *The Arctic Environment*) was already being taught, and wondered why it was only now coming to Senate for approval.

P. Williams responded that the course had been offered as a special topics course last year and there proved to be strong student interest, so that it was now being moved into the Calendar as a regular course offering.

A. Quema noted that BIOL 3753 also had an inter-disciplinary aspect to it which was interesting. A. Quema praised the Department of Psychology for the logical clean-up of the Psychology curriculum which would make course selection choices clearer for the students. A. Quema noted that the work carried out by the Psychology department could serve as a template for other complex programs as it was extremely organised, cool and rational.

The Chair noted that there were many options and programs in Psychology, and the curriculum requirements have now been made more uniform across the various options.

MOTION CARRIED.

c) Approval of Graduate Curriculum Changes *(attached)*

Motion that Senate approve the graduate Curriculum changes to the Calendar. Moved by D. MacKinnon and seconded by D. Benoit.

D. MacKinnon noted the in the case of the department of Biology, the changes could be considered as substantial. The graduate program required 12 credit hours with six credit hours being mandatory, and the remaining six credit hours being selected from choice of 28 courses (84 credit hours). D. MacKinnon noted that the Biology department proposed to remove these 28 courses and instead offer three new courses, of which up to seven sub-headings would be applied in any given year. This will result in efficiency and simplify choices for the students.

D. MacKinnon noted that in the changes to the M. Ed Counselling program, accreditation of that program resulted in the requirements for two workshops. There were also course title and course description changes to reflect what was happening in the assessment courses, and a couple of other courses with title changes.

MOTION CARRIED.

d) Approval of Faculty of Theology Curriculum changes (*Syllabi attached)*

Motion that Senate approve Curriculum changes for the Faculty of Theology. Moved by H. Gardner and seconded by W. Brackney.

H. Gardner stated that the one new course (PACC 4033/7033 *The Church's Response to Domestic Violence*) was being introduced as an elective into the curriculum. The Chair noted that the calendar descriptions had also been circulated.

MOTION CARRIED.

e) Motion: That Senate endorse the attached response to MPHEC regarding their Quality

The Chair discussed the MPHEC Quality Assurance discussion paper that was circulated with a request for a response from universities in the Province. At the previous Senate meeting, T. Herman had noted that he would be preparing an institutional response and it had been agreed that rather than both T.

Assurance discussion paper
(*attached*)

Herman and the Chair of Senate preparing a response, T. Herman would circulate his response to Senate so that they could decide on a) endorsement of the response if they agreed with the content, or b) to craft a separate response from Senate.

The Chair asked T. Herman to speak about the process prior to bringing a motion forward.

T. Herman stated that the request to review the MPHEC document was widely circulated and that MPHEC would be expecting a large number of responses. With that fact in mind, T. Herman had decided to keep the response brief. T. Herman noted that the response had been constructed in consultation with the Deans of the three Faculties and the Dean of Research and Graduate Studies. The discussion paper and the draft standards that emerged from it were really designed to continue to improve the way in which existing programs were monitored, with a particular focus on student outcomes.

T. Herman noted that the policies around the standards were about three times as long as the policies around the guidelines, because the standards are much more prescriptive. T. Herman stated that there were concerns around the 'one size fits all' approach to the measuring and monitoring of quality control in a diverse group of post-secondary institutions Such an approach was probably not going to be particularly informative, and would not highlight things that institutions do particularly well. There were also concerns over the business of commodifying education. Identifying easily measured indicators would likely mean that those indicators would not prove to be particularly informative.

T. Herman raised a final point, that much of the report rose out of an overarching concern that universities presently do not pay enough attention to what they do and how well existing programs serve the study body. Acadia took offence to this suggestion and therefore decided to attach the existing academic program review guidelines, which demonstrated clearly the ways in which Acadia incorporated student input into program reviews.

T. Herman asked for input from Senators.

K. Power noted that he was also Chair of the Board of Directors of Student Nova Scotia and that they had also received the MPHEC Quality Assurance document. K. Power reported that they met with the Executive Director who walked them through the report. K. Power noted that they were quite taken with the focus on student learning, but also felt that all services that are offered on campus are part of the student learning experience. K. Power took issue with point #6 in the response, and felt that non-academic services were vital to student success. K. Power felt unable to vote in favour of the response if it did not include a review of these other numerous 'non-academic' services.

A. Quema's understanding was that Senate was charged with monitoring and discussing those quality assurance metrics that related to the academic standards, rather than reviewing and assessing those other extremely important non-academic areas. A. Quema noted that although this request issued from MPHEC, where was it really coming from? A. Quema wondered whether there was an underlying link between making universities accountable, and some sort of budgetary vision at the Provincial governmental level.

T. Herman was not aware of a hidden agenda at the Provincial level. T. Herman felt that guidelines had been in place for quality assurance for some

time. T. Herman noted that in response to the initial attempts by MPHEC to put some structure behind the academic program evaluation, this system evolved and had been used by Acadia when conducting academic program reviews, to be more proactive in reviews of programs.

T. Herman noted that he did have a problem with the more rigid structures that were proposed in the standards, as opposed to the guidelines.

T. Herman responded to K. Power's concerns and noted that while it was important to evaluate what the university does in both the academic and non-academic sector, it was important that Acadia not create an overly cumbersome framework in order to do that. Were this framework to be extended to all units on campus, it would prove extremely cumbersome. T. Herman pointed out that MPHEC provides no money or resources to the university to carry out these evaluations. T. Herman noted that there will be a greater challenge in adopting a more prescriptive and detailed standards approach.

L. Aylward spoke in favour of the first part of the response and felt that 'quality assurance' was an ill fit for education. L. Aylward noted this fact was known from the standards that were talked about everywhere in terms of standardised testing and teacher quality that was assessed through student performance. L. Aylward noted that plenty of literature existed on this topic. She noted that there used to be 'principles' and now the move to something else seemed inappropriate because it felt like total quality management.

L. Aylward believed that education was not a 'service' or a 'product', or any of the other things that would go with quality assurance. L. Aylward would prefer T. Herman to stick to the arguments made in the response document.

J. MacLeod questioned whether the MPHEC was keeping step with education. He noted that Senate had approved the name change and focus of the Bachelor of Recreation Management earlier, along with inter-disciplinary courses and other new innovative programs to respond to changes, and he noted that each university is trying to find its niche. J. MacLeod felt that the approach by MPHEC paralleled the teaching profession, noting that his wife was a teacher with precious little time to teach. J. MacLeod questioned whether the MPHEC had engaged in any self-reflection to decide where they were going, with regard to the pace of education.

A. Vibert agreed with the points that had been raised, and noted the current fetish in education around the whole issue of accountability. This produced in the public education system a situation where teachers and principals were prevented from doing their jobs, spending more time accounting for what they were doing, rather than actually doing the job. A. Vibert gave an example of nurses in hospitals spending time accounting for what they were doing and felt that this current fad was based on mistrust.

R. Seale agreed that this was exactly what was happening in public education at the moment and felt that a clear message should be sent back to the MPHEC, noting that the Webster's definition of '*academic*' was '*of no practical value*'.

D. Benoit agreed with the observations and felt that this level of oversight made no sense. He felt that even at Acadia, a program change proposed by specialists in his own department needed to receive progressive approvals from bodies that understood less and less about the technical details of the

change (Dean and Directors, Faculty, Curriculum, Senate and finally on occasion, MPHEC).

J. Hennessy agreed and noted that in addition to the above points, other institutions also get to weigh in on program changes proposed at Acadia. J. Hennessy was pretty confident that the main motivation of the other institutions was not to be strengthening the Acadia institution.

T. Herman noted that he will be planning to attend the MPHEC session in person and provide oral commentary.

Motion: That Senate endorses the attached response to MPHEC regarding their Quality Assurance discussion paper. Moved by T. Herman and seconded by D. Benoit.

A. Quema asked whether institutions were being asked to be accountable so as to show how they spend their dollars and felt that Acadia needed to remain vigilant to this expectation.

K. Power reiterated his concern that regarding comment #6, feeling that "non-academic" areas of the university are in fact vital to the overall academic mission, and merit quality control. He felt that if this was not part of the mandate of Senate, then it should not be moving to endorse these responses.

The Chair asked K. Power if he would like to propose any suggestions for changes to the document, and noted that T. Herman would be prepared to discuss the responses with K. Power.

President Ivany stated that MPHEC, up until the late 1980s, had a mandate all through the Maritime provinces to sit in final judgement around program approval, and to recommend to governments of the day incremental funding to mount those programs. The posture of the governments of the day was to accept the recommendations of MPHEC. President Ivany noted that as a result, the MPHEC built up huge powers, not only in decision making but also in directing governments in terms of incremental expenditure. President Ivany noted that that power began to wane during the late 1980s and early 1990s, and that by the mid-1990s that power was gone, but that the programatic approval process remained even today.

President Ivany noted that the composition of the MPHEC is still made up of mostly governmental nominees, along with some AAU members.

K. Power requested a motion to amend the draft response to MPHEC with respect to comment #6. K. Power wished to see a change in the wording of the first sentence and for the second sentence to be struck from the document.

The Chair stated that the form of the motion was that Senate endorse the report which had been prepared by the VP Academic, and that in that situation an amendment might not be applicable.

T. Herman stated that he would be comfortable working with K. Power to tweak the document slightly.

The Chair took that as a 'non formal' amendment but noted that T. Herman and K. Power would continue to discuss the document response.

A. Quema asked whether Senate would in that case not see the document again, because she would not be voting in favour of changes to the document.

The Chair stated that Senate was endorsing the response from the VP Academic. Senate could also choose to send in a separate document, noting that it mostly agreed with the report, but had concerns around certain areas.

MOTION CARRIED.

f) Motion from the Dean of Research and Graduate Studies: That Senate approve the revised process for developing Acadia's Strategic Plan (*attached*)	**Motion from the Dean of Research and Graduate Studies: That Senate approve the revised process for developing Acadia's Strategic Plan. Moved by D. MacKinnon and seconded by J. Hennessy.**

D. MacKinnon explained that the Senate Research Committee had reviewed approaches by other universities and finally settled on an open and engaging approach modelled on the University of Calgary, in which questions were provided for all of the units on campus to engage in, eventually arriving at a strategic focus. D. MacKinnon stressed the fact that a strategic research plan was expected to be 'strategic', rather than something that was representative of all the research that took place on the campus.

D. MacKinnon described a new timeline, and new guiding principles, along with a series of questions that had been designed based on the university of Calgary but with an Acadia flavour in mind. D. MacKinnon described the process for engaging programs and groups on campus to ultimately come back to propose to Senate a particular plan. These proposals would be preceded by public forums on campus.

D. MacKinnon noted that the process of engaging with the units and identifying where they had strengths and connections was not intended as a winnowing process, but more as a data collection process.

J. Stanley asked about the focus around consultation external to the university and with the community.

D. MacKinnon noted that there was not a specific consultative process built in and noted that development of the plan was designed as an internal process.

A. Quema asked whether it was fair to assume that some of the principles and criteria derived from the granting agencies' own conceptualization of research themes and processes would affect the planning process at Acadia.

D. MacKinnon agreed that the granting agencies certainly factored into their thinking in terms of how the document was put together. D. MacKinnon noted that the situation in Canada with both NSERC and SSHRC was not one where they expected things to return to how they were before. D. MacKinnon noted that the granting agencies had clearly decided on a new direction which put money into the hands of fewer people. He also noted that a lot of work was being done to lobby the granting agencies, but did not expect to see a return to the past.

D. MacKinnon stated that the agencies were becoming increasingly more taken with universities whose Strategic Plans had a clear focus. D. MacKinnon mentioned the 'Aid to Small Universities' grant that Acadia can apply for

through SSHRC every three years, which amounts to $90,000. Acadia was successful in getting the grant the last time around, but unsuccessful on the three previous occasions. D. MacKinnon believed that a narrowing down of the focus resulted in the successful grant application.

A. Quema noted that researchers are in disagreement with the approach that the granting agencies are taking in their approach to funding.

S. Major agreed that it was time to update the Strategic Research Plan and that this appeared to have been done in an open and consultative manner.

President Ivany noted that there was a fundamental question in this research plan about how Acadia was going to exemplify Acadia's commitment to their undergraduate student involvement in research, recognizing that this was an integral component of the student experience. President Ivany felt that this space in Canada for a high quality and highly engaged undergraduate education, which involved research and not just teaching, could not be understated. In view of the suggestions of 'teaching only' universities, it became crucial that this research plan laid the foundation for a set of values that underpinned why and how research was undertaken to maximise the involvement of the students. President Ivany saw this as a core issue.

MOTION CARRIED.

5) Carried Forward from Senate meeting of January 14ᵗʰ, 2013

a) Initial Report from By-Laws Committee regarding potential changes to Senate committee structures (*attached*)

The Chair reminded Senate that the By-Laws Committee had been charged with beginning the process of reviewing the Senate committee structure. The report came forward to Senate in January but was carried forward to this meeting due to lack of time. The report was being brought forward for information only at this point.

H. Kitchin noted that the report has been available for over a month, so that the date for each Senate Standing Committee to compile a list of current committee memberships to the Senate Recording Secretary should now be moved forward to the first week in April.

H. Kitchin stated that the By-Laws Committee was charged with this because of the reduced faculty complement which resulted in increased faculty responsibilities on committees at a time when faculty were overstretched. As a result, it had become hard to fill vacancies on some of the committees.

H. Kitchin noted that the By-Laws Committee has been meeting on a regular basis and that a motion was passed at the last meeting which will come forward to Senate. The By-Laws Committee will deal with the issues in stages to avoid tying up too much time in one Senate meeting. The By-Laws committee was looking at a number of standing committees with duplication of faculty representation. At one time two people needed to be on the committee if one person couldn't be present, but with the ability now to Skype or telephone into a meeting, this duplication was not considered necessary. H. Kitchin also raised the fact that T. Herman served on many standing committees and noted that there had been concern on the By-Laws Committee that there could be some interpretive conflict of interest in serving on as many committees as he presently does. H. Kitchin thanked the other

members of the By-Laws Committee for their amazing contribution.

P. Doerr commented that the Archives Committee had been resuscitated.

S. Lochhead agreed that they are resuscitated and noted that they do have records of Senate up to 2001 in the Archives on paper, and in digital form from 2001 forward. S. Lochhead suggested that the Archives Committee might wish to take on as part of their terms of reference, the care and feeding of Senate materials as they are created.

H. Kitchin reminded Senate that they were requesting feedback from the different standing committees. Even if there had been no active chair for the last several years, the By-Laws Committee would still appreciate feedback.

6) New Business

a) Motion from the Chair Regarding Follow-Up Reports (*attached*)

P. Doerr was asked to assume the Chair.

Motion that whenever Senate asks an individual or group to complete some action, plans will be made for a follow-up report to be made to Senate. An individual responsible for reporting to Senate will be identified, and a date for the follow-up report will be set. The Chair will then contact the reporting individual when preparing the agenda for the relevant month, and request the follow-up report. The item will normally appear on Senate's agenda for discussion, regardless of whether a written follow-up report is submitted. Moved by D. Holmberg and seconded by C. Stanley.

D. Holmberg noted that this issue had come up a couple of times recently and gave the example of the minors on transcripts recommendation, that Senate had assumed had come into effect, whereas in fact it had not been acted upon. D. Holmberg noted that actions do fall between the cracks and said that President Ivany had indicated that this approach is used with the Board of Governors, reporting back on a quarterly basis.

D. Holmberg felt that this approach would reduce the amount of time that she needed to spend contacting Senators for material because she would have a record of when the follow up report could be expected. The item would appear on the Senate agenda, regardless of whether a written report was submitted. This would enable whoever was charged with the follow-up to report on progress or no progress.

H. Kitchin observed that D. Holmberg was extremely diligent in tracking action items, but noted that in the case of the By-Laws committee, a motion that had been passed at Senate tasked the By-Laws committee with completing their work and submitting a report by a certain time. H. Kitchin felt that committees should be left to be responsible and mindful of deadlines.

D. Holmberg noted the Robert's Rules also recommended this sort of approach to following up on items referred to individuals or committees.

A. Quema asked whether the D. Holmberg was talking about two different things: the annual reports, and different requests for action that might crop up during a year.

D. Holmberg agreed that this approach was not about annual reports, but was intended for occasions when Senate asked someone to do something and report back. The action might be requested from an administrative body, a sub-committee, or an individual.

L. Aylward spoke in favour of the motion and felt that it would not restrict anyone and could even improve Senate's 'quality assurance'.

MOTION CARRIED.

D. Holmberg resumed the Chair and thanked P. Doerr.

b) Report from the Academic Planning Committee (*attached*)

T. Herman discussed the progress report from the Academic Planning Committee that had been circulated to Senate and noted that no motions were being brought forward at this time. T. Herman commented briefly on the general observations that were detailed in the written report, noting that the current situation in the Academic Sector was considered untenable, and that even academic programs that were considered to be strong in their enrolment were increasingly at risk in the present environment. T. Herman noted that the University was living in extraordinary times in terms of financial constraints and that the immediate future environment looked no less constrained. T. Herman felt that it was unlikely that the Academic Sector would be able to operate in the way that it did in the past, because it was unlikely that traditional resource streams would ever return to previous levels. Faculty and academic units were applauded for the way in which they had dealt with the challenges with an innovative approach, and for their efforts to design new and innovative programs, but T. Herman stated that the committee recognised that those changes also created risk to the sector.

T. Herman noted that the University had been forced to react to emergencies but that this was not an ideal situation. The committee believed that 'long-term, practical and robust planning for the Academic Sector could only be developed on the basis of a firm foundation approved by Senate as a whole'.

T. Herman noted the importance of integrating inter-disciplinary studies into the Academic Sector, and noted that the committee had received submissions from members of interdisciplinary programs, and was seeking additional submissions, after which the committee would bring forward some recommendations to enhance the place and the operations of interdisciplinary activities.

With regard to the future activity of the committee, T. Herman reported that while it recognised that it would be difficult to surmount the challenges facing the Academic Sector, there were in fact examples of units on campus that had responded to the challenges in imaginative and innovative ways. T. Herman drew attention to the School of Music's redevelopment over the last five years, and also noted the changes in Recreation Management that were mentioned earlier in the meeting, along with Environmental Science and Nutrition.

T. Herman noted the importance of building strategies to develop new resource bases, which in turn would become a challenge for Senate. The APC document included a draft of the 'Mission and Definition' which was similar to that of the Strategic Plan with a number of changes inserted. T. Herman asked whether other members of the APC would like to comment further.

K. Power noted that in his opinion the committee was not just looking for the right answers, but wanted to ask the right questions.

P. Hobson stated that he was disturbed by the tone of the document and noted that under 'General Observations' there was a suggestion that returning to the *status quo ante* would not be effective. P. Hobson felt that this suggested implicitly that the *status quo ante* had not been the right way to do things in the past, and that it was now time to change. P. Hobson felt that the committee favoured the new approaches adopted by some units, but felt that statements to this effect needed to be substantiated, which the document did not do. P. Hobson asked whether these points were just opinions of the members of the committee.

H. Kitchin noted that she was on the Senate Executive when the idea for the APPC came forward and stated that at the time she had questioned the logic of the APPC given the economic void that Senate had in terms of its mandate. The APPC carried out a 'state of the units' questionnaire for all units on campus and invested a great deal of time and energy into the questions that would be asked of units. When the APPC received the responses from units they then isolated a number of themes and challenges that were being raised by units. H. Kitchin noted that for each theme the APPC tried to generate some kind of solution.

H. Kitchin felt that there was no sense of continuity between the work of the APPC which served as a rationale for the creation of the APC as a standing committee of Senate, and the current direction of the APC. H. Kitchin noted that one of the key responses from the units was a perception that there was a lack of leadership in the academic sector. H. Kitchin felt that the APC was a non-representative committee that had been given tasks to explore planning and possibilities for inter-disciplinary studies, at a time when there was no guarantee that those on the committee had the necessary expertise or foresight to design what was needed.

H. Kitchin pointed out to President Ivany that sound leadership was needed, and felt that faculty were presently spending a lot of time on committees questioning the whys and wherefores of what was really going on. When H. Kitchin served on the APPC she saw no financial information that could have helped to inform her opinions and decisions.

H. Kitchin noted that the APC was primarily made up of administrators but that the process itself was almost cannibalistic in nature, because faculty were being asked to redesign programs themselves, without knowing what the agenda was. H. Kitchin asked President Ivany to come up with a plan for re-structuring, if that was what was needed, and to bring something to Senate for its consideration.

J. Hennessy felt that the situation was not quite so dire but did glean from the report that there were no problems with what faculty were doing with their scholarly work or course work; instead the problems lay with the structure of the academic sector, which made it difficult to do things better. J. Hennessy gave an example of the way that the School of Music would like to simplify their program offerings and make it more flexible, but recognised that they would then take the risk of not getting teaching resources or faculty positions. Once a course was no longer an absolute requirement, it could prove impossible to get teaching resources to offer it. J. Hennessy noted that the

program itself would be better and more robust and would be able to offer more options for the students. However, the restrictions on the degree options and the way in which the sector was structured, along with the way that everything was siloed into departments and faculties, majors and minors; all compounded the problems and created challenges. J. Hennessy took from the APC report that if attention was paid to the structuring of the academic sector and if a change was done correctly, all units could function in a more productive manner.

A. Quema felt that through a process of thought the committee would end up pitting disciplinary programs against inter-disciplinary programs. A. Quema felt that the document operated on the premise under 'general observations', that "All of our academic programs – whether defined to be "in danger" or "flourishing" – are at risk in the present environment". A. Quema felt that this sentiment would govern the remainder of the document, and felt that it placed inter-disciplinary programs and the support for inter-disciplinary programs at risk.

T. Herman understood A. Quema's point but felt there was nothing that suggested that disciplinary and inter-disciplinary programs could not be complementary. The committee did not view them as competitive with one another. T. Herman acknowledged that programs will always be competing for resources but did not believe that disciplinary programs would suffer because of the introduction of inter-disciplinary programs. T. Herman noted that the committee had heard from many quarters that the University had in the past excluded and marginalized inter-disciplinary programs because of the existing structure for academic programs. T. Herman recognized that the conversation on this topic would be animated, and also noted that this was not 1982 and what worked then may not do so now.

President Ivany commented that he came to Acadia because of his regard for the institution and what had been built in the past, and reminded Senate that at Faculty Council meetings in the past he had been clear in thanking his colleagues, many of whom had built the structures and programs, and the ethos that was in place at Acadia. President Ivany stated that this was worth fighting for but that the fight was not easy at this time. Governments were not making things easy for Universities and President Ivany noted that he would continue to explore all avenues to obtain resources that could be used to preserve the essence of the institution.

President Ivany expanded on T. Herman's point and asked how the university could take the academic institution that has been built and put a sustainable framework underneath it, because until this was done successfully everything remained at risk. President Ivany noted that it was really important that in a bicameral system of Governments that Senate and the Board of Governors would have to play their roles in terms of the sorts of decisions that would have to be made, in order to achieve that goal. President Ivany felt that history would look back and recognise this as one of the most difficult and challenging times for the university in its 174 year old history.

President Ivany did not want to see departments or programs pitted against one another, but recognized that there would have to be choices made within the institution. Unless the Government were to alter its approach and restore funding (and even then decisions would have to be taken on how to deal with that), it was impossible to avoid difficult choices. President Ivany felt that the committee had done a service to Senate by staring some of the difficult

questions in the eye. President Ivany was hopeful that a solution would be found to the question of inter-disciplinary programs.

P. Williams encouraged Senators to take J. Hennessy's views on the report and look carefully at the things that were getting in the way of making programs better. P. Williams pointed out that every unit was facing significant challenges and felt that units needed to work out what problems were preventing them from working together to address those challenges. All options needed to be on the table.

L. Aylward asked whether in preparing the discussion paper, the Academic Planning Committee had time to discuss and study the report from the Academic Planning and Priorities Committee.

T. Herman responded that the APC did do so. When the APC emerged, the first thing it did was to carefully study the work of the APPC. The APPC document continues to be a source of reference for the APC.

P. Williams referred to the previous report to Senate from the APC and noted that input from the APPC had formed the basis and been instrumental in terms of what should be looked at. P. Williams asked for feedback from Senators and the academic community.

7) Adjournment

It being 6:00 p.m., the Chair called for a motion to adjourn.

ORIGINAL SIGNED

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R. Hare, Recording Secretary

Appendix A

Calendar Dates for the 2013/2014 – December 3rd – Senate Submission

2013	
June 17	Classes begin - Intersession 2 (Summer)
July 1	Canada Day - no classes
July 26	Classes end - Intersession 2 (Summer)
July 5 and July 26	Examinations - Intersession 2
August 28	Residences Open for New International Students
August 29	New Student Orientation Activities begin for International Students
August 30	Last day to apply to graduate at Fall Graduation
August 30	Last day to submit Honours theses for Fall Graduation
August 31	Residences open (for all New Students) / New Student Orientation Activities (full schedule for all New Students)
September 2	Residences Open - Returning Students
September 3	Graduate Student registration
September 3	New Student Orientation Welcome Week ends
September 4 (Wed.)	Classes begin - Fall Term
September 4	**Fee Deadline**
September 11	Last day for course additions for Fall and full year courses
September 11	Last day to drop Fall or full year courses without a "W"
September 20	Final Exam Schedule posted for December Examinations
September 23	Deadline for approved Honours and Masters' theses for Fall Graduation
September 27	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
October 1	Faculty Meeting for approval of Fall Graduates
October 8	Senate meeting to approve Fall Graduates
October 11-13	Homecoming
October 14	Thanksgiving Day - no classes
October 25	Last day to drop 3h first term courses without a failing grade "F"

November 7 and 8	Fall Study Days – no classes
November 11	Remembrance Day – University closed and no classes
November 29	Last day for undergrads to apply for Spring Convocation 2013
December 2	Last day of classes before exams
December 3	Study Day
December 4	Examinations begin - Fall Term
December 17	Last day of examinations - Fall Term
December 18	Residences close at 12:00 noon
2014	
January 2	Residences Open (Winter Term New Students Only)
January 3-4	New Student Orientation
January 5	Residences Open - Returning Students
January 6 (Mon)	Classes begin - Winter Term
January 6	**Fee Deadline**
January 13	Last day for course additions and dropping Winter courses without a "W"
January 13	Last day to drop full year courses without a failing grade "F"
January 24	Final Exam Schedule posted for April examinations
January 31	Last day to opt out of ASU Health Plan or add dependents - Winter Term Students
January 31	Last day to apply for Spring Convocation 2013 for Graduate Students
January 31	Last day to decrease Meal Plan for Winter Term
February 17-21	Study Week
February 28	Last day to drop Winter Term courses without a failing grade "F"
March 14	Last day to submit Honours Theses for Spring Convocation
April 7	Last day of classes before exams
April 8	Study Day
April 9	Examinations begin - Winter Term
April 14	Deadline for approved Masters' Thesis for Spring Convocation
April 17	Deadline for registration - Intersession 1
April 18	Good Friday - no classes
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 5	Classes begin - Intersession 1 (Spring)
May 6	Faculty Meeting to approve Spring Graduates
May 7	Senate Meeting to approve Spring Graduates
May 11	Baccalaureate Service

May 11-12	Spring Convocation
May 19	Victoria Day - no classes
May 30	Last day to opt out of ASU Health Plan or add dependents – 16-month Bachelor of Education Students
May 30	Deadline for registration - Intersession 2
June 2	Last day to submit an appeal to the Academic Appeals Committee
May 23 and June 13	Examinations - Intersession 1 (Spring)
June 16	Classes begin - Intersession 2 (Summer)
July 1	Canada Day - no classes
July 25	Classes end - Intersession 2 (Summer)
July 4 and July 25	Examinations - Intersession 2 (Summer)

Appendix B

Curriculum Changes for 2013/14

Faculty of Arts

English and Theatre
Change in pre requisite
THEA 2753 THEATRE VOICE AND SPEECH 1
Introductory exploration of voice and speech for the actor. Prereq: Thea 1483 or permission of the instructor.
Becomes:
THEA 2753 THEATRE VOICE AND SPEECH 1
Introductory exploration of voice and speech for the actor.

Change in calendar description
THEA 2863 THEATRE MOVEMENT 2
The second half of an Introductory Movement course. There will be continued development of body awareness, strength and flexibility, movement vocabulary, and creative use of physicality. Selected dance styles will be introduced as required. Prereq: Thea 2853
Becomes
THEA 2863 THEATRE MOVEMENT 2
This is an intermediate course focussing on understanding body mechanics, breaking habits, and creative use of physicality. Much of the course work is geared to developing greater movement vocabulary, along with ease and fluency. The goal is to achieve the fullest possible range of physical and emotional expression, and to know how to apply this to performance. Prereq: Thea 2853

Change in calendar description
THEA 3853 THEATRE MOVEMENT 3
An intermediate course with focus on understanding body mechanics, breaking habits and use of environment along with dance technique. Much of the course work is geared to developing greater movement vocabulary, along with ease and fluency. The goal is to achieve the fullest possible range of phyiscal and emotional expression, and to know how to apply this performance. Prereq: Thea 2863
Becomes
THEATRE MOVEMENT 3
This course focuses on integration of movement skills from earlier courses. Students will continue developing movement vocabulary, and will be introduced to different approaches to composition and the creative process. The goal is to integrate physical and emotional expression in the body, and to be able to put together coherent original work. Prereq: Thea 2863

Change in calendar description and change to prerequisite
THEA 3863 THEATRE MOVEMENT 4
This final Movement course focuses on integration of movement skills from other levels. Students will continue developing movement vocabulary and dance styles, and be introduced to different approaches to composition, and the creative process. The goal is to integrate physical and emotional expression in the body, and to be able

to put together coherent original work. Prereq: Thea 3853

Becomes

THEA 3863 THEATRE MOVEMENT 4

This is a studio course that introduces students to the evolution of dance in Western culture. We will also look at social dance in other cultures. Although dance history will be covered, the primary focus of the course is on experiential learning. Prereq: Thea 3853 or by permission of instructor

Change for a policy that limits the number of times students of Theatre can take the same studio courses.
Bachelor of Arts with Major in Theatre (Design and Production): Thea 1483, 2823, 2833, 4833, 4843; 6h from Thea 2883, 2893; 12h from Thea 2803, 2813, 3133, 3243, 3293, 3973; plus 12h from Apsc 1223, Art 1113, 1123, 2013, 2023, 2033, 2043, 3013, 3023; plus 3h from Engl 2286*; plus 3h Engl 3883, 3893; 6h from Musi 1063, 1073, 1253, 2163; plus a minimum of 9 credit hours from Thea 1001 (1h) and 2002 (2h) (66h).
*The extra 3h in a 6h course will be subsumed in the 30 h of electives.
Becomes
Major in Theatre (Design and Production): Thea 1483, 2823, 2833, 4833, 4843; 6h from Thea 2883, 2893; 12h from Thea 2803, 2813, 3133, 3243, 3293, 3973; plus 12h from Apsc 1223, Art 1113, 1123, 2013, 2023, 2033, 2043, 3013, 3023; plus 3h from Engl 2286*; plus 3h Engl 3883, 3893; 6h from Musi 1063, 1073, 1253, 2163; plus a minimum of 9 credit hours from Thea 1001 (1h) and 2002 (2h) (66h).
*The extra 3h in a 6h course will be subsumed in the 30 h of electives.
Students who fail the same studio courses twice will not be allowed to take the failed courses again. Students who receive marks below the threshold for the major (C-) in the same studio courses twice will not be allowed to take the courses again.

Environmental and Sustainability Studies

New course

ESST 4996 – HONOURS THESIS

This course requires the student to propose and carry out a research study under the supervision of an approved supervisor and submit a thesis in accordance with the Program Guidelines of the student's degree discipline and in a format approved by the Honours Committee of Senate.

History and Classics

Change to calendar description, course title, course level, and prerequisite

CLAS 1503: INTRODUCTION TO ARCHAEOLOGY.

An introduction to the history of archaeological exploration in the Ancient Near East, Greece and Italy with an emphasis on the development of archaeological methodology and theory. (No pre req)

Becomes:

CLAS 2503: INTRODUCTION TO ARCHAEOLOGY OF THE ANCIENT WORLD.

An introduction to the history of archaeological exploration in Prehistoric Europe, the Ancient Near East, and Classical Greece and Rome with an emphasis on the development of archaeological methodology and theory. (30h or permission of the instructor; not open to students who have taken CLAS 1503)

Change in course number within the same year, change in calendar description, and change in course weight

LATI 3106: AUGUSTAN LITERATURE.

Livy; Virgil, Aeneid, Horace, Odes.

Becomes:

LATI 3103: AUGUSTAN LITERATURE.

Selected works by authors of the Augustan age, including Livy, Virgil, Horace and Ovid.

Change in course number within the same year, change in calendar description, and change in course weight

LATI 3506: LITERATURE OF THE LATE REPUBLIC.

Authors include Cicero, Lucretius, Catullus.

Becomes:

LATI 3503: LITERATURE OF THE LATE REPUBLIC.

Selected works by authors of the Late Republic, including Cicero, Sallust, Lucretius and Catullus

Politics

New course

POLS 3063 INDIGENOURS LAW AND GOVERNANCE IN CANADA

Students focus on how the rich, complex nature of Indigenous knowledge (IK) informs contemporary Indigenous legal thought and governance across Canada. After an overview of diverse Indigenous knowledge systems, students are introduced to interpretations and expressions of IK in the law and governance.

New course

POLS 3143 CONTOMPORARY POLITICAL THEORY

This course surveys developments in 20th and 21st century political thought. Selected thinkers and themes are covered, with a focus on the close reading of primary texts. Prereq: POLS 2343, 2443, or 2543.

New course

POLS 3463 LAW & POLITICS IN CANADA

An introductory study of the law and its interaction with political processes and society. Emphasis is placed on judicial review, Canadian constitutional law and the Charter of Rights and Freedoms. Prereq: 2nd year standing.

New course

POLS 3683 BIOPOLITICS

Biological life is now a target of local, national and global politics. This course examines the politicization of life in war, development, public health, resource management, human rights and international law. Relationships with sovereignty, markets, nature, technology and culture are also explored. Historical and contemporary texts are used to examine positive, negative and post-biopolitical futures. PreReq: POLS 1403 and third-year standing.

Deleted course

POLS 3466 LAW AND POLITICS: CANADA

Program change

Most (but not all) upper-year politics courses are classified as belonging to one of four "streams": Canadian, Comparative, International Relations, and Theory. POLS majors must take 6 credit hours in at least three of the four streams; POLS Honours students must take 6 credit hours in each of the four streams. The proposed changes update our list of streamed courses

First three paragraphs of the existing program description remain unchanged. The relevant changed section of the program description is:

Canadian: 2006, 2706, 3103, 3303, **3063, 3463,** 3466, 3503, 3603, 3703, 3803, 3903, 4103, 4203, 4303, 4403, 4603, 4803, Idst 3103, 3123, 3213

Comparative: 2893, 2993, 3493, 3593, 3893, 4193, 4293, 4393, 4693, 4793, 4893

International Relations: 2683, 2783, 3083, 3183, **3683.** 3783, 3883, 3983, 4143, 4483, 4983, Idst 2213, 2223,

4186
Political Theory: 2343, 2443, 2643, **3143,** 3543, **3683,** ~~3943,~~ 4343, 4443, 4643, 4843, Idst 3023
Co-op option available – see program description on page 43.

Cross listing a course:
This course will now be cross listed with Women's and Gender Studies
POLS 2706 THE POLITICS OF DIFFERENCE: IDENTITY AND CITIZENSHIP IN CANADA
The course examines different conceptions of equality and of identity to understand the intersection of cultural categories, self-understandings and political power. Particular attention will be paid to identity-based social movements, including those of French-Canadians, First Nations' peoples, feminists, and lesbians and gays.

Change in prerequisite
POLS 4293 POLITICS OF DEVELOPMENT This seminar course critically explores politics and political economy in the Third World, beginning with discussion of "development". Subsequently, it explores legacies of colonialism, strategies of economic development and their political impact, violent and peaceful political transitions, and factors mobilizing global and local civil society. Prereq: 54 credit hours and 3.00 or better CGPA
Becomes
POLS 4293 POLITICS OF DEVELOPMENT
This seminar course critically explores politics and economies of the Global South. Beginning with a discussion of the concept of "development", it subsequently explores legacies of colonialism, strategies of economic development and their political impact, political transitions, and factors mobilizing global and local civil society. Prereq: POLS 2993 with B or higher or permission of instructor.

Change in prerequisite
POLS 4343 POLITICAL PHILOSOPHY 1
This course develops ideas central to political philosophy by means of analytic and/or interpretive inquiry. The topic for each offering is available from the department. Prereq: Pols 2346 or 2646 with a standing of B or higher or permission of instructor
Becomes
POLS 4343 POLITICAL PHILOSOPHY 1
This course develops ideas central to political philosophy by means of analytic and/or interpretive inquiry. The topic for each offering is available from the department. Prereq: one of Pols 2343, 2443, 2543, or 2643 with a standing of B or higher or permission of instructor.

Change in prerequisite
Pols 4443 POLITICAL PHILOSOPHY 2
A seminar in political philosophy which examines either central concepts or important works in political philosophy. The particular content for each offering is available from the department. Prereq: Pols 2346 or 2646 with a standing of B or higher or permission of instructor
Becomes
Pols 4443 POLITICAL PHILOSOPHY 2
A seminar in political philosophy which examines either central concepts or important works in political philosophy. The particular content for each offering is available from the department. Prereq: Pols 2343, 2443, 2543, or 2643 with a standing of B or higher or permission of instructor.

Change in pre requisite
POLS 4643 CRITICAL POLITICAL THEORY

"Critical theory" refers to a tradition of holistic, interdisciplinary political theory grounded in a critique of domination. Thinkers studied may include Adorno, Baudrillard, Benjamin, Butler, Derrida, Foucault, Haraway, Jameson, and Marcuse. Emphasis on close reading and discussion of primary texts. Prereq: Pols 2346 or 2643 with B or higher, or permission of the instructor

Becomes

POLS 4643 CRITICAL POLITICAL THEORY

"Critical theory" refers to a tradition of holistic, interdisciplinary political theory grounded in a critique of domination. Thinkers studied may include Adorno, Baudrillard, Benjamin, Butler, Derrida, Foucault, Haraway, Jameson, and Marcuse. Emphasis on close reading and discussion of primary texts. Prereq: one of Pols 2343, 2443, 2543, or 2643 with B or higher, or permission of instructor.

Change in prerequisite

POLS 4693 DEMOCRACY AND THE MARKET This seminar explores contemporary challenges to democratic and democratizing states in the contexts of globalization and multiculturalism. Theoretical analysis concentrates on the relationship between economic and democratic development and how this relationship has influenced the demands for and distribution of rights and material benefits. Theoretical analysis will be illustrated with case studies from the developed and developing worlds. Prereq: 54 credit hours and 3.00 or better CGPA

Becomes

POLS 4693 DEMOCRACY AND THE MARKET This seminar explores contemporary challenges to democratic and democratizing states in the contexts of globalization and multiculturalism. Theoretical analysis concentrates on the relationship between economic and democratic development and how this relationship has influenced the demands for and distribution of rights and material benefits. Theoretical analysis will be illustrated with case studies from the developed and developing worlds. Prereq: POLS 2893 or POLS 2993 with B or better, or permission from instructor.

Change in prerequisite

POLS 4843 ENVIRONMENTAL POLITICAL THEORY

This course examines whether or how the values of justice, democracy, and ecological sustainability can be mutually compatible. Competing visions of "the good life," strategies for political change, and conceptions of "nature," are examined in light of contemporary environmental crises. Prereq: Pols 2346 or 2643 with B or higher, or permission of the instructor

Becomes

POLS 4843 ENVIRONMENTAL POLITICAL THEORY

This course examines whether or how the values of justice, democracy, and ecological sustainability can be mutually compatible. Competing visions of "the good life," strategies for political change, and conceptions of "nature," are examined in light of contemporary environmental crises. Prereq: one of Pols 2343, 2443, 2543, or 2643 with B or higher, or permission of instructor.

POLS 4893 THEORY AND POLITICS OF CITIZENSHIP

This seminar course explores questions of what citizenship means, how it develops, and how it is practiced in societies influenced by globalization and multiculturalism. Theoretical debates about the meaning of citizenship will be complemented by case studies of issues such as migration/immigration, multiculturalism in advanced democracies, and national struggles for the rights of women and indigenous peoples.

Becomes

POLS 4893 THEORY AND POLITICS OF CITIZENSHIP

This seminar course explores questions of what citizenship means, how it develops, and how it is practiced in societies influenced by globalization and multiculturalism. Theoretical debates about the meaning of citizenship will be complemented by case studies of issues such as migration/immigration, multiculturalism in advanced democracies, and national struggles for the rights of women and indigenous peoples. Prereq: POLS 2893 or POLS 2993 with B or better or permission from instructor.

Change in calendar description
POLS 4193 or 4916 SPECIAL TOPICS
Becomes
POLS 4193 or 4916 SPECIAL TOPICS
Supervised readings by individual senior students. The course content, at a level consistent with other 4000-level POLS courses, will be submitted by the student for the approval of the department and will be strictly supervised.

School of Music

New course

MUSI 43A3 – INTRODUCTION TO HIGH SCHOOL INSTRUMENTAL MUSIC

Students will be introduced to the philosophies underpinning best practice in teaching instrumental music in high schools. Topics will include repertoire selection, administration of resources, scheduling, and unit design, congruent with the Nova Scotia Instrumental Music Curriculum.   Prerequisite: Bachelor of Music Core and permission of the School of Music.

New course

MUSI 43B3 – INTRODUCTION TO ELEMENTARY CLASSROOM MUSIC

Students are introduced to practical skills and philosophies requisite to group teaching in the elementary music classroom. Work with classroom instruments, vocal production, and music listening are introduced, congruent with the Nova Scotia Music Curriculum.   Prerequisite: Bachelor of Music Core and permission of the School of Music.

New course

MUSI 2063 MUSICS OF THE WORLD
This course is an introduction to some of the principal musical traditions from five regions of the world: India, The Middle East, Eastern Europe, Africa and Southeast Asia. Each class will provide participants the opportunity to listen deeply, and discuss ideas about music and culture. A hands-on component will complement each unit. Open to students from all academic disciplines.

New course
MUSI 4243 OPERA HISTORY: SEX, GENDER AND STEREOTYPES IN OPERA

The aim of this course is to explore the representation of gender and sexuality in Opera. Utilizing listening examples and a broad range of texts, the role of the castrato (a male singer with the voice of a female) and the development of the "trouser-role" (the mezzo-soprano portraying men and boys) will be examined.

New course
MUSI 4996 HONOURS THESIS

Prerequisite: Permission of the School of Music.

Course deletion

MUSI 3316 TEACHING MUSIC THROUGH BAND PERFORMANCE

Course deletion

MUSI 3326 PRACTICAL SKILLS IN MUSIC FOR YOUNG CHILDREN

Course deletion

MUSI 3673 THE MECHANICS OF MOVEMENT

Course deletion

MUSI 4306 – TEACHING MUSIC THROUGH CHOIR

Course deletion

MUSI 4673 MOVEMENT AND DANCE THROUGHOUT HISTORY

Change to course pre requisite

MUSI 2701 PERFORMING ENSEMBLE 1
Principal performing ensemble for music majors. Students will choose one section of either Symphonic Band, Wind Ensemble, University Chorus, String Ensemble or other designated ensembles. Students must successfully complete both the fall and winter term of this ensemble.

Becomes

MUSI 2701 PERFORMING ENSEMBLE 1
Principal performing ensemble for music majors. Students will choose one section of either Symphonic Band, Wind Ensemble, University Chorus, University Orchestra or other designated ensembles. Students must

successfully complete both the fall and winter term of this ensemble. Woodwind, brass, percussion, and string performance majors will normally play their principal instrument in one of these ensembles.

Change to a program

The proposed change is to the Bachelor of Music degree in Vocal Performance. We are deleting two movement/dance courses (MUSI 3673 and 4673) and replacing them with two theatre movement courses (THEA 2853 and 2863).

Current Calendar Entry

Bachelor of Music with Concentration in Vocal Performance (126h)

1. Bachelor of Music Core (54h + 6h)

2. Musi 3666 and 4666 (12h)

3. Musi 1363, 3660, 3673, 3683, 4363, 4673, 4683, 4943 (21h)

4. 12h music electives (12h)

5. 21h non-music electives (21h)

Proposed Calendar Entry

Bachelor of Music with Concentration in Vocal Performance (126h)

1. Bachelor of Music Core (54h + 6h)

2. Musi 3666 and 4666 (12h)

3. MUSI 1363, 3660, 3683, 4363, 4683, 4943 (15h)

4. THEA 2853 and 2863 (6h)

45. music electives (18h)

56. non-music electives (15h)

New Program
A 30h certificate program intended for students who already have a music degree, but who want to pursue a career in music education. The program will consist of theoretical courses in music education, practical music methods courses, and ensembles. By the end of the program, students will be eligible for entrance into BEd programmes in music education.

There are many students who, upon finishing music degree programs at other universities, decide they want to pursue careers in music education. Unfortunately their previous music programmes have not provided any courses in music education so they are often forced to come to Acadia for a "catch-up" year in music education before applying to the BEd program. This program will offer a more formalized curriculum with a recognized credential in the end. Students will be well prepared for entrance to BEd programs in music education and will have all of the requirements for licensing.

Certificate in Music Education (30h)
1. MUSI 3143, 4143, 4153, MUSI 43A3, MUSI 43B3 (15h)
2.   6h from MUSI 2343, 2353, or MUSI 4343 (6h)
3.   9h of instrumental methods or equivalent (9h)
Students must also be registered in one music ensemble in each year of study.

Faculty of Professional Studies

Business

Change to an existing program

To give students majoring in finance the choice between BUSI 3073 *Accounting 3* and ECON 2623 *Empirical Analysis in Economics and Business* 2 as part of their course requirements for the major.

Students in finance require greater coverage of regression analysis than is provided in ECON 2613 alone. BUSI 3073 is not a perfect fit for the finance major, though it is helpful, depending on the student's career goals.

Bachelor of Business Administration with Major in Finance

1. Required business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with C- grade or better.

2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a C- grade or better.

3. Additional required courses from business and related disciplines (12h): Busi 2033, **Busi** 3073 **or Econ 2623, Busi 3243** and **Busi** 3273.

4. 12h business electives chosen from the following courses in the finance discipline: Busi 3213, 3233, 3253, 4223, 4233, 4243 (or equivalents approved by the Business school).

5. 6h non-business electives chosen from the following courses in the economics discipline: Econ 2113 (or 3913), 2623 (**if not taken as part of requirement 3 above),** 3133, 3143.

6. 24 h non-business electives

7. 6 h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 3h.

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

Change in calendar description

BUSI 3063 MANAGEMENT SCIENCE

An introduction to the quantitative approach to decision making. Topics may include mathematical programming, forecasting, inventory management, simulation and queuing theory. Emphasis is placed on integrating these tools with computer analysis. Prereq: Busi 2513 with C- or better

Becomes

BUSI 3063 MANAGEMENT SCIENCE   An introduction to the use of mathematical modeling to support managerial decision making. Modeling techniques covered include linear programming, regression analysis, time series forecasting and simulation. Spreadsheet software is used as the analytic platform for developing models. Prereq: BUSI 2513 with C- or better.

Education

Change in calendar description and course title

EDUC 4313: INTRODUCTION TO PHYSICAL AND HEALTH EDUCATION

This course introduces students to both theoretical and practical applications related to comprehensive school health and elementary physical education within an inclusive school setting.

Becomes

EDUC 4313 PHYSICAL ACTIVITY AND HEALTHY LIVING EDUCATION

This course incorporates theoretical and practical applications of comprehensive physical and health education at the elementary/secondary level within an inclusive school setting. Via instruction and activity in a variety of settings (gymnasium, outdoors, regular classroom) the course focuses on the development of active and healthy lifestyles. Attention will be given to the incorporation of physical activities in a typical classroom.

Change in pre requisite and cross-listed as EDUC 5693

EDUC 4673: TEACHING ENGLISH AS A SECOND LANGUAGE

This course introduces students to some of the major current teaching methods in English as a Second or Foreign Language. It is designed to help prepare teachers for teaching English to ESL speakers either in Canada or abroad. Students will also be required to complete a short ESL practicum. Prereq: Educ 4683 and 4863 or permission of the instructor.

Becomes

EDUC 4673: TEACHING ENGLISH AS A SECOND LANGUAGE This course introduces students to some of the major current teaching methods in English as a Second or Foreign Language. It is designed to help prepare teachers for teaching English to ESL speakers either in Canada or abroad. Students will also be required to complete a short ESL practicum.

Change in calendar description and course title, and cross-listed as EDUC 5193

EDUC 4683: LINGUISTICS FOR TEACHERS 1

This course introduces students to the fundamentals of the sound system (phonetics, phonology), and the word system (morphology) of English.   Although it may be taken by all interested students, it is primarily designed to be taken with Educ 4693 as a foundation course for those who wish to teach English as a second or foreign language.

Becomes

EDUC 4683: LINGUISTICS FOR TEACHERS

This course introduces students to the study of linguistics in its relevance to the teaching of English as a second language. Students will be introduced to the fundamentals of phonology, morphology, syntax, pedagogical grammar and sociolinguistics.

Course deletion

EDUC 4693 LINGUISTICS FOR TEACHERS 2

New program:

Certificate in Math Education for Middle Years Teachers
Department of Mathematics and Statistics and School of Education
The purpose of the certificate programme is primarily professional development for teachers assigned to or interested in teaching math in grades 4-9. This 30 credit-hour post-B.Ed. programme will be offered on a part-time basis through a combination of intersession courses, evening courses, and on-line delivery courses. The first six courses (18 credit hours) include undergraduate mathematics courses focussing on key topics in middle years mathematics curriculum. The final four courses (12 credit hours) include graduate education courses in pedagogy, curriculum practice and instructional design, and assessment, all focussed on these elements as applied to mathematics teaching. This is a 30 credit hour program (10 courses) to be offered on a part-time basis. Typically this roll-out involves 2 late intersession (summer courses) and one course in each of the other academic semesters (fall, winter, early intersession [spring]). The certificate would require two years or slightly under (allowing for transfer-in courses) to complete. The following courses are required for the certificate:
Math 1533, 1543, 1553, 1563, 1573, 1583. (18 hrs.)
Educ 5673, 5843, 5303, and 5053 or 5153. (12 hrs.)

Recreation Management and Kinesiology
New course
KINE 177D ORIENTEERING AND GEOCACHING
This course covers the basics of sport orienteering and navigation.

New course
KINE 178A ZUMBA
This course is an introduction to the fitness craze known as Zumba.

New course
Kine 190A: PHYSICAL ACTIVITY FOR CHRONIC CONDITIONS
Provides a foundation in exercise for chronic conditions among all age groups. The emphasis will be on experiential learning; some theory will be covered in a classroom setting. It aims to teach students exercise modification specific to chronic conditions such as arthritis, pulmonary disease, heart disease and diabetes. Pre-Requisite: must be enrolled in the Kinesiology program; strongly encourage co-enrolment in Kine 4693.

New course
Kine 190B RESISTANCE TRAINING
Provides a foundation in strength training for all ages. The emphasis will be on experiential learning; some theory will be covered in a classroom setting. It aims to teach students proper form and technique when performing or training individuals. As this is a foundation course, emphasis will be placed on a healthy population. Pre-Requisite: must be enrolled in the Kinesiology program.

New course
Kine 190C AGILITY, QUICKNESS, AND SPEED
Students engage in the theoretical and practical components of Kinesiology to give them a better understanding and improve their own skills as it relates to agility, quickness and speed. Students will also be given the opportunity to learn assessment methods for agility, quickness and speed as well as to apply them into real life settings such as sport and exercise. Pre-Requisite: must be enrolled in the Kinesiology program.

New course
KINE 4213 – BIOMECHANICS OF INJURY AND DISEASE
This course focuses on sporting injuries and chronic disease from a neuromuscular and biomechanical perspective. Orthopaedic biomechanics will be a central focus with an emphasis on joint replacement and other forms of surgical repair for injuries. Biological and mechanical properties unique to bone, cartilage, ligaments, tendons and muscle will also be introduced. Prereq: Kine 2033 or permission of the School.

New course
Kine 4223 EPIDEMIOLOGY AND PHYSICAL ACTIVITY
Provides a foundation in epidemiology, public health and biostatistics. A particular emphasis will be placed on physical activity and chronic diseases. Students will be taught about various methods in epidemiological design and analysis; these will then be applied to health and health behaviour issues affecting today's society. Pre-Req: At least one course in research methods/statistics.

New course
Kine 4233 STRESS MANAGEMENT
This course will provide students with the scientific foundations of stress and its effects, and will provide opportunities to reflect on personal stressors through self-study. Strategies to help manage stress will be reviewed. Pre-req: KINE 2423 and 2433 or permission of instructor.

New course
KINE 4893 DISABILITY SPORT
The course provides various aspects of the theory of social constructionism as it relates to disability and sport. It provides an insight into the historical development of disability sport both nationally and internationally, and will identify sport governing bodies responsible for Paralympic, Special Olympics, and other sport movements. It explores in-service delivery of sport models in school and community.

Course deletion
KINE 3353 WOMEN, SPORT, AND PHYSICAL ACTIVITY

Course modification: change in course title
KINE 1113 RESEARCH ISSUES IN KINESIOLOGY
An overview of the role of research, various research themes and methodologies in kinesiology. Various applications of research findings will be examined. Prereq: Kine 1013
Becomes
KINE 1113 RESEARCH METHODS IN KINESIOLOGY
An overview of the role of research, various research themes and methodologies in kinesiology. Various applications of research findings will be examined. Prereq: Kine 1013

Course modification: lab added
KINE 2443 GROWTH AND MOTOR DEVELOPMENT
A study of the sequential changes and characteristics of physical growth and motor development related to physical activity. Attention will focus on sequential motor patterns, individual differences across the lifespan; factors affecting and measurement of physical growth and motor development (1.5h lab).

Course modification: change in calendar description
KINE 3100 CONFERENCE
Students are required to attend and participate in the equivalent of 12 hours or a 2 day conference prior to graduation. Information about conferences and criteria for expectations will be provided according to the

Kinesiology handbook. Your advisor's approval of the conference must be obtained prior to attendance and a post conference evaluation must be submitted.

Becomes

KINE 3100 CONFERENCE

Students are required to attend and participate in 12 hours of conference prior to graduation. A minimum of 6 hours must be off campus. Information about conferences and criteria for expectations will be provided according to the Kinesiology handbook. Your advisor's approval of the conference must be obtained prior to attendance and a post conference evaluation must be submitted.

Course modification: change in course title

KINE 3163 RESEARCH METHODS IN KINESIOLOGY

The nature of scientific inquiry, research methods applied to the study of physical activity and sport, data analysis and research report writing. Prereq: Kine 1013, 1113 and permission of school

Becomes

KINE 3163 APPLIED RESEARCH METHODS IN KINESIOLOGY

The nature of scientific inquiry, research methods applied to the study of physical activity and sport, data analysis and research report writing. Prereq: Kine 1013, 1113 and permission of school

Change in calendar description and course title

KINE 3583 THE CANADIAN SPORT SYSTEM

A study of government, sport, major games and multiservice agencies which together comprise the Canadian amateur sport system. Emphasis is placed on the links to Canadian social and political circumstances, the response of the sport system to current issues, funding, and governance. Prereq: third year standing

Becomes

KINE 3583 THE POLITICAL ECONOMY OF SPORT AND PHYSICAL ACTIVITY

This course examines the roles of politics and economics in structuring the nature and distribution of sport and physical activity opportunities in Western societies; relationships between the growth of sport and physical activity industries and the roles assumed by different levels of government; and the implications of these for sport and physical activity participants.

Change in calendar description, course title, and prerequisite; cross listing with WGST

KINE 4783 CONTEMPORARY SOCIAL ISSUES: SPORT AND PHYSICAL ACT

This advanced course takes an in-depth look at social theories and issues relevant to understanding how sport, physical activity and other social institutions come together and impact our social worlds in Canada and elsewhere. Prereq

Becomes

KINE 4783 SOCIAL ISSUES: SPORT AND PHYSICAL ACTIVITY

This advanced course takes an in-depth look at social theories and issues relevant to understanding how sport, physical activity and other social institutions come together and impact our social worlds. Particular emphasis is placed on the role of gender and other social identities. Prereq: Kine 2253 or Recr 1243 or WGST 1413 and at least third year standing in BKIN/ BRM or permission of the school.

Change in calendar description, prerequisite; cross listing with WGST

KINE 4883 SPORT, MEDIA AND CULTURE

This course examines the causal role that the mass media plays in dichotomizing sport as physical activity and as entertainment. Particular emphasis is placed on electronic broadcast media (radio, television and Internet). Due to the nature of the sport industry, the course will be set in a North American context. Prereq: Kine 2253 or Recr 1243 or third year standing

Becomes

KINE 4883 SPORT, MEDIA AND CULTURE
This course examines the role that mass media play in re-presenting sport and physical activity. It explores print and electronic broadcast media including an in-depth look at production, content, meaning, audiences, and the role of gender and other relevant social identities. Prereq: Kine 2253 or Recr 1243 or WGST 1413 or third year standing.

Change in calendar description and course title
RECR 2513: RECREATION & COMMUNITY PROGRAMMING
The course focus on a cyclical and comprehensive recreation and community development program design process that includes: agency culture, program development, implementation and evaluation. Case studies and a major community project are used to emphasize the relationships among these components and to explore the techniques required to develop, to implement, and to evaluate leisure services programs.
Becomes
RECR 2513: COMMUNITY PROGRAM DESIGN
The course examines the community and recreation programming process from organizational culture, through program development, to implementation and evaluation. Case studies as well as intensive small group work to design and lead a significant community program are used to facilitate program design understanding and skills.

Change in course title and calendar description
RECR 2523 RESEARCH ISSUES IN LEISURE AND COMMUNITY
The role of research within leisure and community development. Issues related to the development of research questions, and the collection, interpretation and application of research data are examined. Prereq: Second year standing in BRM.
Becomes
RECR 2523 COMMUNITY DEVELOPMENT RESEARCH METHODS
The role of research within community development. Issues related to the development of research questions, and the collection, interpretation and application of research data are examined. Prereq: Second year standing in BRM.

Change in course title
RECR 3573: COMMUNITY DESIGN & ACTIVE LIVING
A key challenge for all communities is to manage its infrastructure to enhance community wellness while ensuring long term social, economic, and environmental sustainability. This course examines the influence of a community's infrastructure--defined as the interacting system of physical structures, services, institutions, and policies that impact a community's overall physical, emotional, spiritual, and economic health--on active living. Prereq: third year standing
Becomes
RECR 3573: COMMUNITY DESIGN, WELLNESS & ACTIVE LIVING
A key challenge for all communities is to manage their infrastructure to enhance community wellness while ensuring long term social, economic, and environmental sustainability. This course examines the influence of a community's infrastructure--defined as the interacting system of physical structures, services, institutions, and policies that impact a community's overall physical, emotional, spiritual, and economic health--on active living. Prereq: third year standing

Change in course title
RECR 4006 PROFESSIONAL PLACEMENT

Students will develop and apply recreation leadership and management skills through a 6 week full time placement in a community agency and/or professional setting which is selected and developed based on their individual interests. The course will include selection, preparation and reflection on the placement.
Prereq: successful completion of all Recr core courses in the 1000, 2000, and 3000 levels or permission of the school

Becomes

RECR 4006 PROFESSIONAL COMMUNITY DEVELOPMENT PLACEMENT

Students will develop and apply recreation leadership and management skills through a 6 week full time placement in a community agency and/or professional setting which is selected and developed based on their individual interests. The course will include selection, preparation and reflection on the placement.

Change in calendar description and course title

Course: RECR 4033 GLOBAL ISSUES: LEISURE PERSPECTIVES

Is our understanding of leisure applicable in a global sense? This course identifies quality of life issues and solutions in selected cultures and subsequently examines examples of social change through the application of leisure concepts. Prereq: successful completion of all Recr core courses in the 1000, 2000 and 3000 levels or permission of the school

Becomes

RECR 4033 GLOBAL ISSUES AND SOCIAL ADVOCACY

This course focuses on global issues and the challenges and opportunities associated with creating an equitable and sustainable future. International examples of social change are explored through the application of community development concepts and tools. Prereq: successful completion of all Recr core courses in the 1000, 2000, and 3000 levels or permission of the school

Change to existing programs

The request is to change the six degree options currently offered:
- Bachelor of Recreation Management to the Bachelor of Community Development.
- Bachelor of Recreation Management with Honours to the Bachelor of Community Development with Honours.
- Bachelor of Recreation Management with Environment and Sustainability Studies to the Bachelor of Community Development with Environment and Sustainability Studies.
- Bachelor of Recreation Management with Honours with Environment and Sustainability Studies to the Bachelor of Community Development with Honours with Environment and Sustainability Studies.
- Bachelor of Recreation Management with Psychology to the Bachelor of Community Development with Psychology.
- Bachelor of Recreation Management with Honours with Psychology to the Bachelor of Community Development with Honours with Psychology.

Courses in Community Development Core: Recr 1163, 1253, 1263, 2033, 2513, 2523, 3573, 4006, 4033, 4043, 4213, and Comm 1213 (39h)
Courses in Community Development Professional Electives: (12h). Choose from Community Development Professional electives within and across four areas: Recreation Management, Community Wellness, Social Advocacy & Activism and Outdoor & Adventure Education.
Courses in the Management Core: 18h of Busi courses determined by the School of Recreation Management and Kinesiology and the School of Business.
Courses in the Liberal Education Core: 27h of arts or science courses taken at the direction of the School.

Bachelor of Community Development

• Community Development core (39h)

• Community Development Professional Electives (12h)

• Management core (18h)

• Liberal education core (27h)

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

• Non-credit requirements: Recr 1100 and 3100. Recr 1210 must be completed during the first year in the program.

• Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels to enter the core term and must have a 4th year standing for entrance into the core term or permission of the school.

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

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

Bachelor of ~~Recreation Management~~Community Development with Honours

• Community Development core (39h)

• Community Development Professional Electives (12h)

• Management core (18h)

• Liberal education core (27h)

• Recr 4996 Thesis (6h)

• Approved research course (3h);

• Approved electives to represent an area of study. (15h)

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

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

• A GPA of 3.0 is required in the courses in the CommunityDevelopment core. Grades of C- or better are required in the management core.

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

Bachelor of Community Development with Environmental and Sustainability Studies:

• Community Development core (39 h). Can only take one of Recr
2523 or Esst 3003, Recr 1263 or Esst 2003 based on advice of the school.

• Community Development Professional Electives core (12h)

• Management core (18h)

• Environmental and Sustainability Studies Core Courses (6 h): Recr 1183 or Esst 1003 and Esst
4003. Credit cannot be obtained for both Esst 1003 and Recr 1183.

• Environmental and Sustainability Studies Concentration Course (3 h) based on a choice of
concentration area; Busi 2763, Esst 2013, Phil 2303 or a course from the sustainable community concentration
in addition to Recr 2033 (this is in the Community Development core).

• Environmental and Sustainability Studies Concentration Courses based on a choice of concentration taken
from concentration lists in the Environmental and Sustainability Studies (12h)

• Environmental and Sustainability Studies Other Concentration Courses (9h)

• Electives at the direction of the school (21 h).

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

year of the program.

• Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a 4th year standing for entrance into the core term or permission of the School.

• Grades of C- or better are required in the Community Development Core and the Management Core.

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

Bachelor of Community Development with Honours with Environmental and Sustainability Studies:

• Community Development core (39h). Can only take one of Recr
2523 or Esst 3003, Recr 1263 or Esst 2003 based on advice of the school.

• Community Development Professional Electives core (12h)

• Management core (18h)

• Honours Thesis, Recr 4996 (6h)

• Approved research course (3h)

• Environmental and Sustainability Studies Core Courses (6h): Recr 1183 or Esst 1003, and Esst
4003. Credit cannot be obtained for both Esst 1003 and Recr 1183.

• Environmental and Sustainability Studies Concentration Course (3h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or a course from the sustainable community concentration in addition to Recr 2033 (this is in the Community Development core).

• Environmental and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environment and Sustainability Studies (12h)

• Environmental and Sustainability Studies Other Concentration Courses (9h)

• Electives at the direction of the school (12h)

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

• Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a 4th year standing for entrance into the core term or permission of the School.

• Grades of C- or better are required in the Community
Development Core and the Management Core.

• A minimum GPA of 3.00 is required to be eligible to graduate.

Bachelor of Community Development with Psychology

• Community Development core (39h)

• Community Development Professional Electives core (12h)

• Management core (18h)

• Liberal education core (6h)

• Psyc 1013, 1023, and 15 additional hours in Psychology (21h)

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

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

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

• Grades of C- or better are required in the Community Development core, the management core, and the psychology courses.

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

Bachelor of Community Development with Honours with Psychology

• Community Development core (39h)

• Community Development Professional Electives core (12h)

• Management core (18h)

• Liberal education core (6h)

• Psyc 1013, 1023, and 15 additional hours in Psychology (21h)

• Recr 4996 Thesis (6h)

• Approved research course (3h)

• Approved electives to represent an area of study. (15h)

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

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

• A GPA of 3.0 is required in the courses in the Community Development core. Grades of C- or better are required in the Community Development core, management core, and all psychology courses.

Faculty of Pure and Applied Science

Biology

New course

BIOL1853 APPLIED HUMAN BIOLOGY I An examination of the human body from an applied perspective. Topics include molecular and cell biology/evolution, mechanisms of inheritance, basic ecology and humans in their environment. This course is recommended for Kinesiology majors. (3h lab)

New course

BIOL1863 APPLIED HUMAN BIOLOGY II An examination of the human body from an applied perspective. Topics include reproduction and development, disease and the immune system, evolution, and homeostasis of human organ systems. Prereq: Biol 1853. This course is recommended for Kinesiology majors. (3h lab)

New course

BIOL 3753 THE ARCTIC ENVIRONMENT

An introduction to the extreme world of Arctic terrestrial, aquatic and marine environments and biota. Topics will include the physical and ecological setting, food webs, wildlife diseases, key and iconic wildlife species and threats to their health, as well as an environmental and ecological perspective on history, peoples, and current issues. Focus on Canadian Arctic regions. Prerequisites: BIOL 1113 or permission of instructor. Recommend completion of at least one second year biology course.

Change in prerequisite

Biol 2813 HUMAN PHYSIOLOGY & ANATOMY 1 The basic anatomical and physiological principles of the human body. Major topics covered include: levels of organization, muscle-skeletal systems, neuroanatomy and physiology, and the integument. Prereq: Biol 1813 or Biol 1113/1123

Becomes

BIOL 2813 HUMAN PHYSIOLOGY & ANATOMY 1 The basic anatomical and physiological principles of the human body. Major topics covered include: levels of organization, muscle-skeletal systems, neuroanatomy and physiology, and the integument. Prereq: Biol 1813 or Biol 1853 or Biol 1113/1123

Change in calendar description
BIOL 3153 PRINCIPLES OF DEVELOPMENT
The early developmental patterns of animals. Topics include: fertilization; mosaic and regulative development; cell differentiation; cell migration, recognition and assembly; histogenesis; and regeneration. (3h lab) Prereq: Biol 2013
Becomes
BIOL 3153 PRINCIPLES OF DEVELOPMENT
An introduction to the early development of animals. Topics include comparative development of model species, pattern formation, induction, cell migration and differentiation, formation of the vertebrate body plan, metamorphosis, developmental genetics, and evolution. (3h lab) Prereq: Biol 2013

Change in calendar description
BIOL 3163 COMPARATIVE EMBRYOLOGY
A continuation of Biol 3153, plus a discussion of the developmental patterns as exhibited by the major vertebrate and invertebrate groups. Topics include pattern formation and genetic regulation of development. (3h lab) Prereq: Biol 3153
Becomes
BIOL 3163 COMPARATIVE EMBRYOLOGY
A continuation of Biol 3153 with a focus on advanced topics such as: Evo-Devo, Eco-Devo, sex determination, tool kit genes, stem cells, regeneration, cloning, and the developmental basis of disease. (3h lab) Prereq: Biol 3153

Change in calendar description
BIOL 3423 HISTOLOGY 1
The structure and function of the cells, tissues and organs of vertebrate animals. Histology 1 emphasizes the primary tissue types, the circulatory and nervous systems. (3h lab) Prereq: Biol 2013
Becomes
BIOL 3423 HISTOLOGY 1
This course examines the cells, tissues and organs of vertebrate animals, with emphasis on structure, function, development and repair. Histology 1 emphasizes the primary tissue types, as well as the circulatory and nervous systems. (3h lab) Prereq: Biol 2013

Program modification
To change the preamble of the Biology program description to specifically state that prerequisite courses require a minimum grade of C- to qualify as a prerequisite. Although there is a minimum grade requirement of C- for a course to count toward major credit, there is not a parallel requirement for a minimum grade of C- for prerequisite courses. **This can result in an asymmetry where a course that does not qualify for major credit can qualify as a prerequisite. This proposal will mitigate that asymmetry.**

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

A minimum grade of C- is required for a biology course to be used as prerequisite for any other biology course. See course descriptions for prerequisites.

From page 93 Courses Descriptions:
* Credit cannot be obtained for both Biol 1113/1123 and Biol 1813/1823. However, students who have taken 1813/1823 and are subsequently transferring to the biology major may use these as science electives. Completion of the Biology major/honours requires that students must take Biol 1113 and 1123, but these courses may be taken concurrently with upper level courses.
* Major credit cannot be obtained for both Biol 3173/3183 and Biol 2823 although Biol 2823 can be used as a science elective. Biology majors usually take Biol 3173/3183.
* Major credit is also given for Chem 2713, 3723, 4713, 4723, and Geol 2213.
* **A minimum grade of C- is required for a biology course to be used as prerequisite for any other biology course. See course descriptions for prerequisites**.

Change to a program
A change which makes explicit that BIOL 4023 is counted as one of the 15 hours of required 3000-4000 level courses for Honours students.

Bachelor of Science with Honours in Biology (120h): The biology core, Biol 4023, 4996(27h) and 21h additional biology (48h) (12h of which are to be at the 3000-4000 level and include at least 3h from the biodiversity stream*) completed with a minimum grade of B-. Math 2233, 2243 and 6h chemistry, completed with a minimum grade of C-. All students will take an oral comprehensive examination and defend a thesis during the fourth year of study.

Current Preamble:
Credit cannot be obtained for both Biol 1113/1123 and Biol 1813/1823. However, students who have taken 1813/1823 and are subsequently transferring to the biology major may use these as science electives. Completion of the Biology major/honours requires that students must take Biol 1113 and 1123, but these courses may be taken concurrently with upper level courses.
Becomes:
Credit cannot be obtained for Biol 1813/1823 and Biol 1853/1863, as they are anti-requisites. Biology majors cannot obtain credit for Biol 1813/1823 or Biol 1853/1863. However, students who have taken Biol 1813 and Biol 1823 or Biol 1853 and 1863 and who subsequently transfer into biology may get science electives for these courses. Completion of the Biology major/honours requires that students must take Biol 1113 and 1123, but these courses may be taken concurrently with upper level courses.

Chemistry
Change in calendar description
Chem 1013 FUNDAMENTAL CHEMISTRY I
An introductory treatment of the fundamentals of chemistry: atoms, molecules, ions, chemical equations, stoichiometry, thermochemistry, electronic structure and periodic properties of the elements, chemical bonding, and molecular structure. (3h lab) Prereq: NS 12 Chemistry or equivalent with 60% or better or permission of department. Credit for laboratory component cannot be transferred to other Acadia courses with the exception of Chem 1113.
Becomes
Chem 1013 FUNDAMENTAL CHEMISTRY I
An introductory treatment of the fundamentals of chemistry: atoms, molecules, ions, chemical equations, stoichiometry, thermochemistry, electronic structure and periodic properties of the elements, chemical

bonding, and molecular structure. (3h lab) Prereq: NS 12 Chemistry or equivalent with 60% or better or permission of department. Credit for laboratory component cannot be transferred to other Acadia courses with the exception of Chem 1113. Students may only receive credit for one of Chem 1033, Chem 1013, and Chem 1113.

Change in calendar description
Chem 1023 FUNDAMENTAL CHEMISTRY II
Properties of gases, liquids, solids, and solutions, chemical kinetics, chemical equilibria, acids and bases, entropy and free energy, and electrochemistry. (3h lab) Prereq: Chem 1013 Credit for laboratory component cannot be transferred to other Acadia courses with the exception of Chem 1123.
Becomes
Chem 1023 FUNDAMENTAL CHEMISTRY II
Properties of gases, liquids, solids, and solutions, chemical kinetics, chemical equilibria, acids and bases, entropy and free energy, and electrochemistry. (3h lab) Prereq: Chem 1013. Credit for laboratory component cannot be transferred to other Acadia courses with the exception of Chem 1123. Students may only receive credit for one of Chem 1043, Chem 1023, and Chem 1123.

Change in calendar description
Chem 1033 BASIC CHEMISTRY I
Basic concepts in chemistry, including stoichiometry, periodic trends and bonding. Intended primarily for non-science students, or students who have not completed NS Chemistry 12 or equivalent. This course is offered through Open Acadia. The laboratory work consists of video- and computer-based assignments. This course may not be used as a prerequisite for admission to other chemistry courses with the exception of Chem 1043. Prereq: NS 12 Chemistry or equiv with 60% or better or permission of department
Becomes
Chem 1033 BASIC CHEMISTRY I
 Basic concepts in chemistry, including stoichiometry, periodic trends and bonding. This course is offered through Open Acadia. The laboratory work consists of video- and computer-based assignments. This course may only be used as a prerequisite for admission to other chemistry courses with the permission of the department. Prereq: NS 12 Chemistry or equiv with 60% or better or permission of department. Students may only receive credit for one of Chem 1033, Chem 1013, and Chem 1113.

Change in calendar description
Chem 1043 BASIC CHEMISTRY II
Basic concepts in chemistry, including properties of gases, liquids, solids and solutions as well as acids and bases. Intended primarily for non-science students, this course is offered through Open Acadia. The laboratory work consists of video- and computer-based assignments. This is a terminal course; it may not be used as a prerequisite for admission to other chemistry courses except Chem 1013 or 1113. Prereq: Chem 1033.
Becomes
Chem 1043 BASIC CHEMISTRY II
Basic concepts in chemistry, including properties of gases, liquids, solids and solutions as well as acids and bases. This course is offered through Open Acadia. The laboratory work consists of video- and computer-based assignments. This course may only be used as a prerequisite for admission to other chemistry courses with the permission of the department. Prereq: Chem 1033, Chem 1013, or Chem 1113. Students may only receive credit for one of Chem 1043, Chem 1023, and Chem 1123.

Change in calendar description
Chem 1113 INTRO CHEM PHYSICAL SCI 1 Stoichiometry with applications to basic analytical chemistry, properties of ideal and real gases with applications to chemical processes in the gas phase, chemical equilibrium in the gas phase and in solution with emphasis on acid-base equilibrium, an introduction to chemical thermodynamics with applications to chemical equilibrium and electrochemistry. (3h lab) Prereq: NS 12 Chemistry or equiv. with 60% or better; Coreq: 1000-level calculus course. Concurrent registration in a 1000-level physics course is recommended
Becomes
Chem 1113 INTRO CHEM PHYSICAL SCI 1
 Stoichiometry with applications to basic analytical chemistry, properties of ideal and real gases with applications to chemical processes in the gas phase, chemical equilibrium in the gas phase and in solution with emphasis on acid-base equilibrium, an introduction to chemical thermodynamics with applications to chemical equilibrium and electrochemistry. (3h lab) Prereq: NS 12 Chemistry or equiv. with 60% or better; Coreq: 1000-level calculus course. Concurrent registration in a 1000-level physics course is recommended. Students may only receive credit for one of Chem 1033, Chem 1013, and Chem 1113.

Change in calendar description
Chem 1123 INTRO CHEM PHYSICAL SCI 2
Atomic structure and periodic trends with applications to chemical bonding and molecular structure; chemical kinetics, the properties of liquids, solids and solutions; the representative chemistry of Groups 1A through 4A. (3h lab) Prereq: Chem 1113; Coreq: 1000-level calculus course. Concurrent registration in a 1000-level physics course is recommended
Becomes
Chem 1123 INTRO CHEM PHYSICAL SCI 2
 Atomic structure and periodic trends with applications to chemical bonding and molecular structure; chemical kinetics, the properties of liquids, solids and solutions; the representative chemistry of Groups 1A through 4A. (3h lab) Prereq: Chem 1113; Coreq: 1000-level calculus course. Concurrent registration in a 1000-level physics course is recommended. Students may only receive credit for one of Chem 1043, Chem 1023, and Chem 1123.

Change in calendar description
Chem 2713 BIOCHEMISTRY I
An introduction to the major organic substances of living organisms, proteins, carbohydrates, lipids, and nucleic acids: structure, analysis and biochemical function. Activity and analysis of enzymes. (3h lab) Prereq: Chem 2513 with C- or better.
Becomes
Chem 2713 BIOCHEMISTRY I
An introduction to the major organic substances of living organisms, proteins, carbohydrates, lipids, and nucleic acids: structure, analysis and biochemical function. Activity and analysis of enzymes. (3h lab) Prereq: Chem 2513 with C- or better. Credit cannot be obtained for both Chem 2773 and Chem 2713.

Change in calendar description
Chem 2773 BIOCHEMISTRY FOR LIFE SCIENCES
An introduction to the structure and function of major micro and macromolecules of living systems, basic principles of molecular biology and protein biosynthesis, biochemistry of vitamins and enzymes. Prereq: Chem 2513 with a C- or better.
Becomes

Chem 2773 BIOCHEMISTRY FOR LIFE SCIENCES
An introduction to the structure and function of major micro and macromolecules of living systems, basic principles of molecular biology and protein biosynthesis, biochemistry of vitamins and enzymes. Prereq: Chem 2513 with a C- or better. Credit cannot be obtained for both Chem 2773 and Chem 2713.

New course
CHEM 3990 CHEMISTRY SEMINAR
Review and discussion of research projects in progress and related literature. All 3rd year students majoring in Chemistry are required to attend.

Program modification
In the current form of the program, attendance in the chemistry seminars is mandatory for chemistry honours and graduate students. The department intends to make the attendance in the chemistry seminars mandatory for all 3rd year students majoring in chemistry.

Bachelor of Science with Honours in Chemistry
1. Chem 1113, 1123, 2103, 2303, 2513, 2533, 2713, 2813, 3103, 3113, 3303 or 3313, 3513, 3523, 3823, 3990, 4996 and 6h additional chemistry at the 4000-level (54h)
2. Math 1013, 1023, 2013 or 2753, 2023 or 2723 (12h)
3. Phys 1013, 1023 (6h)
4. Participation in the chemistry graduate-honours seminars

Bachelor of Science with Major in Chemistry
1. Chem 1113, 1123, 2103, 2303, 2513, 2533, 2713, 2813, 3103, 3303 or 3313, 3513, 3523, 3823, 3990, 3113 or 3143 and 6h additional chemistry at the 4000-level (48h)
2. Math 1013, 1023, 2013 or 2753, 3h mathematics elective (12h)
3. Phys 1013, 1023 (6h)

The following paragraph on page 110 on 2012-2013 Academic Calendar needs to be deleted and a New Course "Chem 3990" should be included. New course proposal form is attached.
~~CHEMISTRY GRADUATE HONOURS SEMINAR: Review and discussion of research projects in progress and related literature. All graduate and honours students are required to attend, and other students majoring in chemistry are expected to attend.~~

Earth and Environmental Science
Change in prerequisite and course level
ENVS 3523 FIELD COURSE: ENVIRONMENTAL SCIENCE
The course emphasizes field techniques in environmental science, data analysis, and communication skills. Interdisciplinary approaches to field work and environmental analysis are incorporated into all exercises and discussions. Specific skills include geological mapping, field sampling, quality assurance/quality control, water quality measurement, and development of final report for an environmental scenario. (10 day course at the end of the winter term) Prereq: Envs 3423 or permission of department
Becomes
ENVS 2523 FIELD COURSE: ENVIRONMENTAL SCIENCE
Field techniques in environmental science, data analysis, and communication skills. Interdisciplinary approaches to field work and environmental analysis are incorporated into all exercises and discussions. Specific skills

include geological mapping, field sampling, quality assurance/quality control, water quality measurement, and development of final report. (10 day course at the end of winter term)
Prereq: Minimum second year standing in Environmental Science

Program modification
To modify the requirements in the Environmental Geoscience major and honours programs as follows: change the requirement of an introductory Environmental Science course from ENVS 1643 to ENVS 1013 and ENVS 1023.

Environmental Geoscience core:
The honours and Majors programs in environmental geoscience require the following core: 1013, 1023, 2043, 2083, 2133, 2213, 2703, 3103, 3303 or 3323, 3603, 3723, 3823, Envs 1643, 3113, 3423 (45h). No more than 3h non-lab geology courses at the 1000/2000-level may be offered towards the Major.
becomes:
Environmental Geoscience core: The honours and Majors programs in environmental geoscience require the following core: 1013, 1023, 2043, 2083, 2133, 2213, 2703, 3103, 3303 or 3323, 3603, 3723, 3823, **Envs 1013, 1023**, ~~1643,~~ 3113, 3423 (**48**h). No more than 3h non-lab geology courses at the 1000/2000-level may be offered towards the Major.

This modification will result in a change in the number of hours in the next two sections:
Bachelor of Science with Honours in Environmental Geoscience
1. The environmental geoscience core, Geol 4996 and 9h elective geology, each completed with a minimum grade of B- (60h).
Bachelor of Science with Major in Environmental Geoscience
1. The environmental geoscience core, and 9h elective geology, each completed with a minimum grade of B- (54h).

Mathematics and Statistics
Change in calendar description
Math 1533 MATHEMATICAL CONCEPTS I
This course is designed for students planning a career in elementary education. Topics will include problem solving, logic and sets, algebra and functions, integers, rational numbers, decimals, percents, and real numbers. Emphasis is placed on the understanding and use of the various concepts that are introduced. Science students, business students, economics students, and mathematics and statistics majors cannot receive credit for this course.
Becomes
Math 1533 MATHEMATICAL CONCEPTS I
This course is designed for students planning a career in elementary education. Topics will include problem solving, logic and sets, algebra and functions, integers, rational numbers, decimals, percents, and real numbers. Permission of the Department of Mathematics and Statistics. This course may not be used by students in science, business, economics, or mathematics to fulfill major or minor mathematics requirements.

Change in calendar description
Math 1543 MATHEMETICAL CONCEPTS II
This course is designed for students planning a career in elementary education. Topics will include problem

solving, probability and data analysis, geometry, measurement, motion geometry. Emphasis is placed on the understanding and use of the various concepts that are introduced. Science students, business students, economics students, and mathematics and statistics majors cannot receive credit for this course.

Becomes

Math 1543 MATHEMATICAL CONCEPTS II

This course is designed for students planning a career in elementary education. Topics will include problem solving, probability and data analysis, geometry, measurement, motion geometry. Permission of the Department of Mathematics and Statistics. This course may not be used by students in science, business, economics, or mathematics to fulfill major or minor mathematics requirements.

Change in prerequisite

MATH 3413 NUMERICAL METHODS

Floating point computation, errors and their propagation, linear systems of equations, nonlinear equations, interpolation, numerical differentiation and integration. The solution of mathematical problems on a computer forms an integral part of the course. Prereq: Math 1023 and one of 1323 or 1333 or 1413

Becomes

MATH 3413 NUMERICAL METHODS

Floating point computation, errors and their propagation, linear systems of equations, nonlinear equations, interpolation, numerical differentiation and integration. The solution of mathematical problems on a computer forms an integral part of the course. Prereq: Math 1023 and one of 1323 or 1333.

New course

Math 1553 PATTERNS AND ALGEBRA

An in-depth study of Patterns and Algebra across grades 4-10, focusing on the development and understanding of the underlying ideas. Additional focus will be placed on where student problems occur, links with other mathematics ideas, and effective teaching strategies. Science students, business students, economics students, and mathematics and statistics majors may not receive credit for this course.

New course

Math 1563 NUMBER: WHOLD NUMBERS, INTEGERS, RATIONALS, AND REAL NUMBERS

An in-depth study of number (whole numbers, integers, fractions, and decimals) across grades 4-10, focusing on the development and understanding of the underlying ideas. Additional focus will be placed on where student problems occur, links with other mathematics ideas, and effective teaching strategies.   Students in Science, business, economics, and mathematics and statistics may not receive credit for this course.

New course

Math 1573 GEOMETRY: 2D AND 3D

An in-depth study of 2- and 3-dimensional Geometry across grades 4-10, focusing on the development and understanding of the underlying ideas. Additional focus will be placed on where student problems occur, links with other mathematics ideas, and effective teaching strategies. Science students, business students, economics students, and mathematics and statistics majors may not receive credit for this course.

New course

Math 1583 PROBABILITY, DATA ANALYSIS, AND PROPORTION

An in-depth study of Probability, Data Analysis, and Proportional Reasoning across grades 4-10, focusing on the development and understanding of the underlying ideas. Additional focus will be placed on where student

problems occur, links with other mathematics ideas, and effective teaching strategies. Science students, business students, economics students, and mathematics and statistics majors may not receive credit for this course.

Program modification
This change is to drop the course Educ 3203 from our department's integrated BSc/BEd program and replace with an education elective. The school of Education no longer offers this course.

Mathematics and Education Integrated Program – First Degree: BSc Double Major
Mathematics and Statistics with Education: Second Degree: Bachelor of Education
1. 6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or instrumental methods, or practical studies) Philosophy, Theology (Theo 3013/23, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)
2. 3h computer science courses directed towards computer science or science students (either Comp 1113 or Apsc 1413)
3. 18h in any discipline recognized by the School of Education as fulfilling the Second Teachable requirements
4. 60h in Education – Educ ~~*3203*~~, 4053, 41F3, 4333, 4003, 40A3, 40C3, 4263, 4553*, 4433, 4923, 4203, 4783, 4503, 4933, 4183, 4143**, 4643** *9h* ~~*6h*~~ Educ elective .
5. 42h in Mathematics and Statistics so as to satisfy the requirements of a Bachelor of Science with Double Major, first major in Mathematics and Statistics: Math 1013, 1023, 1313, 1333, 2013, 2023, 2213, 2223, 2313, 15h additional at 3000/4000 level.
6. 6h electives from the Faculty of Arts
7. 9h Science electives
8. 6h electives
* or approved elective in the visual arts area
** equivalent methods courses for second teachable areas other than science can be substituted

Program modification
This change is to drop the course Educ 3203 from our department's integrated BSc/BEd Honours program and replace with an education elective. The School of Education no longer offers this course. Two minor typos have been corrected as well.

First Degree: BSc with Honours in Mathematics and Statistics with Education
Second Degree: Bachelor of Education
1. 6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or instrumental methods, or practical studies) Philosophy, Theology (Theo 3013/23, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)
2. 3h computer science courses directed towards computer science or science students (either Comp 1113 or Apsc 1413)
3. 18h in any discipline recognized by the School of Education as fulfilling the Second Teachable requirements.
4. 60h in Education: Educ ~~*3203*~~ *replaced with 4053*, 41F3, 4333, 4003, 40A3, 40C3, 4263, 4553*, 4433, 4923, 4203, 4783, 4503, 4933, 4183, 4143*, 4643**, *9h* Educ elective

5. 54h in Mathematics and Statistics so as to satisfy the requirements of a Bachelor of Science with Honours in Mathematics and Statistics: 1013, 1023, 1313, 1333, 2013, 2023, 2213, 2223, 2313, 3533; one of Math 3213 or 3303; Math 4996 and at least 15h additional at the 3000/4000-level, of which 6h must be at the 4000 level, or Math 4913 and at least 18h additional at the 3000/4000-level, of which 6h must be at the 4000 level, each completed with a minimum grade of B-. The 4000-level courses are to be approved by the department.
6. 6h electives from the Faculty of Arts
7. 3h Science electives
* or approved elective in the visual arts area
** equivalent methods courses for second teachable areas other than science can be substituted

Nutrition and Dietetics
Program modification
Changes to existing programs:
Bachelor of Science in Nutrition
Bachelor of Science in Nutrition (Dietetics option)
Bachelor of Science in Nutrition with second major in Biology
Bachelor of Science in Nutrition (Kinesiology option)

Last year the Chemistry Department proposed a new course (Chem 2773 Biochemistry for Life Sciences, without a lab component). Either Chem 2713 Biochemistry 1 (with a lab) OR Chem 2773 (without a lab) are acceptable courses for our program, and will provide more flexibility for our students. We are changing the Biochemistry requirement for our programs to read: Chem 2713 (with lab) OR Chem 2773 (without lab).
Nutrition core: Nutr 1313, 1323, 1333, 1343, 2323, 3713, 3723, 4533, 4903 (27h)
Bachelor of Science in Nutrition
1.   The nutrition core (27h)
2.   Biol 1813, 2053, 2813, 2823 (12h)
3.   Chem 1013, 1023, 2513, 2713 **or 2773** (12h)
4.   Math 1213/1223 or 2233/2243 (6h)
5.   Psyc 1013, 1023 (6h)
6.   Nutr 3543, 4223, 4523, 6h Nutr electives (15h)
7.   6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or instrumental methods, or practical studies), Philosophy, Theology (Theo 3013/23, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)
8.   6h from the Faculty of Arts (6h)
9.   30h university electives (30h)

Bachelor of Science in Nutrition with second major in Biology
1.   The nutrition core (27h)
2.   Biol 1113/1123 or 1813/1823, 2013, 2043 or 2053, 2073, 15h additional Biol (12h of which must be at the 3000/4000 level) completed with a C- or higher (30h)
3.   Chem 1013, 1023, 2513, 2713 **or 2773** (12h)
4.   Math 2233, 2243 (6h)
5.   Psyc 1013, 1023 (6h)
6.   Nutr 3543, 4223, 4523, 6h Nutr electives (15h)

7.   6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or   instrumental methods, or practical studies), Philosophy, Theology (Theo 3013/23, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)

8.   6h from the Faculty of Arts (6h)

9.   12h university electives (12h)

Bachelor of Science in Nutrition (Kinesiology option)

1.   The nutrition core (27h)

2.   Kine 3013 and 12h Kine electives (other than Kine 2293, 2413, 2423) (15h)

3.   Biol 1813, 3h Biol elective, Biol 2813/2823 or Kine 2413/2423 (credit can only be obtained for one of these pairs of courses) (12h)

4.   Chem 1013, 1023, 2513, 2713 **or 2773** (12h)

5.   Math 1213/1223 or 2233/2243 (6h)

6.   Psyc 1013, 1023 (6h)

7.   Nutr 3543, 4223, 4523, 6h Nutr electives (15h)

8.   6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or   instrumental methods, or practical studies), Philosophy, Theology (Theo 3013/23, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)

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

10.   15h university electives (15h)

A maximum of 12 students will be accepted each year. Students interested in this option will be considered for admission in the winter semester of their second year in the Bachelor of Science in Nutrition program.

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

Bachelor of Science in Nutrition (Dietetics option)

1.   The nutrition core (27h)

2.   Biol 1813, 2053, 2813, 2823 (12h)

3.   Chem 1013, 1023, 2513, 2713 **or 2773** (12h)

4.   Math 1213/1223 or 2233/2243 (6h)

5.   Nutr 3513, 3543, 4013, 4023, 4223, 4523, 4553, 4743, 3h Nutr elective (27h)

6.   Psyc 1013, 1023 (6h)

7.   6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or   instrumental methods, or practical studies), Philosophy, Theology (Theo 3013/23, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)

8.   6h from the Faculty of Arts (6h)

9.   18h university electives (18h)

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

Psychology

Change in calendar description, course title, course level, prerequisite

PSYC 4203 ADVANCED SEMINAR IN PSYCHOLOGY AND THE LAW

Examines the ways in which psychological concepts, methods, and findings relate to the formulation and application of the law. Course is organized around four basic conflicts (and the dilemmas they generate) that emerge from a psychological analysis of the law: Rights of Individuals vs. the Common Good; Equality before the

Law vs Judicial Discretion; Discovery of Truth vs. Resolution of Conflict; Scientific vs. Legal Bases of Decision making. Prereq: Psyc 2013
Becomes
PSYC 3623 FORENSIC PSYCHOLOGY
Forensic Psychology is the application of psychological theory and research to the judicial system. The field of forensic psychology deals with a variety of topics such as police investigations, psychopathy, eyewitness testimony, jury decision-making, child victims and witnesses, and mental illness in court. Prereqs: Psyc 2013 and 2103, or 2113, or 2143.

Program modification # 1

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

Bachelor of Science with Honours in Psychology (Neuroscience Option)
Students must complete all requirements specified in both the BSc with Honours in Psychology program and BSc with Major in Psychology (Neuroscience Option) program including achieving a grade of B- or better on requirements listed in the BSc with Honours in Psychology.
Becomes:
Neuroscience Option
The Neuroscience Option can be completed in conjunction with Bachelor of Science in Psychology degree programs by completing the requirements as specified below.
Bachelor of Science with Major in Psychology (Neuroscience Option) (48 h)
1. The psychology core (27h)
2. Psyc 2133, and one of Psyc 2143 or Psyc 2173 (Note: one of Psyc 2133 or Psyc 2143 will be counted in the psychology core)
3. 18h from Psyc 3053(L), 3083(L), 3133, 3323, 3383, 3613, 4323, 4343, 4413, **Biol 2013, 2023**, 3063(L), 3143**, Kine 4373, Chem 2713 or 2773, Phil 3313,** 12 hrs of which must be at the 3000-4000 level including at least 3h of which must be a course with a lab component as indicated by (L).
4. C- or better is required in all courses offered to fulfill these requirements

Bachelor of Science with Double Major (Neuroscience Option) or Bachelor of Science with Double Minor (Neuroscience Option) (48 h)
1. – 2. Requirements 1. and 2. as listed for the Bachelor of Science with Major in Psychology (Neuroscience Option) (30h)
3. 18h from Psyc 3053(L), 3083(L), 3133, 3323, 3383, 3613, 4323, 4343, 4413, **Biol 2013, 2023**, 3063(L), 3143**, Kine 4373, Chem 2713 or 2773, Phil 3313,** 9 hrs of which must be at the 3000-4000 level including at least 3h of which must be a course with a lab component as indicated by (L).
4. C- or better is required in all courses offered to fulfill these requirements
Bachelor of Science with Honours in Psychology (Neuroscience Option) (63 h)
1.– 3. Requirements 1 through 3 as listed for the Bachelor of Science with Major in Psychology (Neuroscience Option) (48h)
4. The honours core (15 h)
5. B- or better is required for all course requirements listed in the BSc with Honours in Psychology program.

Program modification # 2
Keeping track of the specific requirements for each different variation is very challenging, both for students and for those doing academic advising. These changes will allow us to simplify our PACEs, and reduce the likelihood that oversights or errors in academic advising will be made. It also makes it more feasible for students to combine various options (e.g., to fit in a double major, plus the Applied Option).

CURRENT CALENDAR WORDING IN BACHELOR OF ARTS SECTION:
PSYCHOLOGY DEPARTMENT *Room 326, Horton Hall*
Psychology core (27h):
1. Psyc 1013, 1023, 2013, 2023
2. Math 1213, 1223 or Math 2233, 2243 or Math 2213, 2223
3. 3h from Psyc 2113 or 2123
4. 3h from Psyc 2133, 2143 or 2173
5. 3h from Psyc 2103 or 2153
The same course cannot be used to fulfill both core and psychology electives.
Bachelor of Arts with Honours in Psychology
1. The psychology core (27h)
2. Psyc 3023, 3243, 4183, 4996 (15h)
3. A 3000-level psychology course with a laboratory component (e.g. 3053, 3083, 3353, or
3363 or Biol 3063) (3h)
4. 9h additional Psyc; 3h of which must be at 3000 or 4000 level
5. B- or better is required in all courses offered to fulfill these requirements.
Admission to the honours program is competitive and normally open only to students with a program GPA of
3.33 or better, and at least a B- in Psyc 3243. Admission also requires permission of the department and agreement of a faculty member in the department to supervise the thesis. Application is made in the penultimate year, following procedures published by the department.
Bachelor of Arts with Major in Psychology
1. The psychology core (27h)
2. 18h additional Psyc 12h, of which must be at the 3000/4000 level
3. C- or better is required in all courses offered to fulfill these requirements.
The same course cannot be used to fulfill more than one requirement.
Bachelor of Arts with Double Major
1. Psychology as first major: the psychology core (27h), 15h of Psyc, 9h of which must be at the 3000/4000 level
2. Psychology as second major: the psychology core (27h); 9h of Psyc at 3000/4000 level.
Bachelor of Arts with Major in Psychology (Applied Psychology Option)
1. The psychology core (27h)
2. 18h from Psyc 2183, 3183, 3193, 3353(L), 3363(L), 3373, 3383, 4053, 4103, 4203, 4423,
Kine 2433, Kine 3683, at least 3h of which must be a course with a lab component, as
indicated by (L).
C- or better is required in all courses offered to fulfill these requirements

Bachelor of Arts with Honours in Psychology (Applied Psychology Option)
1. The psychology core (27h)
2. Psyc 3023, 3243, 4183, 4996 (15h)
3. 18h from Psyc 2183, 3183, 3193, 3353(L), 3363(L), 3373, 3383, 4053, 4103, 4203, 4423,
Kine 2433, Kine 3683, at least 3h of which must be a course with a lab component, as
indicated by (L).
4. B- or better is required in all courses offered to fulfill these requirements
Becomes:
DEPARTMENT OF PSYCHOLOGY *Room 326, Horton Hall*
Psychology core (27h):

1. Psyc 1013, 1023, 2013, 2023
2. Math 1213, 1223 or Math 2233, 2243 or Math 2213, 2223
3. 3h from Psyc 2113 or 2123
4. 3h from Psyc 2133, 2143 or 2173
5. 3h from Psyc 2103 or 2153
The same course cannot be used to fulfill both core and psychology electives.
Honours core (15h):
Psyc 3023, 3243, 4183, 4996
Laboratory-based courses:
Psyc 3353 (A), 3363 (A), 3053 (N), 3083 (N), BIOL 3063 (N)
Note throughout that unless otherwise specified, the same course cannot be used to fulfill more than one requirement.
Bachelor of Arts with Major in Psychology (45 h)
1. The psychology core (27h)
2. 18h additional Psyc, 12h of which must be at the 3000/4000 level
3. C- or better is required in all courses offered to fulfill these requirements.
Bachelor of Arts with Double Major (39 h)
1. The psychology core (27h)
2. 12h additional Psyc, 9h of which must be at the 3000/4000 level
3. C- or better is required in all courses offered to fulfill these requirements.

Bachelor of Arts with Honours in Psychology (54 h)
1. – 2. Requirements 1. and 2. as listed above for the Bachelor of Arts with Double Major, except at least 3 h of the courses at the 3000/4000 level must be selected from the list of laboratory-based courses. (39 h)
3. The honours core (15h)
4. B- or better is required in all courses offered to fulfill these requirements.

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

Applied Psychology Option
The Applied Psychology Option can be added to any of the above degrees, with the following provisos:
1. The "additional Psyc" requirements must be fulfilled by selecting courses from the following list: Psyc 2183, 3183, 3193, 3353, 3363, 3373, 3383, 3623, 4053, 4103, 4423, Kine 2433, Kine 3683.
2. At least one of these "additional Psyc" courses must be a laboratory-based course, selected from those laboratory-based courses indicated with an "(A)". (Note this laboratory course can also fulfill the laboratory requirement for the Honours degree, if applicable.)
Co-op option available – see program description on page 43.

Program modification #3
CURRENT CALENDAR WORDING IN BACHELOR OF SCIENCE SECTION:
PSYCHOLOGY DEPARTMENT *Rooms 326, Horton Hall*
Psychology core (27h):
1. Psyc 1013, 1023, 2013, 2023
2. Math 1213, 1223 or Math 2233, 2243 or Math 2213, 2223
3. 3h from Psyc 2113 or 2123
4. 3h from Psyc 2133, 2143 or 2173
5. 3h from Psyc 2103 or 2153
The same course cannot be used to fulfill both core and psychology electives.

Bachelor of Science with Honours in Psychology

1. The psychology core (27h)

2. Psyc 3023, 3243, 4183, 4996 (15h)

3. A 3000-level psychology course with a laboratory component (3053, 3083, 3353, or 3363 or
Biol 3063) (3h)

4. 9h additional Psyc; 3h of which must be at 3000 or 4000 level

5. B- or better is required in all courses offered to fulfill these requirements.

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

Bachelor of Science with Major in Psychology

1. The psychology core (27h)

2. a) 18h Psyc (with a 15h Minor), 12h of which must be at the 3000/4000 level; OR

b) 21h Psyc (with a 12h Minor), 15h of which must be at the 3000/4000 level; OR

c) 9h Psyc (with two 18h Minors), all of which must be at the 3000/4000 level

3. C- or better is required in all courses offered to fulfill these requirements.

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

Bachelor of Science with Major in Psychology (Neuroscience Option)

1. The psychology core (27h)

2. Psyc 2133, and one of Psyc 2143 or Psyc 2173 (Note: one of Psyc 2133 or Psyc 2143 will be counted in the
psychology core)

3. 18h from Psyc 3053(L), 3083(L), 3133, 3323, 3383, 3613, 4323, 4343, 4413, Biol 3063(L),
Biol 3143, Kine 4373, at least 3h of which must be a course with a lab component, as indicated by (L).

4. C- or better is required in all courses offered to fulfill these requirements

Bachelor of Science with Honours in Psychology (Neuroscience Option)

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

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

1. The psychology core (27h)

2. 18h (with a 15h minor), or 21h (with a 12h minor), from Psyc 2183, 3183, 3193, 3353(L),
3363(L), 3373, 3383, 4053, 4103, 4203, 4423, Kine 2433, Kine 3683, at least 3h of which must be a course with a
lab component, as indicated by (L).

3. C- or better is required in all courses offered to fulfill these requirements

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

1. The psychology core (27h)

2. Psyc 3023, 3243, 4183, 4996 (15h)

3. 18h from Psyc 2183, 3183, 3193, 3353(L), 3363(L), 3373, 3383, 4053, 4103, 4203, 4423,
Kine 2433, Kine 3683, at least 3h of which must be a course with a lab component, as indicated by (L).

4.   B- or better is required in all courses offered to fulfill these requirements

Bachelor of Science with Double Major

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

2. Psychology as second Major: the psychology core (27h); 9h of Psyc at 3000/4000 level.

Note: All Psychology requirements for Bachelor of Arts degrees are identical to those for the Bachelor of
Science, as above.

Co-op option available – see program description on page 61.

Becomes:

DEPARTMENT OF PSYCHOLOGY *Room 326, Horton Hall*

Psychology core (27h):

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

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

Honours core (15h):

Psyc 3023, 32433, 4183, 4996

Laboratory-based courses:

Psyc 3353 (A), 3363 (A), 3053 (N), 3083 (N), BIOL 3063 (N)

Note throughout that unless otherwise specified, the same course cannot be used to fulfill more than one requirement.

Bachelor of Science with Major in Psychology (45 h)

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

Bachelor of Science with Double Major or Bachelor of Science with Double Minor (39 h)

1. The psychology core (27h)
2. 12h additional Psyc, 9h of which must be at the 3000/4000 level
3. C- or better is required in all courses offered to fulfill these requirements.

Bachelor of Science with Honours in Psychology (54 h)

1. – 2. Requirements 1. and 2. as listed above for the Bachelor of Science with Double Major, except at least 3 h of the courses at the 3000/4000 level must be selected from the list of laboratory-based courses. (39 h)
3. The honours core (15h)
4. B- or better is required in all courses offered to fulfill these requirements.

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

Applied Psychology Option

The Applied Psychology Option can be added to any of the above degrees, with the following provisos:

1. The "additional Psyc" requirements must be fulfilled by selecting courses from the following list: Psyc 2183, 3183, 3193, 3353, 3363, 3373, 3383, 3623, 4053, 4103, 4423, Kine 2433, Kine 3683.
2. At least one of these "additional Psyc" courses must be a laboratory-based course, selected from those laboratory-based courses indicated with an "(A)". (Note this laboratory course can also fulfill the laboratory requirement for the Honours degree, if applicable.)

Neuroscience Option

The Neuroscience Option can be completed in conjunction with Bachelor of Science in Psychology degree programs by completing the requirements as specified below.

Bachelor of Science with Major in Psychology (Neuroscience Option) (48 h)

1. The psychology core (27h)
2. Psyc 2133, and one of Psyc 2143 or Psyc 2173 (Note: one of Psyc 2133 or Psyc 2143 will be counted in the psychology core)
3. 18h from Psyc 3053(L), 3083(L), 3133, 3323, 3383, 3613, 4323, 4343, 4413, **Biol 2013, 2023**, 3063(L), 3143**, Kine 4373, Chem 2713 or 2773, Phil 3313,** 12 hrs of which must be at the 3000-4000 level including at least 3h of which must be a course with a lab component as indicated by (L).

5. C- or better is required in all courses offered to fulfill these requirements

Bachelor of Science with Double Major (Neuroscience Option) or Bachelor of Science with Double Minor (Neuroscience Option) (48 h)
1. – 2. Requirements 1. and 2. as listed for the Bachelor of Science with Major in Psychology (Neuroscience Option) (30h)
3. 18h from Psyc 3053(L), 3083(L), 3133, 3323, 3383, 3613, 4323, 4343, 4413, **Biol 2013, 2023**, 3063(L), 3143**,** Kine 4373, **Chem 2713 or 2773, Phil 3313,** 9 hrs of which must be at the 3000-4000 level including at least 3h of which must be a course with a lab component as indicated by (L).
4. C- or better is required in all courses offered to fulfill these requirements
Bachelor of Science with Honours in Psychology (Neuroscience Option) (63 h)
1.– 3. Requirements 1 through 3 as listed for the Bachelor of Science with Major in Psychology (Neuroscience Option) (48h)
4. The honours core (15 h)
5. B- or better is required for all course requirements listed in the BSc with Honours in Psychology program.
Co-op option available – see program description on page 61.

Program modification #4
Currently psychology majors are required to complete 30hrs of psychology courses before enrolling in 4000-level courses. We wish to modify this requirement such that 4000-levelcourses will be open to any student in their 3rd or 4th year of study.

Modification of calendar entry for course preamble
Psyc 1013 is a prerequisite for Psyc 1023 and both Psyc 1013 and 1023 are prerequisites to all 2000-level and higher courses. Psyc 2013 (or Kine 1113) is prerequisite to all 3000/4000 level courses. 4000-level courses are open only to students who are registered in their third or fourth year of study in psychology.

Appendix C

Curriculum Changes to MSc in Biology Program for 2013-2014
Submitted by Research and Graduate Studies
Approved by Senate Committee of Graduate Studies

NOTE: All members of the Biology department are in favour of reducing the number of grad courses listed in the calendar. The proposed system will still allow flexibility in the courses taught, as well as pre-registering Biology MSc students upon their arrival to Acadia.

- **New Course Proposals (3 courses)**
BIOL 5033 - Advanced Topic in Graduate Biology III
BIOL 5043 - Advanced Topic in Graduate Biology IV
BIOL5053 - Advanced Topic in Graduate Biology V

Students will choose a course from one of the following subheadings in consultation with their supervisor/supervisory committee: Terrestrial Ecology (replaces 5113/5123); Molecular Biology and Genetics (replaces 5173/5183, 5833/5843); Plant Biology (replaces 5413/5423, 5433/5443, 5703/5713); Animal Biology (replaces 5303/5313, 5503/5513, 5603/5613, 5913/5923); Conservation and Population Biology (replaces 5223, 5243, 5813/5823, 5833/5843); Aquatic Ecology (replaces 5253/5263); Microbiology and Parasitology (replaces 5273/5283, 5703/5713)

Reason for requesting these new courses: The proposed changes will streamline the MSc course offerings in Biology. Students will be preregistered in BIOL5013, possibly 5023, 5033, 5043, and 5053 (if not registered in 5023) upon arrival at Acadia. The subheading chosen for each of 5033-5053 will be discussed in consultation with the supervisor/supervisory committee. Content for each subheading will be at the discretion of the faculty member teaching a given course in a given year.

- **Course Deletions (28 courses)**
BIOL 5113/5123 - Advanced Seminar in Ecology 1 & 2

Reason for requesting deletion: This will be replaced by a subheading "Terrestrial Ecology" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II).

BIOL 5173/5183 - Tutorial in Cell Biology/Genetics 1 & 2

Reason for requesting deletion: This will be replaced by a subheading "Molecular Biology and Genetics" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II).

BIOL 5223 - Tutorial in Fisheries Biology and Aquaculture
BIOL 5243 - Tutorial in Fisheries Modeling and Management
BIOL 5813/5823 – Advanced Project in Conservation Ecology 1 & 2

Reason for requesting these deletions: These will be replaced by a subheading "Conservation and Population Biology" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II).

BIOL 5253/5263 - Tutorial in Estuarine Biology 1 & 2

Reason for requesting deletion: This will be replaced by a subheading "Aquatic Ecology" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II).

BIOL 5273/5283 - Tutorial in Microbial Ecology 1 & 2

Reason for requesting deletion: This will be replaced by a subheading "Microbiology and Parasitology" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II).

BIOL 5303/5313 - Tutorial in Animal Physiology 1 & 2
BIOL 5503/5513 – Tutorial in Entomology 1 & 2
BIOL 5603/5613 – Tutorial in Histology and Morphogenesis 1 & 2
BIOL 5913/5923 – Advanced Seminar in Behaviour 1 & 2

Reason for requesting these deletions: These will be replaced by a subheading "Animal Biology" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II).

BIOL 5413/5423 - Tutorial in Plant Physiology 1 & 2
BIOL 5433/5443 - Tutorial in Plant Ecophysiology 1 & 2

Reason for requesting these deletions: These will be replaced by a subheading "Plant Biology" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II)

BIOL 5703/5713 - Tutorial in Mycology and Phycology 1 & 2

Reason for requesting deletion: This will be replaced by a subheading "Plant Biology" or "Microbiology and Parasitology" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II).

BIOL 5833/5843 - Topics in Conservation Genetics 1 & 2

Reason for requesting deletion: This will be replaced by a subheading "Conservation and Population Biology" or "Molecular Biology and Genetics" that can be used for BIOL5033 (Advanced Topic in Graduate Biology I), 5043 (Advanced Topic in Graduate Biology II), or 5053 (Advanced Topic in Graduate Biology II)

Curriculum Changes to Graduate Programs for 2013-2014
Submitted by Research and Graduate Studies
Approved by Senate Committee of Graduate Studies

School of Education (MEd program) Changes

- Modification to MEd Counselling program

The Master of Education in Counselling Program is an accredited program with the Council for the Accreditation of Counsellor Education Programs (CACEP). The current change requires all students entering the program to participate in two one-day competency-focused workshops that address CACEP Standard III B, 6 (Diversity), and Standard III B, 10 (Program Evaluation). All beginning students take the Diversity workshop in year one. All returning students (and exiting full time students) take the workshop on Program evaluation in year two.

Paragraph to be inserted in the Calendar under the Overall Requirements section:

Note: All students are required to complete two one-day workshops during the first week of classes. All beginning students complete a one-day workshop on Diversity in the first summer of their program. All full-time and returning part-time students complete a second one-day workshop on program evaluation in the second summer of their program.

Reason for Modification: As noted above, this modification allows the M.Ed. Counselling program to meet CACEP Standards that are not sufficiently covered in the courses. Students are currently required to take a professional development workshop upon entry into the M.Ed. Counselling program. This request formalises the requirements to address specific program competencies.

- Change in Course Title Only

Current Course Title and Description

EDUC 5313 INDIVIDUAL TESTING 1
This course is designed to familiarize students with standardized achievement and informal assessment tools. Students will experience the administration, scoring and interpretation of commonly used assessment battery instruments. Prereq: EDUC 5303

Proposed New Course Title and Description

EDUC 5313 ASSESSMENT FOR LEARNING
This course is designed to familiarize students with standardized achievement and informal assessment tools. Students will experience the administration, scoring and interpretation of commonly used assessment battery instruments. Prereq: EDUC 5303

Reason for Change: The current title is outdated, suggesting that the course focuses on a variety of individual tests, even though the calendar description notes the inclusion of informal assessment tools. The new title captures this broader approach to assessment and reflects recent developments in the field of educational assessment.

- Change in Course Title and Calendar Description

Current Course Title and Description

EDUC 5323 INDIVIDUAL TESTING 2
This course is designed to familiarize the student with commonly used individualized tests of intelligence and other abilities. The course contains both theoretical and practical components. The student is required to administer, score, interpret and write a report on such tests as the Wechsler and Stanford-Binet. Open only to those fully enrolled in the graduate programs in counselling or inclusive education.
Prereq: EDUC 5303

Proposed New 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.
Prereq: EDUC 5303

Reason for changes: The new title captures the current approach to educational assessment, which goes well beyond individual testing to include performance-based and informal assessments. The old course description suggested that students would be trained to administer a number of tests either no longer in use or for which classroom teachers (the majority students in the course) are no longer qualified to administer. The new description also accounts for the social turn in educational assessment in the past decade.

Appendix D

Course Syllabus

Course number:	*PACC 4033*
Course title:	*The Church's Response to Domestic Violence*
Course dates:	*Insert*
Class location:	*Insert*

Instructor name:	*Dr. Steve McMullin*
Instructor title:	*Associate Professor of Evangelism and Mission, Director of NB Extension*
Office hours:	*Meetings arranged by appointment*

Contact information:

Email:	*stephen.mcmullin@acadiau.ca*
Phone:	*506-672-6960*
Post:	*12 Bayview Drive, Saint John, NB E2M 4E1*

Course description: Domestic violence is a serious and pervasive problem in contemporary society and in congregations. This course will define and explain what domestic violence is, provide an overview of current research, explain the role of churches and church leaders in responding to the needs of victims, and provide information about accessing community resources, all in the context of a Biblical understanding of care for those who suffer. The course will consider the church's response to social needs as an important aspect of witness.

Course objectives:

For ministry:
- To equip church leaders to respond appropriately and effectively to urgent calls for help from victims of domestic violence.
- To instruct church leaders about how to make a local congregation a safe place for victims of domestic abuse to seek help.
- To help church leaders take steps to prevent abuse among church families by addressing the issue from the pulpit and in church ministries (including especially youth ministries),
- To provide resources and information about community agencies and others to whom referrals should be made.
- To provide instruction about important facets of spiritual care for

victims and perpetrators of violence and their family members.

- To familiarize students with the RAVE website (www.theraveproject.org) and how to utilize it in the context of local church ministry.

For scholarship:
- To define domestic violence from a Biblical and scholarly perspective.
- To acquaint students with the latest research and best practices regarding domestic violence in faith communities.
- To respond to complaints and criticisms from the scholarly community about ways that church leaders and church structures have been complicit in the problem of domestic violence.

Required Reading: *The Book of Genesis*

Richardson, Rick (2010). "Evangelism and Social Concern: How Do We Maintain a Healthy Balance," *Witness: Journal of the Academy for Evangelism in Theological Education*, 24:19-34.

Required textbooks: Kroeger, Catherine and Nason-Clark, Nancy (2010). *No Place for Abuse* (revised ed.). Downers Grove: InterVarsity Press.

Miles, Al (2011). *Domestic Violence: What Every Pastor Needs to Know* (2nd ed). Minneapolis: Fortress Press.

Nason-Clark, Nancy; Fisher-Townsend, Barbara, and Fahlberg, Victoria, editors (2013). *Strengthening Families and Ending Abuse: Churches and Their Leaders Look at the Future*. Eugene, OR: Wipf and Stock Publishers.

Website: The *RAVE* (Religion and Violence eLearning) website: **www.theraveproject.org**

Additional resources: Adams, Carol J. and Fortune, Marie, eds. (1995). *Violence Against Women and Children: A Christian Theological Source Book.* Continuum.

Bancroft, Lundy & Silverman, Jay (2011). *The Batterer as Parent, Second Edition.* Sage Publications.

Bancroft, Lundy (2002). *Why Does He Do That? Inside the Minds of Angry and Controlling Men.* Berkeley Publishing Group.

Livingston, David (2005). *Healing Violent Men: A Model for Christian Communities.* Fortress Press.

Miles, Al (2005). *Ending Violence In Teen Dating Relationships: A Resource*

Guide For Parents And Pastors. Minneapolis: Fortress Press.

Morris, Susan Yarrow (2006). *Opening the Door: A Pastor's Guide to Addressing Domestic Violence in Premarital Counseling.* Faith Trust Institute.

Nason-Clark, Nancy; Kroeger, Catherine; and Fisher-Townsend, Barbara, editors (2011). *Responding to Abuse in Christian Homes: A Challenge to Churches and their Leaders.* Eugene, OR: Wipf and Stock Publishers.

Schmutzer, Andrew, editor (2011). *The Long Journey Home: Understanding and Ministering to the Sexually Abused.* Eugene, OR: Wipf and Stock Publishers.

Course schedule:

Session 1 **What Is Domestic Violence?** The first session will define domestic violence, outline some dynamics of abuse and the cycle of violence, and consider the extent of domestic violence in society and in Christian congregations. The class will also consider reasons why domestic violence may be hidden within congregations and in the community. *Video: When Abuse Is Worse Than Divorce*

Session 2 **Domestic Violence and the Church.** What is the responsibility of the church with regard to the problem of abuse in society? What happens when a church/pastor does or does not respond appropriately to a request for help—how is the victim affected, and how does it affect the church and the pastor? How can the church prevent or unwittingly contribute to abuse in Christian homes? How should the church respond when a church member or even a church leader is an abuser?

Session 3 **The Bible and Domestic Violence 1.** This session will consider Biblical examples of violent and abusive families (Abraham's household, Jacob's family, David's family). What do we learn from scripture about Domestic Violence? What are the theological implications and lessons? What does Domestic Violence teach about sin? What role does a patriarchal view of the church have in perpetuating domestic violence? *Video: When the Bible Is Used to Abuse*

Session 4 **The Bible and Domestic Violence 2.** This session will consider how the Bible can be used as a resource for addressing Domestic Violence and for responding to the needs of victims and their families. We will consider the issue of why and how the Bible is misused to justify abuse, and how to address these problems. We will especially consider Biblical teaching about marriage and about forgiveness. *Video: When Apologies Are Dangerous*

Session 5 **Resources—the RAVE website.** The RAVE website will be considered as a resource that can be used by church leaders and by victims of abuse. The class will explore and discuss how to use a wide variety of online resources, including video clips, case studies, shelter maps, sermons and sermon excerpts, research data, and safety plans.

Session 6 **Spiritual Care for Victims of Abuse.**   It is important to understand the role of the pastor and the congregation in the life of a survivor of abuse, including ways that scripture and prayer can be helpful. The class will consider how a pastor should respond when a person discloses that they are being abused: What should the pastor do, and what must the pastor not attempt to do? What is helpful and what is not helpful? How can a victim prepare a safety plan? We will look at the abuse of seniors ("elder abuse") by their families and how the church can address the issued and respond appropriately. *Video: When the Church is Needed Most*

Session 7 **Building Partnerships***.* Most communities have access to agencies such as women's shelters, counselors, and domestic violence advocates, yet churches and their leaders often are unaware of how to access such services and rarely build partnerships with such community resources. At the same time, churches can offer their spiritual care expertise and their community resources to those agencies. This session will examine ways that pastors and leaders can find help in their community and look at how they can be part of a wider community response to domestic violence. What barriers prevent such partnerships and how can they be overcome? What are the potential pitfalls and opportunities of partnerships with secular agencies and care providers? How do pastors go about making referrals to other agencies?

Session 8 **Preaching and Teaching about Domestic Violence.**   Since Domestic Violence is one of the most pervasive and damaging social problems in modern society, it might be expected that it would be addressed often in sermons, but studies indicate that it is rarely addressed from the pulpit. This session will consider how to approach the topic in a sermon from a Biblical foundation, while considering the audience who will hear such a sermon—including current and former victims, perpetrators, family members, and church members who are aware of abuse in their community but do not know how to respond or help.

Session 9 **Making the Church a Safe Community.**   It is important that churches not facilitate abuse in their structures or programs, and that the church community is a safe place for victims to seek help, yet the church can instead make it more difficult for them to find help and support. This session will consider policies and structures as well as practical ways in which the congregation can help victims to seek and find the help they need. As Canada becomes more multicultural, ethnic and cultural attitudes toward discipline and punishment become issues for churches to consider, in addition to the advocacy of corporal punishment that has been a Canadian tradition. *Video: I Believe You*

Session 10 **The Needs of Victims' Families.** How does a church minister to children and youth who are living in an abusive home? When a victim seeks shelter or leaves the perpetrator, how can the church help the family? How does the church help with longer-term needs? What about issues of

separation and divorce?   How does the pastor minister to the family members of the perpetrator of the violence?   The church's children's and youth ministries may be especially helpful for family members, but leaders must be adequately trained.

Session 11 **Responding to Perpetrators of Domestic Violence.** This session will consider whether there is hope for perpetrators of abuse, and how the pastor and the congregation should respond or not respond when it becomes known that a church member is an abuser.   What can a congregation do to protect vulnerable people from becoming victims of a known abuser?   How should the congregation respond when a church leader is an abuser?   Based on recent research, we will consider the real needs of abusers and look at the effectiveness of batterer's programs.   We will consider what guidance the Bible gives for these difficult issues.

Session 12 **Domestic Violence and the Witness of the Church.** This final session will look beyond the spiritual care aspect of the church's response to abuse to consider how the church's response can be a positive witness in a world where sin and violence are ever-present realities. How does our care and practical response for those who are hurting demonstrate the power of the gospel of Jesus Christ and the reality of our faith? Student should read the article by Richardson in preparation for this class.

Course assignments, due dates, and percentage value:

	Assignment	Due Date	Percentage Value
1	Biblical Reflection		15
2	Completion of two modules on the RAVE website		25
3	Project		15
4	Sermon (including visuals and associated worship elements) to address domestic violence		30
5	Reading Report		15

Assignment Details: **Biblical Reflection paper – Family Relationships in the book of Genesis.** Reflect on relationships among Biblical families as you read the book of Genesis.   In your reflection (written in the first person), include your comments about: What surprises you? What new things do you notice about these families?   What do you find upsetting or difficult to understand? What examples of abuse do you see within families? How do Biblical families respond to violence and abuse? How does God respond? Why do you think such stories are included in the Biblical narrative? (750 words)

Modules on the RAVE Website. Under the "Online Training" tab on the RAVE website, choose one of the "Mending Broken Hearts" stories and one of the "Stories of Hope and Inspiration After Violence" stories.   Read through the stories and the various perspectives (Ask a Survivor, Ask a Pastor, etc.) using the links at the lower right hand corner.   Then, respond to the "Questions to Consider" at the bottom of the page for both stories

that you have read (maximum 700 words for each – 1200 words total).

Project. Prepare a presentation for a youth group, an adult class, or a women's group; or prepare a presentation for couples preparing for marriage, that addresses the issue of domestic violence.

Sermon. Using an appropriate Biblical text, write a sermon that addresses the issue of domestic violence. Provide at least two worship elements that would complement the sermon, as well as PowerPoint slides or other visual elements. The sermon should be no more than 1750 words.

Reading Report. Provide a written report of pages read from the required and recommended readings. Note that completion of all required reading results in a grade of A-. For a higher grade, at least some of the recommended readings must also be included.

Class attendance policy:	Attendance at, and participation in, all classes is expected. Unexcused students who miss more than three hours of class time will be docked one full letter grade (e.g. a "B+" becomes a "C+").
Cancellations due to weather:	When Acadia University closes due to a storm or similar concerns, classes at the Divinity College are cancelled as well. Students are notified by email. Classes at extension sites are cancelled at the discretion of the instructor who must notify the class by e-mail at least three hours in advance of a cancellation. Students taking intensive classes should plan to stay near the class meeting location as intensive classes are rarely cancelled due to weather.
Cell phones:	Out of respect for all class participants, cell phones should be turned off or set in silent mode with voicemail enabled so messages can be accessed after class or during a class break.
Respect for others:	When we study the Bible, Theology, and approaches to ministry, we sometimes encounter people who champion views with which we may disagree. At ADC we work hard to listen to, and respect all people, especially those with whom we disagree. Dialog and debate inside and outside of class should be carried on with an attitude of respect and politeness.
Inclusive language:	Students are asked to use inclusive language when referring to people, both in class and in written assignments.
Computers in class:	Computers in class are only to be used for activities directly related to the class. Unless requested by the professor or another person leading the class, there will be no web surfing, internet chatting (please put them on 'not available', 'appear offline', 'invisible', or the equivalents), emailing (turn it off, or disable notification of new mail), gaming, etc., as these activities

interfere with the class learning/teaching environment. Such activities are a distraction both to the professor and to others who can see the active screen or the active person; such activities although they may not be detrimental to some individuals, are to others. The professor reserves the right to ask students to close their computers.

Submitting assignments: Assignments can be submitted the following ways: during class, to the instructor's mailbox via the Faculty Secretary in the main office, or by e-mail sent directly to the instructor (such submissions must be acknowledged by the instructor by means of email reply to be valid). If you want a paper copy of your assignments returned with comments, you must hand in a hard copy (and if you live off campus and want the assignment return by mail, include a stamped, self-addressed envelope).

Assignments are normally returned within three weeks of submission.

Format: All assignments submitted electronically should be submitted in MS Word (or rtf), 12 point, Times New Roman font unless alternate arrangements have been made with the instructor.

Work Load: At the graduate level, work-load is calculated on the assumption of three hours of work outside of class for every one hour in class. (A reading speed of 25 pages per hour is the speed on which calculations for reading are based.) There are 36 hours of in-class time, and so up to 108 hours of work can be expected as work-time for this course.

Late policy: Some students may choose to hand in their written course assignments late. You do not have to ask permission to hand in a late assignment. Assignments that are submitted to the instructor within one week of the due date will still be accepted, with a penalty of one full letter grade (e.g. a "B+" becomes a "C+"). Unless students have made prior arrangements with the instructor, <u>assignments submitted more than two week late will not be accepted</u> since other students are waiting to receive their graded assignments back. Students facing extenuating circumstances (such as a death in the family, etc.) may appeal in writing to the Dean of Students who may present your petition for a 45-day extension to the faculty for vote.

Assignments due at the end of term are subject to the due dates published in the academic calendar.

Assignments: Students should take care to submit only their own work, and to submit only work that has been personally prepared anew for this course. Unless permission has been granted by the instructor, the submission of one paper—even when altered—for two courses, is not acceptable; this includes work done for previous courses in this or another institution. Having a paper prepared by others, whether as a favour or for pay, is not permitted. If you seek assistance with an assignment, it must be limited to your grammar and methods of argumentation, and not to the contents.

Plagiarism:

Plagiarism is a serious matter and cannot be tolerated. It is important that every student be aware of what it is and what it is not. Please consult the interactive tutorial "You quote it, you note it" at http://library.acadiau.ca/tutorials/plagiarism/. Please remember that plagiarism is considered lying and can lead to dismissal from ADC and Acadia University; more importantly, it is not acceptable for those who will be in positions of leadership in the Church.

Auditors:

Auditors are students who are not taking the course for academic credit but who choose to sit in on the class for personal growth. Auditors who wish to speak in class are expected to read all required reading and may participate in class to the extent determined by the instructor. Since auditors do not pay the full tuition amount, they are not normally entitled to have assignments read or graded by the instructor. Auditors should note that access is not provided to the Acorn course page.

Course and program assessment:

Faculty at Acadia Divinity College are required to maintain samples of their work that includes: course syllabi, teaching materials, quizzes / tests / exams, and a selected sampling of student work. Students are therefore advised that copies of some graded materials will be retained by the instructor for the purpose of providing this documentation. Final course assignments (e.g. exam or final paper) are kept by the instructor for one year.

Disability:

If you are a student with a documented disability who anticipates needing accommodations in this course, please inform the instructor after you meet with Disability / Access Services, in the Student Resource Centre at Acadia University. Phone: (902) 585-1246.

Course Syllabus

Course number:	*PACC 7033*
Course title:	*The Church's Response to Domestic Violence*
Course dates:	*Insert*
Class location:	*Insert*

Instructor name:	*Dr. Steve McMullin*
Instructor title:	*Associate Professor of Evangelism and Mission, Director of NB Extension*
Office hours:	*Meetings arranged by appointment*

Contact information:

Email:	*stephen.mcmullin@acadiau.ca*
Phone:	*506-672-6960*
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Course description: Domestic violence is a serious and pervasive problem in contemporary society and in congregations. This course will define and explain what domestic violence is, provide an overview of current research, explain the role of churches and church leaders in responding to the needs of victims, and provide information about accessing community resources, all in the context of a Biblical understanding of care for those who suffer. The course will consider the church's response to social needs as an important aspect of witness.

Course objectives:

For ministry:
- To equip church leaders to respond appropriately and effectively to urgent calls for help from victims of domestic violence.
- To instruct church leaders about how to make a local congregation a safe place for victims of domestic abuse to seek help.
- To help church leaders take steps to prevent abuse among church families by addressing the issue from the pulpit and in church ministries (including especially youth ministries),
- To provide resources and information about community agencies and others to whom referrals should be made.
- To provide instruction about important facets of spiritual care for victims and perpetrators of violence and their family members.

- To familiarize students with the RAVE website (www.theraveproject.org) and how to utilize it in the context of local church ministry.

For scholarship:
- To define domestic violence from a Biblical and scholarly perspective.
- To acquaint students with the latest research and best practices regarding domestic violence in faith communities.
- To respond to complaints and criticisms from the scholarly community about ways that church leaders and church structures have been complicit in the problem of domestic violence.

Required Reading: *The Book of Genesis*

Nienhuis, Nancy (2005). "Thinking Theologically about Violence and Abuse," *Journal of Pastoral Care and Counseling*, 59:1-2, 109-123.

Richardson, Rick (2010). "Evangelism and Social Concern: How Do We Maintain a Healthy Balance," *Witness: Journal of the Academy for Evangelism in Theological Education*, 24:19-34.

Required textbooks: Kroeger, Catherine and Nason-Clark, Nancy (2010). *No Place for Abuse* (revised ed.). Downers Grove: InterVarsity Press.

Miles, Al (2011). *Domestic Violence: What Every Pastor Needs to Know* (2nd ed). Minneapolis: Fortress Press.

Nason-Clark, Nancy; Fisher-Townsend, Barbara, and Fahlberg, Victoria, editors (2013). *Strengthening Families and Ending Abuse: Churches and Their Leaders Look at the Future*. Eugene, OR: Wipf and Stock Publishers.

Website: The *RAVE* (Religion and Violence eLearning) website: **www.theraveproject.org**

Additional resources: Adams, Carol J. and Fortune, Marie, eds. (1995). *Violence Against Women and Children: A Christian Theological Source Book.* Continuum.

Bancroft, Lundy & Silverman, Jay (2011). *The Batterer as Parent, Second Edition.* Sage Publications.

Bancroft, Lundy (2002). *Why Does He Do That? Inside the Minds of Angry and Controlling Men.* Berkeley Publishing Group.

Livingston, David (2005). *Healing Violent Men: A Model for Christian Communities.* Fortress Press.

Miles, Al (2005). *Ending Violence In Teen Dating Relationships: A Resource Guide For Parents And Pastors.* Minneapolis: Fortress Press.

Morris, Susan Yarrow (2006). *Opening the Door: A Pastor's Guide to Addressing Domestic Violence in Premarital Counseling.* Faith Trust Institute.

Nason-Clark, Nancy; Kroeger, Catherine; and Fisher-Townsend, Barbara, editors (2011). *Responding to Abuse in Christian Homes: A Challenge to Churches and their Leaders*. Eugene, OR: Wipf and Stock Publishers.

Schmutzer, Andrew, editor (2011). *The Long Journey Home: Understanding and Ministering to the Sexually Abused*. Eugene, OR: Wipf and Stock Publishers.

Course schedule:

Session 1 **What Is Domestic Violence*?*** The first session will define domestic violence, outline some dynamics of abuse and the cycle of violence, and consider the extent of domestic violence in society and in Christian congregations. The class will also consider reasons why domestic violence may be hidden within congregations and in the community. *Video: When Abuse Is Worse Than Divorce*

Session 2 **Domestic Violence and the Church.** What is the responsibility of the church with regard to the problem of abuse in society? What happens when a church/pastor does or does not respond appropriately to a request for help—how is the victim affected, and how does it affect the church and the pastor? How can the church prevent or unwittingly contribute to abuse in Christian homes? How should the church respond when a church member or even a church leader is an abuser?

Session 3 **The Bible and Domestic Violence 1.** This session will consider Biblical examples of violent and abusive families (Abraham's household, Jacob's family, David's family). What do we learn from scripture about Domestic Violence? What are the theological implications and lessons? What does Domestic Violence teach about sin? What role does a patriarchal view of the church have in perpetuating domestic violence? *Video: When the Bible Is Used to Abuse*

Session 4 **The Bible and Domestic Violence 2.** This session will consider how the Bible can be used as a resource for addressing Domestic Violence and for responding to the needs of victims and their families. We will consider the issue of why and how the Bible is misused to justify abuse, and how to address these problems. We will especially consider Biblical teaching about marriage and about forgiveness. *Video: When Apologies Are Dangerous*

Session 5 **Resources—the RAVE website.** The RAVE website will be considered as a resource that can be used by church leaders and by victims of abuse. The class will explore and discuss how to use a wide variety of online resources, including video clips, case studies, shelter maps, sermons and sermon excerpts, research data, and safety plans.

Session 6 **Spiritual Care for Victims of Abuse.** It is important to understand the role of the pastor and the congregation in the life of a survivor of abuse, including ways that scripture and prayer can be helpful. The class will consider how a pastor should respond when a person discloses that they are being abused: What should the pastor do, and what must the pastor not attempt to do? What is helpful and what is not helpful? How can a victim prepare a safety plan? We will look at the abuse of seniors ("elder abuse") by their families and how the church can address the issued and respond appropriately. *Video: When the Church is Needed Most*

Session 7 **Building Partnerships**. Most communities have access to agencies such as women's shelters, counselors, and domestic violence advocates, yet churches and their leaders often are unaware of how to access such services and rarely build partnerships with such community resources. At the same time, churches can offer their spiritual care expertise and their community resources to those agencies. This session will examine ways that pastors and leaders can find help in their community and look at how they can be part of a wider community response to domestic violence. What barriers prevent such partnerships and how can they be overcome? What are the potential pitfalls and opportunities of partnerships with secular agencies and care providers? How do pastors go about making referrals to other agencies?

Session 8 **Preaching and Teaching about Domestic Violence.** Since Domestic Violence is one of the most pervasive and damaging social problems in modern society, it might be expected that it would be addressed often in sermons, but studies indicate that it is rarely addressed from the pulpit. This session will consider how to approach the topic in a sermon from a Biblical foundation, while considering the audience who will hear such a sermon—including current and former victims, perpetrators, family members, and church members who are aware of abuse in their community but do not know how to respond or help.

Session 9 **Making the Church a Safe Community.** It is important that churches not facilitate abuse in their structures or programs, and that the church community is a safe place for victims to seek help, yet the church can instead make it more difficult for them to find help and support. This session will consider policies and structures as well as practical ways in which the congregation can help victims to seek and find the help they need. As Canada becomes more multicultural, ethnic and cultural attitudes toward discipline and punishment become issues for churches to consider, in addition to the advocacy of corporal punishment that has been a Canadian tradition. *Video: I Believe You*

Session 10 **The Needs of Victims' Families.** How does a church minister to children and youth who are living in an abusive home? When a victim seeks shelter or leaves the perpetrator, how can the church help the family? How does the church help with longer-term needs? What about issues of separation and divorce? How does the pastor minister to the family

members of the perpetrator of the violence? The church's children's and youth ministries may be especially helpful for family members, but leaders must be adequately trained.

Session 11 **Responding to Perpetrators of Domestic Violence.** This session will consider whether there is hope for perpetrators of abuse, and how the pastor and the congregation should respond or not respond when it becomes known that a church member is an abuser. What can a congregation do to protect vulnerable people from becoming victims of a known abuser? How should the congregation respond when a church leader is an abuser? Based on recent research, we will consider the real needs of abusers and look at the effectiveness of batterer's programs. We will consider what guidance the Bible gives for these difficult issues.

Session 12 **Domestic Violence and the Witness of the Church.** This final session will look beyond the spiritual care aspect of the church's response to abuse to consider how the church's response can be a positive witness in a world where sin and violence are ever-present realities. How does our care and practical response for those who are hurting demonstrate the power of the gospel of Jesus Christ and the reality of our faith? Student should read the article by Richardson in preparation for this class.

Course assignments, due dates, and percentage value:

	Assignment	Due Date	Percentage Value
1	Biblical Reflection		15
2	Completion of two modules on the RAVE website		25
3	Report on a visit to a women's shelter or interview of staff		15
4	Sermon (including visuals and associated worship elements) to address domestic violence		30
5	Reading Report		15

Assignment Details: **Biblical Reflection paper – Family Relationships in the book of Genesis.** Reflect on relationships among Biblical families as you read the book of Genesis. In your reflection (written in the first person), include your comments about: What surprises you? What new things do you notice about these families? What do you find upsetting or difficult to understand? What examples of abuse do you see within families? How do Biblical families respond to violence and abuse? How does God respond? Why do you think such stories are included in the Biblical narrative? (750-1000 words)

Modules on the RAVE Website. Under the "Online Training" tab on the RAVE website, choose one of the "Mending Broken Hearts" stories and one of the "Stories of Hope and Inspiration After Violence" stories. Read through the stories and the various perspectives (Ask a Survivor, Ask a Pastor, etc.) using the links at the lower right hand corner. Then, respond to the "Questions to Consider" at the bottom of the page for both stories that you have read (maximum 750 words for each – 1500 words total).

Visit a Women's Shelter. Contact a women's shelter and ask for the opportunity to visit and meet with staff or, if a visit to the facility is not permitted, ask to meet with a staff member or board member. I will attempt to assist in facilitating such visits/meetings. Ask staff members about their experiences (or lack thereof) of working with churches and church leaders, and ask how pastors and church leaders might best work with community agencies such as shelters. Write a report of your visit and/or interview (750 words). Include your reflections about working with community agencies such as shelters.

Sermon. Using an appropriate Biblical text, write a sermon that addresses the issue of domestic violence. Provide at least two worship elements that would complement the sermon, as well as PowerPoint slides or other visual elements. The sermon should be no more than 1750 words.

Reading Report. Provide a written report of pages read from the required and recommended readings. Note that completion of all required reading results in a grade of A-. For a higher grade, at least some of the recommended readings must also be included.

Class attendance policy:	Attendance at, and participation in, all classes is expected. Unexcused students who miss more than three hours of class time will be docked one full letter grade (e.g. a "B+" becomes a "C+").
Cancellations due to weather:	When Acadia University closes due to a storm or similar concerns, classes at the Divinity College are cancelled as well. Students are notified by email. Classes at extension sites are cancelled at the discretion of the instructor who must notify the class by e-mail at least three hours in advance of a cancellation. Students taking intensive classes should plan to stay near the class meeting location as intensive classes are rarely cancelled due to weather.
Cell phones:	Out of respect for all class participants, cell phones should be turned off or set in silent mode with voicemail enabled so messages can be accessed after class or during a class break.
Respect for others:	When we study the Bible, Theology, and approaches to ministry, we sometimes encounter people who champion views with which we may disagree. At ADC we work hard to listen to, and respect all people, especially those with whom we disagree. Dialog and debate inside and outside of class should be carried on with an attitude of respect and politeness.
Inclusive language:	Students are asked to use inclusive language when referring to people, both in class and in written assignments.
Computers in class:	Computers in class are only to be used for activities directly related to the class. Unless requested by the professor or another person leading the class, there will be no web surfing, internet chatting (please put them on 'not available', 'appear offline', 'invisible', or the equivalents), emailing (turn it

off, or disable notification of new mail), gaming, etc., as these activities interfere with the class learning/teaching environment. Such activities are a distraction both to the professor and to others who can see the active screen or the active person; such activities although they may not be detrimental to some individuals, are to others. The professor reserves the right to ask students to close their computers.

Submitting assignments: Assignments can be submitted the following ways: during class, to the instructor's mailbox via the Faculty Secretary in the main office, or by e-mail sent directly to the instructor (such submissions must be acknowledged by the instructor by means of email reply to be valid). If you want a paper copy of your assignments returned with comments, you must hand in a hard copy (and if you live off campus and want the assignment return by mail, include a stamped, self-addressed envelope).

Assignments are normally returned within three weeks of submission.

Format: All assignments submitted electronically should be submitted in MS Word (or rtf), 12 point, Times New Roman font unless alternate arrangements have been made with the instructor.

Work Load: At the graduate level, work-load is calculated on the assumption of three hours of work outside of class for every one hour in class. (A reading speed of 25 pages per hour is the speed on which calculations for reading are based.) There are 36 hours of in-class time, and so up to 108 hours of work can be expected as work-time for this course.

Late policy: Some students may choose to hand in their written course assignments late. You do not have to ask permission to hand in a late assignment. Assignments that are submitted to the instructor within one week of the due date will still be accepted, with a penalty of one full letter grade (e.g. a "B+" becomes a "C+"). Unless students have made prior arrangements with the instructor, <u>assignments submitted more than two week late will not be accepted</u> since other students are waiting to receive their graded assignments back. Students facing extenuating circumstances (such as a death in the family, etc.) may appeal in writing to the Dean of Students who may present your petition for a 45-day extension to the faculty for vote.

Assignments due at the end of term are subject to the due dates published in the academic calendar.

Assignments: Students should take care to submit only their own work, and to submit only work that has been personally prepared anew for this course. Unless permission has been granted by the instructor, the submission of one paper—even when altered—for two courses, is not acceptable; this includes work done for previous courses in this or another institution. Having a paper prepared by others, whether as a favour or for pay, is not permitted. If you seek assistance with an assignment, it must be limited to your

grammar and methods of argumentation, and not to the contents.

Plagiarism: Plagiarism is a serious matter and cannot be tolerated. It is important that every student be aware of what it is and what it is not. Please consult the interactive tutorial "You quote it, you note it" at http://library.acadiau.ca/tutorials/plagiarism/. Please remember that plagiarism is considered lying and can lead to dismissal from ADC and Acadia University; more importantly, it is not acceptable for those who will be in positions of leadership in the Church.

Auditors: Auditors are students who are not taking the course for academic credit but who choose to sit in on the class for personal growth. Auditors who wish to speak in class are expected to read all required reading and may participate in class to the extent determined by the instructor. Since auditors do not pay the full tuition amount, they are not normally entitled to have assignments read or graded by the instructor. Auditors should note that access is not provided to the Acorn course page.

Course and program assessment: Faculty at Acadia Divinity College are required to maintain samples of their work that includes: course syllabi, teaching materials, quizzes / tests / exams, and a selected sampling of student work. Students are therefore advised that copies of some graded materials will be retained by the instructor for the purpose of providing this documentation. Final course assignments (e.g. exam or final paper) are kept by the instructor for one year.

Disability: If you are a student with a documented disability who anticipates needing accommodations in this course, please inform the instructor after you meet with Disability / Access Services, in the Student Resource Centre at Acadia University. Phone: (902) 585-1246.

MPHEC Quality Assurance at Maritime Universities Discussion Paper – Draft Response

http://www.mphec.ca/resources/Students_at_the_Heart.pdf

As part of the consultation process on the draft approach to the second cycle of MPHEC's quality assurance monitoring process, we offer the following general comments as well as answers to specific questions posed in the paper.

General Comments

1. We are concerned that a move to specified outcomes with a highly prescriptive set of metrics will drive a homogenization of programs across institutions and homogeneity in the system overall, jeopardizing diversity on the Atlantic Canada PSE landscape. If the desire is to promote innovation and diversity, we need a more flexible and broader framework within which institutions can demonstrate program quality.

2. If there is an effort to develop common measures across all programs, those measures are likely to be necessarily broad and therefore of limited value, beyond demonstrating vigilance.

3. We are concerned that the process reflects a growing trend to "commodify" education, and a de-valuing of the importance of self-actualization.

4. We find the shift towards "standards" (cycle 2) from "guidelines" (cycle 1) to be problematic; it indicates an increasing emphasis on accountability and a decreasing emphasis on responsibility.

5. We note the lack of congruence between Acadia's mission and the standard output measures of quality listed in VI.9. (p. 10), and recommend that individual institutions have the latitude to develop institution-specific metrics and approaches to quality assurance.

6. We recognize the desirability of capturing the full impacts of academic programs on students, but caution MPHEC that expanding the formal review process to include non-academic units and programs is highly problematic, particularly from a resource perspective. In fact even existing program review structures and quality assurance mechanisms are overtaxing universities in the present period of severely constrained resources.

7. It is essential that MPHEC evaluate the costs of implementing these proposed changes in the quality assurance process, and recommend mechanisms to provincial funding authorities by which these costs could be absorbed.

Specific Comments on Questions

Main Questions When Considering the Proposed Second Cycle of the Monitoring Process

1. How relevant and applicable are the proposed Standards?

   a) Are there alternative mechanisms? Are there omissions? The standards as presented are all still fundamentally built around programs and the units immediately housing them. Alternative mechanisms might involve reviews at other levels, *e.g.* faculties, but with full recognition of the logistic and cost challenges associated with reviews at those levels.

b) **Are corrections or clarifications required?**

c) **Should a greater variety of assessment mechanisms/processes be considered? Which ones?**

d) **More specifically, there is an expectation that all units and functions of a university be assessed, in particular as they pertain to the students' experience. Is the proposed approach relevant and effective when it comes to such units? What changes should be considered?** See general comment #6 above. To expand existing approaches for reviewing academic programs, which are already extremely resource and time-demanding, to all programs is simply not feasible.

2. **Will the implementation of the revised Standards for Institutional Quality Assurance Policies allow the gaps identified in the first cycle to be addressed?** Yes, in the system generally. However, at Acadia, students are already a fundamental component of our quality assurance process, and our existing process provides individual units the latitude to demonstrate program quality and student success.

3. **To what extent could one conclude that institutions are achieving quality if they have addressed each of these Standards?** One cannot assume that addressing the standards actually guarantees quality assurance. Excessive focus on the process of assessment, particularly if it is resource-intensive, might actually hinder delivery of quality in programs.

4. **Will the proposed monitoring process, through which the Commission would validate (and report on) the extent to which each institution has successfully implemented the Standards, satisfy stakeholders that university education in the region is of high quality? Are there specific changes the Commission should consider making to the proposed approach? Or are there more effective alternatives to the monitoring process to reach the objectives outlined in the paper?** It will probably satisfy the stakeholders. In terms of changes to the proposed approach, we would recommend a move away from a "one size fits all" model, allowing for institutional innovation and diversity.

5. **How closely aligned are the universities' QA frameworks with the proposed Standards? What changes might be required to improve the alignment?** Acadia's framework is quite well aligned. Our existing framework for program reviews is comprehensive and addresses issues not incorporated in the original MPHEC guidelines (*e.g.,* regional comparisons) [see attached Acadia University Academic Program Review Committee guidelines below - Appendix 1].

6. **How else could the Commission provide assistance to institutions to build a culture of quality in all aspects of their operations, and more specifically as it pertains to student learning, outcomes and success?** A culture of quality requires a climate of innovation and creativity, and particularly one that encourages us to move beyond existing program structures.

7. **How else could the Commission, and institutions, provide the public with assurances as to the quality of education in this region's universities?**

Specific Questions When Considering the Proposed Second Cycle of the Monitoring Process

3.6. **How relevant and applicable are the proposed components of an institutional quality assurance policy? (p. 9)** Components in Section V are generally reasonable, but #3 (Define the assessment standards – see Section VI, p.10) should be sufficiently flexible to accommodate institutional differences and unit differences within institutions.

3.10. **How relevant and applicable are the revised assessment standards for academic programs and units? (p. 10)** The revised standards are relevant and applicable, with one caveat. If in #2, the use of the term "learning outcomes" is intended to be specific or prescriptive, this could be problematic for liberal arts programs.

3.16. **What other assessment standards should be considered? To what extent can the quality of very diverse units and services be assessed through common standards? (p.11)** We would recommend caution around standardization of course evaluation forms. Such standardized forms are likely to be un-informative, and existing faculty collective agreements limit their application.

Appendix 1. Acadia University Academic Program Review Process

[Approved by Senate: June 13, 2005; Minor Revisions: January 24, 2013]

Preamble

The Acadia University mission statement clearly identifies that the purpose of the institution is academic. Its focus is "providing a liberal education based on the highest standards in a scholarly community that aims to ensure a broadening life experience for its students, faculty and staff. "

Many academic programs at Acadia University have much in common and as a result are clustered by Faculty, but each has different features and is somewhat unique. All units are the responsibility of one Senate and one Board of Governors and each has the responsibility to align with and contribute to the mission and priorities of the University as a whole.

Academic programs at Acadia University are the direct responsibility of four Faculties, seven Schools, close to twenty academic departments or programs, Open Acadia, and the Library. Because of this complexity the academic review process at Acadia University, while coordinated in a central way, is properly based in those Faculties, Schools, Departments, and programs.

Times and circumstances have changed since the Senate's Academic program cluster review process was developed and implemented. In July 2004 Acadia University actively engaged in developing a strategic plan that identified the mission, values and priorities of the University. Another important step in this focus on academic centrality at Acadia was to refine the Senate's Academic program review process to clarify and put into effect the plans and priorities of the institution through its individual units.

Purpose of a Unit Review

The purpose of a unit review is to sustain, and wherever possible, enhance the quality of each academic unit's activities, and through each unit the University as a whole.

The responsibility of each unit review is to provide information, both qualitative and quantitative, and recommendations that can serve as a basis for planning. The review should identify strengths and weaknesses and serve to support program development and refinement. The reviews will lead to more focussed unit planning to address undergraduate (and where applicable graduate) programs, research opportunities and unit infrastructure and administration.

Reviews may be at the Departmental level, School level, Faculty level, or across Departments and Faculties for programs that are interdisciplinary (ie Women's Studies). The Library and Open Acadia will also be reviewed. From these reviews, more will be learned about the structure and quality of undergraduate (and applicable graduate) programs and instruction, the contribution of each program to related disciplines and fields of study, the scope and significance of the program of research being pursued, the degree to which programs meet students' learning needs and goals, the appropriate characteristics of staffing complements, the priorities and aspirations of each unit and the extent to which they are being realized, the particular challenges and opportunities faced by the unit, the degree to which the unit is meeting internal and external service responsibilities, and the role the unit plays in meeting the University's mission, values and priorities.

Roles and Responsibilities for Coordination of a Review:

The coordination of all unit reviews is the responsibility of the Office of the Vice-President (Academic) working in partnership with the Academic Program Review Committee (APRC), the Dean, and the unit under review; in the case of the library, with the University Librarian and library staff, and with Open Acadia, the Director. The recommendations of the Committee on the basis of the review process are advisory. Specifically, the Vice-President (Academic) and APRC will:

- Develop a schedule for reviews in consultation with the Deans, who themselves will consult with Heads and Directors.

- Receive, review, and comment on the self-study report from the Unit;

- Appoint the review team;

- Develop terms of reference for the review team in consultation with the unit;

- Receive and transmit the report of the review team to the Unit;

- Receive the unit's response to the review panel report;

- Meet with the Dean and unit head (or University Librarian and library staff) to discuss the report and the unit's response;

- Report regularly to Senate on the status of reviews;

- Identify issues of University-wide concern and make recommendations concerning them to appropriate bodies or individuals.

The Review Process

1. **Initiation**

Reviews take place in accord with a 5 to 7-year cycle. In scheduling reviews efforts should be made to coincide with unit accreditations and whenever possible with the review or update of closely related units.

2. **Time frame**

Ideally, the review process is completed over a 16-month period as indicated in the following schedule. Time frames may vary depending on the size of the unit being reviewed.
Flow of Activity

- APRC to inform Senate as to which units are to be reviewed in the coming year.

- Self-study initiated; review team nominees submitted to VP-Academic

- Self-study received by APRC

- Terms of reference determined and Review team established, documentation sent to review team

- Review takes place (2 to 3 days)

- Report received by APRC and transmitted to unit

- Unit's response received by APRC

- APRC meets with Unit to discuss the report and the Unit's response

- APRC provides prioritized recommendations to Senate after first discussing with the unit and relevant Dean.

Approximately two years after review, follow up review with Unit to assess success of implementation

3.   **Unit Self-Study**

The self-study should address such aspects as the history, current status, pending changes, future prospects, and opportunities. Strengths and limitations of the program under review should also be critically examined. While the self-study procedures are for the members of the unit to determine, as many as possible should participate in examining pending changes and future prospects and opportunities. The most successful self-studies are those that involve the majority, if not all, of the members of the unit.

The review requires a frank but balanced consideration of both strengths and areas for improvement, and strategies for future changes. It is also essential that the self-study take into consideration the larger institutional issues and the mission, goals, and priorities of the University. The result of the self-study is a report that serves as a primary document for the external unit review team. The most successful reviews are assisted by reports that are well organized, clearly written, and complete but concise. The quality of the self-study report is enhanced if a small steering group is responsible for its preparation and drafts are circulated to all members for comment. Members of APRC are available to provide advice on the development of the self-study if requested.

 A suggested format for the self-study report is as follows:

1.   A brief history of the unit, the goals of the unit, intended student outcomes, and the place of the unit in the continuing development of the University.

2.   An overview of the unit's staffing profile (including student employment), administrative structure, resources and infrastructure, and membership in professional or registration / certification organizations.

3.   An overview of student (undergraduate and graduate) enrollment patterns (5-year horizon) and projected enrollment trends within the discipline, distinguishing between courses available campus-wide and those designed specifically for majors in the program.

4.   Statistics describing the numbers of students registered in each degree program and the number of degrees awarded during each year of the period under review (five year horizon).

5.   The title of the report or thesis and the name of the supervisor from each student who has been an honours candidate during the review period.

6.   Information on the special strengths and successes of the programs being evaluated. Detail in this section should include lists of scholarships obtained by students in international, national, and regional competition, employment history of recent graduating students who do not go on to further study (if known) and any other significant achievements or recognition given to students, numbers of students who proceed to post-graduate studies., and faculty awards or recognition for teaching, research, or service to the community.

7. Comparison of similar programs in the region / elsewhere, and identification of how Acadia's program is unique in the region / elsewhere.

8. Assessment of intended and delivered curriculum, including listing any research on the teaching in the unit, and outlining issues and challenges of delivering intended curriculum.

9. Assessment of use of technology to support teaching and research activities.

10. Assessment of efforts to internationalize the program through research, course offerings, or opportunities for exchanges.

11. Where appropriate, the extent to which the unit has, at formal or informal levels, forged meaningful interdisciplinary linkages: for example, this may include evidence of planning for cross curricular assignments, jointly reinforcing laboratory exercises, teaming of professors within closely connected curricular domains, and collaborative planning or study groups involving professors and students. Also: The identification of areas of linkage that are planned in the future, including:

    a. Where appropriate the extent to which unit Heads/Directors have explored (and used) ways in which units can meaningfully collaborate to the benefit of their students and faculty.

    b. Examples of scholarly collaboration between faculty members across units.

12. Where appropriate, provide a description and analysis of the unit's community service program involvements and in particular where the curriculum allows/supports active engagement for students in community-based learning activity. This will include co-op education, fieldwork programs, internships, etc. (if appropriate.)

13. A description of the space available for the support of the programs concerned and a statement on the utilization of current space including a description of any special facilities such as laboratory equipment, field laboratories, and special research opportunities.

14. A description of the principal library resources available for the support of the programs concerned, including the recent and anticipated levels of funding and the extent to which there has been and will be reliance on interlibrary loans and electronic resources. This description is to be developed by Library in consultation with the unit.

15. Departmental budgets for the review period. Examples of where an investment of resources has enhanced the program or conversely where a lack of resources may have affected the program may be highlighted. Include data concerning the funds available for the support of the students within the academic unit during the review period e.g. levels of financial support for assistantships, summer honours thesis awards, in-course scholarships.

16. A critical analysis of the unit's strengths, weaknesses, and areas of potential development including a description of the unit's future plans and program directions within the context of the University's mission, goals, and priorities, and the development of the discipline itself.

17. Views on University-wide directions, concerns, and suggestions for priority areas.

18. Any other information that the academic unit considers will assist the reviewers in obtaining an accurate appreciation of the programs under review.

19. Appendices: The report should also contain a profile of the academic staff in an appendix to the main body of the self-study report. It is highly recommended that the members adopt a uniform and brief format that summarizes the important information from each member's curriculum vitae over the review period. This information should include teaching assignments, scholarship (including publications, research grants, contracts, and other scholarly activity), and service activities.

Self-studies will be augmented by data from the appropriate administrative offices. Such data will address enrolments, teaching, grants and contracts, space, budget, staff and faculty numbers and will be provided within the Faculty and University context. Additional material such as University planning documents and calendars will also be provided. The goal is to provide the reviewers with sufficient information to have a broad understanding both of the unit and the context in which it operates without burdening them with excessive information.

For a library self study, it is suggested that the library consider items listed above (where appropriate) along with:

- Collections: size, content, formats, use patterns

- Output statistics and outcome assessments of services and programs

- Library budget

- Descriptions of services offer

- Staffing levels and responsibilities of librarians

- Space considerations

4. **Review Team Selection**

The composition of the review team is vital to the success of the process. All members must have credibility both inside and outside the unit under review. The Unit is requested to provide the names of 4 to 6 nominees including contact information for the external members of the team and also nominees for the internal members of the team to the Vice-President (Academic). A very brief statement about each of the external nominees in which there is a rationalization for the participation of each must accompany the submission. Nominees will be contacted by the VP Academic and Dean of the Unit under review.

Typically the review team will consist of four members. The APRC will designate the Chair of this team. Two members normally will be chosen from the Acadia University community, one representing a closely related discipline or area, and the other representing the University-at-large. The other two members, including the chair, will be impartial experts in the particular discipline or area, normally chosen from other universities. For a library review, two University Librarians will be chosen from other universities. Members of the review team should be chosen to avoid any appearance of conflict of interest. Wherever it

seems appropriate, however, any one of the four members may be replaced by a representative of the relevant professional association.

The size of the review team will be determined by the size and complexity of the unit under review. For small units a review team of two (one internal and one external) may be appropriate.

5.   **Terms of Reference of Review Team**

The terms of reference are normally reviewed at the outset of the site visit with the VP Academic (Chair of APRC), Dean, Dean of Research & Graduate Studies, Head of Unit and the members of the review team. If specific issues unique to the Unit under review are identified, they will be identified during this meeting.

Without intending to restrict the scope of the review, the expectation is that the review team will provide an opinion about the strengths and weaknesses of the unit's teaching, research, and service programs. This will include an assessment of the numbers and diversity of academic and non-academic staff and their responsibilities, the resources provided, the effectiveness of the unit's organization, the quality of the working environment, the relations of the unit to others, the quality of educational opportunities provided to students (both undergraduate and graduate where applicable) and the effectiveness of the means or measures to evaluate student and program success. In particular, the review team is expected to offer recommendations for improvement and innovation.

As a research institution, the scholarly activities of faculty and students will contribute to the advance of the field of study under question. It is essential that the review team provide an opinion about the quality of the research and scholarly or developmental activities of the program, and the effectiveness of the relationships between the teaching and research dimensions of the programs—particularly for the early research experiences, honours programs, and at the graduate level.

In addition, the Vice-President (Academic), working with APRC, the Dean of the Faculty, and the unit under review will in each case determine more specific issues to be addressed by the review team.

6.   **Site Visit**

The review team for each review will meet at the University for an appropriate period of time, normally two to three days, and prepare a comprehensive report on the unit reviewed. It will consult widely in the preparation of this report with academic and administrative staff, students, administrators, and alumni involved with the programs and activities of the unit under review.

Typically, the review team's time will provide opportunities for consultation within the academic unit (faculty, staff and students); members of the University administration; other individuals inside and outside of the University who influence or who are influenced by the activities of the unit and graduates of the program. Particular efforts must be made to ensure student participation. The on-site consultations commence with a working dinner hosted by the University administration and end with an exit interview with the Vice-President (Academic), the Dean of Research and Graduate Studies, and the Dean of the Faculty; for the library, the Vice-President (Academic), Dean of Research and Graduate Studies, and the University Librarian.

The visit of the review team is to be advertised widely to the University community with an invitation for those who have a vested interest in the program(s) to contribute a written brief to the team which is normally submitted though the Chair of APRC, prior to an advertised date. Such briefs are for use by the review team and will be held in confidence by the members of the review team.

The schedule of interviews during the visit will be developed by the unit under review with appropriate input from the Office of the Vice-President (Academic).

7. **Report**

While preparing the report, the Vice-President (Academic), the Dean of Research and Graduate Studies, and the Dean of the Faculty, or the University Librarian will be available to provide any additional information requested. The findings and recommendations of the review team should be presented in the form of a brief, concise, written report (with an executive summary) which will be received by the Vice-President (Academic) on behalf of the Academic Program Review Committee. Provided that matters of individual sensitivity or confidentiality are handled with appropriate discretion, the report (in its entirety) will be made available to the Dean, the unit under review, the Library, the APRC, and other interested parties. Normally, the report will be considered a public document and at the completion of the review process will be available to members of Senate along with the unit's response.

8. **Response and Implementation**

On receipt of the report, the members of the unit will meet in committee for discussion. The unit head will then prepare their response.   The response will address the issues raised and clearly outline priorities and future directions and initiatives for the unit over the next 3 to 5 years. As such it should be prepared in close partnership with the Dean/University Librarian. The response will be transmitted to APRC . The Unit Head will be invited to meet with the APRC to discuss the Unit's response and to receive any comments from APRC which will inform the faculty's long-term planning. After a final consultation with the unit and relevant Dean, the APRC will bring prioritized recommendations based on the review before Senate.

9. **Follow-up**

Approximately two years after the review (and mid-way before the next review) APRC will initiate a follow-up with the unit. The unit will be invited to prepare and submit a brief report in which members of the unit comment on the consequences of the review and initiatives undertaken in response to it and respond to any comments from APRC. In particular they will be asked to describe initiatives and plans until the next review takes place. The follow-up will be reported to Senate and the report and any comments from APRC will be made available on request.

No substantive changes made to document approved by Senate June 13, 2005 – revisions to re-order and streamline process only.

**Proposed Review Process for Acadia's
Strategic Research Plan**

AN EXPLANATORY NOTE FOR SENATORS

In April, 2012, Senate approved a process for conducting regular reviews of Acadia's Strategic Research Plan. An early component of this was the "establishment of a SRP baseline database." This would involve collecting information on the utility of the current plan, including a repository of publications, attracting Canada Research Chairs, impact on curriculum and pedagogy, and CFI investments. As we explored this during the summer of 2012, it became clear that doing this would be a much larger task than originally anticipated, and one that would not necessarily provide the clarity of information that sought.

As a result, in the fall Research & Graduate Studies, with the Senate Research Committee, redesigned the process. The final design was based on a re-examination of SRP processes at other universities and a consideration of factors specific to Acadia. The result is outlined in the following four pages. The core elements of the design are based on a SRP review process utilized at the University of Calgary. We opted for this as it was a more transparent and engaging process than many others we reviewed.

We are asking Senate to approve this revised process. The four pages which follow provide the following:

- A proposed timeline for the various stages of the process

- An identification of guiding principles

- Questions to be considered by academic units and IDST programs

- An explanation of the spirit of the questions being asked of units and programs

David MacKinnon
Dean, Research and Graduate Studies
Chair, Senate Research Committee

Review of the Strategic Research Plan – 2013

Process

Currently	**Timeline**	**Process Activity Explanation and Justification**
	February	Request for Senate approval of the Guiding Principles and revised review process
Ongoing	Throughout	Dean of Research and Graduate Studies meets individually with all unit heads, directors, and IDST coordinators to discuss research activity and culture in their disciplinary or interdisciplinary areas.
	February/ March	Unit/program engagement with the review questions on (a) research strengths, (b) research connections, (c) strength building, and (d) the perceived utility of the current SRP. Unit submissions will be forwarded to the appropriate faculty dean or, in the case if IDST programs, the appropriate deans.
	April	Preliminary analysis by Research and Graduate Studies (RGS) and the Senate Research Committee of the unit/program responses to the questions, in conjunction with the faculty deans.
	Spring	Focus group sessions, to be held initially within each of the four faculties, to discuss the preliminary analyses by RGS and the SRC and identify thematic faculty-wide research activity. Each unit will have a representative at the focus group session, chosen by that department or school. A fifth focus group will concentrate on interdisciplinary research, and will include a representative from each IDST program. These sessions will be followed by meetings with other stakeholder groups: students, CRC holders, directors of formally identified research centres, librarians and archivists, and senior administration.
	Summer	RGS and the SRC prepare a preliminary draft of the revised Strategic Research Plan, in consultation with the faculty deans. Open forum discussion of the draft plan to be held in late summer.
	September	Draft SRP submitted to Senate for discussion.

Guiding Principles and Questions

- The review of the SRP will be conducted in an open, inclusive, and transparent manner.

- The purpose is to review and revise Acadia's Strategic Research Plan, in order to:

  · Identify research foci which currently represent, or have demonstrable potential to become, areas of outstanding research strengths that are nationally and/or internationally recognized;

  · Identify research foci which currently represent, or have demonstrable potential to become, areas of strategic external alliance.

  · Reaffirm the University's commitment to a culture of individuality in research, where, regardless of strategic focus, faculty members are free to pursue individual research interests.

- The resulting Strategic Research Plan is intended to identify areas of strategic research focus for the University, and is not designed to represent a mosaic of cross-campus research activity.

Strategic Research Plan – 2013

Unit/Program Questions

Research Strengths

1. Given the changing research landscape in Canada, and our considerable cross-campus expertise, identify one or more major research initiatives <u>at Acadia</u> that have become or could become areas of national/global prominence. Why?

2. (a) Name <u>up to</u> four areas in your unit or program that represent research strengths, as manifest by (i) critical capacity, (ii) greatest activity, and/or (iii) greatest impact.

   (b) Which of these areas of research strength are nationally and/or internationally recognized? How is this demonstrated (examples)?

Research Connections

1. What areas of research within your unit or program involve or encourage <u>collaborations or partnerships</u> with community groups, government, NCOs, industry, and/or other academic institutions?

2. How **is** the expertise within your unit being utilized, or how can it be utilized, to address local, national, or international needs and opportunities (environmental, economic, social, etc.)?

Strength Building

1. In addition to the commonly-identified need for additional financial and human resources, (a) what would be necessary in the years ahead to further advance and distinguish your unit or program nationally and internationally, and (b) what area or areas would you consider to be your strength-building priorities?

Utility of the Current SRP

The current Strategic Research Plan identifies six (6) theme areas:

- Environment •Cultures, Civilizations, and Citizenship •Health and Wellness •Information Technology and Society •Materials Science •Modelling

1. To what extent do one or more of these themes:

(a) reflect research that has taken place in your unit in the last decade? Examples?

(b) reflect research that is currently taking place in your unit? Examples?

2. What influence, if any, did the current Strategic Research Plan have in establishing or enhancing research initiatives within your unit

Strategic Research Plan – 2013

An Explanation and Guide to the Unit/Program Questions

Research Strengths

Question # 1: This question asks faculty members to identify one or more areas at Acadia – not necessarily specific to their unit or program – that are or could realistically become areas of world-class prominence. The rationale for this question derives from the importance of looking beyond ourselves – our personal research activities, or the initiatives within our own units or programs – to humbly and realistically name areas that we think currently distinguish Acadia as the go-to location, or that could become so with realistic institutional support.

Question # 2: The two-part second question is specific to your unit or program, and asks you to name a limited number of research areas that currently have prominent and leading profiles. As each faculty member likely considers his or her research activity to be important, this question asks unit and program members to come to terms with areas that are more prominent than others, and to provide a rationale for identifying them as such.

Research Connections

Question # 1: The Councils, as well as other funding agencies, are increasingly expecting researchers to engage in collaborative research initiatives, both within the institution and with other institutions and groups. Acadia has a long history of community and industry engagement, and this level of engagement has mushroomed in recent years, both in terms of number of collaborations and partnerships, as well as in reported impact. This question asks unit and program members to identify existing collaborations and/or partnerships involving their faculty and staff. The spirit of the question hinges on the concepts of collaboration and partnership, such that participants are asked only to identify areas that truly represent groups and individuals working together. It is not in any way meant to diminish the paramount importance of individual inquiry/discovery research pursuits.

Question # 2: This is a variant of the first question, but asks participants to key on those areas of expertise that are being utilized, or could be utilized, to address areas of external need. The spirit of the question is: how might the expertise within the institution come to bear on problem issues (e.g., poverty, environmental degradation, economic and social sustainability of remote and semi–remote communities, cultural racism, health concerns, etc.)?

Strength Building

This question asks participants to prioritize areas within their unit or program for strength building, and how this can be accomplished given our climate of fiscal restraint.

Utility of the Current Strategic Research Plan

The two questions in this section ask unit and program members to speak to the utility and impact of the current SRP, as this review activity is not necessarily intended to discard the existing plan, but rather to update and revise it.

REPORT FROM the SENATE BY-LAWS COMMITTEE TO SENATE

January 13, 2013

Committee Members:

Heather A. Kitchin (Arts), Chair
Barb Anderson (Science), Secretary
William Brackney (Theology)
Jim MacLeod (Professional Studies)

The Senate of Acadia By-Laws Committee submits this preliminary status report in response to a motion passed at the October Senate meeting (that the Senate By-Laws Committee initiates a review of the Senate Standing Committees).

At that meeting, S. Henderson requested that formal opportunities for input from faculty members be provided by the Committee.

K. Powers further requested that some preliminary information be provided by the committee before input was sought, while A. Quéma suggested that there might even be an appetite for new committees.

With these points in mind, the Senate By-Laws Committee submits:

The By-Laws Committee met four times since the October Senate Meeting.

At these meetings we have considered the following issues:

- That there may currently be too many Senate committees;

- Given the breadth of Senate Committees, the reduced number of full-time faculty, plus larger class sizes (resulting in greater commitments elsewhere), the number of committees and the required committee complements need to be re-evaluated.

- Some Senate Committees are without a Chair, and have not been meeting on a regular basis, giving rise to the question of whether some of the Senate Committees are required/necessary to the functioning of Senate.

  o the Faculty Development Committee has been inactive

  o Admissions and Academic Standing Committee (Policy) has not met for several years.

  o Timetable, Instruction Hours, and Examination Committee is concerned primarily with the timetable schedule the Registrar proposes, and as such does not rely on committee involvement.

  o Board of Open Acadia and Archives Committee do not tend to meet on a regular basis; work that is done tends to be completed by staff.

  o Academic Integrity Committee has been dormant, though there is some

interest in reviving it.

- o Tenure Track Teaching Complement Allocation Committee has made a proposal to Senate that it will only assess ranking when there are positions to rank. The Committee is therefore virtually dormant at the time being.

- o Academic Technologies Committee has, over the years, only met a few times.

- o Academic Discipline Appeals Committee – has not met for several years.

- While several Committees are not currently engaging their mandates, some required Senate work does not have a Committee structure (or venue) through which to accomplish particular tasks.

  - o e.g., while the Constitution currently holds that Senate materials need be archived and managed in a formal manner, this is not being done. Thus, it would be of great benefit to Senate to have a person (or Committee) delegated with the responsibility of maintaining an archive of Senate materials while also serving as a formal archivist and researcher on Senate matters.

Given the above concerns, the Senate By-Laws Committee is currently engaged in:

(a) Researching the rationale for having more than one representative from each faculty on a variety of Senate Committees.

(b) Investigating the necessity of having the VP Academic serve on *all* Senate Standing Committees.

(c) Assessing whether one or more Senate Standing Committees can be collapsed, without compromising mandates or posing conflicts of interest.

(d) Identifying a full list of Senate Standing Committees that have not been meeting on a regular basis

(e) Addressing vacancies in Senate Standing Committees with respect to Chairs.

(f) Assessing recent Committee Reports with respect to their own assessment of whether the respective Senate Standing Committee is serving an important role in the functioning of Senate.

For future consideration, the Senate By-Laws Committee is considering the following actions:

(a) Having each Senate Standing Committee submit a review of its mandate,

   a. Each Committee will have an opportunity to make suggested modifications to its mandate, where deemed appropriate;

(b) Compiling a list of current committee memberships, including (most pointedly) names of persons currently occupying the role of Chair.

   i. to be sent to Janny, as Senate Recording Secretary, by the first week

of March 2013.

(c)   Assessing the need/rationale of having more than one Faculty Representative on Senate Standing Committees.

Motion from the Chair Regarding Follow-up Reports

Background: There have been examples in recent years of some individual or group being asked to do something on behalf of Senate, and then the action "falls through the cracks"; i.e., the action is not completed, or else it is completed, but the outcome is not reported back to Senate. If a follow-up report is requested, it might help to prevent these problems. The follow-up report could simply indicate that the task was completed; or it could report on progress to date and give a time-line when completion is expected; or if there are problems in implementing Senate's directions, the problems could be reported and discussed, and alternative plans made if necessary.

Motion: That whenever Senate asks an individual or group to complete some action, plans will be made for a follow-up report to be made to Senate. An individual responsible for reporting to Senate will be identified, and a date for the follow-up report will be set. The Chair will then contact the reporting individual when preparing the agenda for the relevant month, and request the follow-up report. The item will normally appear on Senate's agenda for discussion, regardless of whether a written follow-up report is submitted.

Appendix I

Academic Planning Committee Report to Senate, 1 February 2013

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 B. Moody (Acting) (ex-officio)
1 Dean of Prof. Studies H. Hemming (ex-officio)
1 Dean of P&A Sc. P. Williams (ex-officio)
1 Faculty Member D. McMullin 1 yr* (ret. 2013)
1 Faculty Member T. Weatherbee 2 yr* (ret. 2014)
1 Faculty Member D. Duke 3 yr (ret. 2015)
1 Student K. Power 1 yr (ret. 2013)

The Chair of the Committee is the Vice President Academic.
(*Source: Acadia University, Committees of Senate – 2012-13, p. 8.*)

Since its establishment, the APC has met on five occasions (19 September 2012, 24 October 2012, 28 November 2012, 19 December 2012, and 23 January 2013). Broadly its work has concerned the establishment of a Planning Template (submitted to Senate in November 2012), the creation of an Academic Mission Statement together with the definition of an Acadia Education (Appendix A of this report), and discussions concerning the governance and resourcing of interdisciplinary programs.

Activities Concerning Academic Principles and Planning

1. General Observations
   It is the unanimous opinion of the APC that the current situation in the Academic Sector is untenable. All of our academic programs – whether defined to be "in danger" or "flourishing" – are at risk in the present environment. The longer that the current academic model persists, unchanged, the greater the risks to the academic integrity of the institution. It is highly unlikely that traditional resource streams will return in ways that will allow us to operate as we have done in the past. Even if such revenue streams were restored, it is not clear that simply applying newly-accumulated (or restored) resources in ways that returned us to the *status quo ante* would be effective in enhancing the academic capacity or long-term viability of the institution.

2. The Initiative and Energy of Faculty
   We recognize, again unanimously, that the role that faculty has played in proposing, developing, and implementing new programs is crucial. So too has been their role in developing new directions in existing programs. These initiatives enrich our academic offerings, create new opportunities in research and teaching, and stimulate enrollment and institutional reputation. Their importance cannot be overstated. However, these initiatives have also introduced risk into the Academic Sector. Although new programming has been carefully developed to draw as far as

possible from the existing resource base, it has nevertheless tended to add new resourcing requirements in an environment where such resources do not exist.

3. The Importance of a Planning Framework

It is the opinion of the APC that long-term, practical, and robust planning for the Academic Sector can only be developed on the basis of a firm foundation approved by Senate as a whole. We are therefore in the process of creating a planning framework for consideration by Senate. We recognize that this is a challenging but crucial aspect of the work of the APC. The Planning Template submitted to Senate in November 2012 is one stage in that process. Without a broad framework, elements of which are outlined in the Planning Template, we will only be able to offer piecemeal or limited planning recommendations to Senate; such recommendations, we believe, would be insufficient to meet the challenges that the Academic Sector currently faces.

4. The Integration of IDST into the Academic Sector

At present interdisciplinary programming enjoys an uneasy relationship with the rest of the Academic Sector. Concerns have been clearly expressed by those involved in interdisciplinary activities that inefficiencies and administrative barriers exist in the areas of planning, resourcing, and professional development, each of which dilutes the impact of interdisciplinary programming. We are in the process of considering submissions from members of interdisciplinary programs and intend to provide recommendations that will enhance the place and operations of interdisciplinary activities.

Future Activities

1. The Investigation of Success

It is clear to the APC that surmounting the challenges that face the Academic Sector will not be easy. But there are examples on campus that demonstrate that change, even dramatic change, is, if planned and executed appropriately *and from within the Academic Sector*, not merely possible but in fact significantly strengthens the academic integrity of particular programs. We draw attention to the School of Music's redevelopment over the past five years; other examples may be found in Recreation Management, Environmental Science, and the School of Nutrition. We intend to consult with members of those programs to derive an understanding of how their approaches to change might be applied to broader long-term planning strategies, and to ensure the engagement of the Administration as a resourcing partner rather than the holder of the purse-strings.

2. The Challenges of Change

Just as there are opportunities for positive change in the Academic Sector, there are systemic impediments that diminish those opportunities. One is the impediment to change created by using a status quo framework for resourcing, in which budgets from the previous year become the base budgets for the next. Until this is resolved and there emerges a broad understanding of the challenges facing the University, Senate's ability to direct change in the Academic Sector will be attenuated. It is the opinion of APC that we cannot expect to see a significant change in the resource base of the Academic Sector in the foreseeable future. Future planning strategies must take this into account: no longer can the question be, "How do we do more with less?" which is what has been asked of us for the last four or five years. Instead it must be, "Are there new and innovative means by which we can develop and deliver programs that enable us to flourish as an institution?"

With this in mind, we plan to examine areas such as curricular structure and resource allocation processes to determine the extent to which they encourage or inhibit the redevelopment of Academic Sector programs. We will seek to offer recommendations that maintain the sustainability of small programs and the integrity of larger programs. Any recommendations must be based on analyses that go beyond simple metrics; qualitative questions concerning the contributions of programs to Acadia's "essence" and their place in the overall intellectual life of the campus must play a central role in Senate's planning philosophy.

3. Strategies for Developing New Resource Bases

New resource bases should be aggressively cultivated, but we must create an environment within which Senate can judge the desirability of integrating those new resource bases into the academic sector. For example, should we be courting more active industry/university partnerships through an expansion of our incubator role in the community?

Appendix A: Mission and Definition

Mission - *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.*

A. An Acadia education:
1. is rigorous and liberal and requires students to gain knowledge and understanding across and within disciplines.
2. focuses on the whole student and fosters healthy academic, social, and residential experiences to develop well-rounded critical thinkers, engaged citizens, and lifelong learners.

B. To accomplish this, an Acadia education:
1. is personalized in that students and faculty build close educational relationships that foster critical thinking, deep understanding, and attitudes of lifelong learning.

2. encompasses a variety of curricular and extracurricular experiences that develop engagement with community and society on the principles of modern citizenship, ethical decision-making, and accountability.

3. emphasizes the importance of understanding the environment in all its forms.

4. promotes student participation in research in order to enhance their critical thinking and analytical reasoning and to foster their understanding that research plays a crucial role in the growth and development of all aspects of our world.