



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Monday 12<sup>th</sup> February, 2018 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 15<sup>th</sup> January, 2018
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) New Business
  - a) Motion from the Library Committee Re. Article VIII Standing Committees, (f): (P. Rigg) (*attached*)
  - b) Motion from the T.I.E. Committee to approve the 2018-2019 Calendar Dates (M. Bishop) (*attached*)
  - c) Nominating Committee nominations and election for Senate Lay Person (J. Richard) (*circulated separately*)
  - d) Motion from the Philosophy Department for Senate to approve title changes for two courses: PHIL 2813 and PHIL 2823 (*attached*)
  - e) Motions from the Admission and Academic Standing Committee (Policy) (H. Hemming) (*attached*)
  - f) Report from the Curriculum Committee (Administrative) with Proposals for Curriculum Changes for Senate Approval (P. Callaghan) (*attached*)

Sincerely,

ORIGINAL SIGNED  
Rosie Hare  
Recording Secretary to Senate

**Motion**

**The Senate Library Committee puts forward a motion to Senate Re. Article VIII Standing Committees, (f):  
Delete the following:**

A Chair appointed for a three-year term from the membership of Senate, nominated and elected under the provisions of VIII (b) (ii).

**Rationale**

1) At present, the Senate Library Committee is the only Standing Committee of Senate that has its Chair elected through the Senate Nominating Committee. The Senate Library Committee suggests that there is no reason to maintain this practice and that electing a Chair from within the Committee membership on a yearly basis would ensure that the Chair had experience on the committee and would facilitate managing transitional Chair situations as they are managed in other Standing Committees. The Senate Library Committee unanimously approved this change in the 2016/2017 academic year.

2) We note that removing the sentence above from the committee membership will result in the following:

1 A reduction of the total committee from 12 members to 11 members: This reduction will not affect representation, since the Chair is currently elected by Senate in addition to these 12 members and may be a representative of any Faculty. Since the Committee will still consist of representatives from each Faculty, as well as student representatives, all stakeholders would be served by this change as they are served presently.

2 There is the possibility that the University Librarian will be the only committee member with a seat on Senate. There are other standing committees of Senate with one Senator, and others, such as the Senate Research Committee, for instance, in a similar situation as the Library Committee since it is possible that only the Dean of Research and Graduate Studies would have a seat on Senate.

We have consulted with the By-Laws Committee Transitional Chair, Glenys Gibson, and she does not see that this change would be a problem. Barbara Anderson was previously on the By-Laws Committee and currently is a member of the Senate Library Committee, and she is in agreement that this is a reasonable revision to the Senate Library Committee to bring the practice of Chair selection in line with that of other Senate committees.

## CALENDAR DATES

<b>2018</b>	
<b>August</b>	
<b>Monday, 27</b>	Last day to submit honours thesis for external review for Fall Graduation.
<b>Friday, 31</b>	Last day to apply to for Fall Graduation.
	Residences open for new international students.
<b>September</b>	
<b>Saturday, 1</b>	Residences open for all new students.
	New student orientation activities begin.
<b>Monday, 3</b>	Labour Day.
	Residences open for returning students.
<b>Tuesday, 4</b>	Graduate student registration.
<b>Wednesday, 5</b>	Classes begin for Fall and Fall/Winter (full-year) courses.
	Fee payment deadline.
<b>Friday, 14</b>	Last day to add/change any Fall or Fall/Winter course sections.
	Last day to withdraw from a Fall or Fall/Winter course without a "W" appearing on the transcript.
<b>Monday, 17</b>	Deadline for approved honours theses for Fall Graduation.
<b>Friday, 28</b>	Last day to receive grades for Fall Graduation.
	Last day to opt out of ASU Health Plan or add dependents.
	Last day to decrease meal plan for Fall term.
<b>October</b>	
<b>Tuesday, 2</b>	Faculty meeting for approval of Fall graduates.
<b>Monday, 8</b>	Thanksgiving Day - no classes.
<b>Tuesday, 9</b>	Senate meeting to approve Fall graduates.
<b>Tuesday, 9</b>	Exam schedule posted for December examinations.
<b>Friday, 26</b>	Last day to withdraw from a Fall term course and receive a "W". Any Fall course withdrawals after today will receive an "F" grade.
<b>November</b>	
<b>Monday, 12</b>	Remembrance Day observed - no classes.
<b>Tuesday-Friday 13-16</b>	Fall study days.
<b>December</b>	
<b>Wednesday, 5</b>	Last day of classes.
<b>Wednesday, 5</b>	Last day for undergraduate students to apply for Spring Convocation.

<b>Thursday, 6</b>	Examination study day.
<b>Friday, 7</b>	Fall term examinations begin.
<b>Thursday, 20</b>	Fall term examinations end.
<b>Friday, 21</b>	Residences close (12:00 noon).
<b>2019</b>	
<b>January</b>	
<b>Thursday, 3</b>	Residences open for new international students.
<b>Friday, 4</b>	Residences open for all new students (12:00 noon).
<b>Sunday, 6</b>	Residences open for returning students (12:00 noon).
<b>Monday, 7</b>	Fall/Winter (full-year) courses resume. Winter term courses begin.
	Fee payment deadline.
<b>Tuesday, 15</b>	Last day to add/change any Winter course sections.
	Last day to withdraw from a Winter course without a "W" appearing on the transcript.
	Last day to withdraw from Fall/Winter (full-year) courses and receive a "W". Any courses withdrawn after today will receive an "F" grade.
<b>Friday, 25</b>	Last day to apply for Spring Convocation for graduate students.
	Last day to decrease meal plan for Winter term.
<b>Thursday, 31</b>	Last day to opt out of ASU Health Plan or add dependents – Winter term students.
<b>February</b>	
<b>Monday, 11</b>	Final exam schedule posted for April examinations.
<b>Monday, 18</b>	Heritage Day - no classes.
<b>Tuesday-Friday, 19-22</b>	Winter study break - no classes.
<b>March</b>	
<b>Friday, 1</b>	Last day to withdraw from Winter term courses and receive a "W". Any course withdrawals after today will receive an "F" grade.
<b>Monday, 25</b>	Last day to submit honours thesis for external review for Spring Convocation.
<b>April</b>	
<b>Monday, 8</b>	Last day of classes.
<b>Tuesday, 9</b>	Examination study day.
<b>Wednesday, 10</b>	Winter term examinations begin.
<b>Monday, 15</b>	Last day to submit completed honours thesis for Spring Convocation.
<b>Friday, 19</b>	Good Friday – no exams.
<b>Tuesday, 23</b>	Winter term examinations end.
<b>Wednesday, 24</b>	Residences close (12:00 noon).
<b>May</b>	
<b>Friday, 3</b>	Last day to receive grades for Spring Convocation.
<b>Tuesday, 7</b>	Faculty meeting to approve Spring graduates.
<b>Wednesday, 8</b>	Senate meeting to approve Spring graduates.
<b>Sunday, 12</b>	Baccalaureate Service.

<b>Sunday/Monday, 12/13</b>	Spring Convocation ceremonies.
<b>Monday, 13</b>	Classes begin for Spring (6wk) and Spring 1 (3wk) intersession courses.
<b>Friday, May 17</b>	Students placed on academic dismissal will be notified.
<b>Monday, 20</b>	Victoria Day - no classes.
<b>Friday, 31</b>	Examinations for Spring 1 intersession classes.
	Last day to opt out of ASU Health Plan or add dependents – 16-month Bachelor of Education students.
<b>June</b>	
<b>Monday, 3</b>	Classes begin for Spring 2 (3wk) intersession courses.
<b>Friday, June 14</b>	Last day to submit an appeal to the Academic Appeals Committee. Students will be notified of decision 2 weeks + 3 working days from submission date.
<b>Friday, 21</b>	Examinations for Spring 2 intersession courses.
<b>Monday, 24</b>	Classes begin for Summer (6wk) and Summer 1 (3wk) intersession courses.
<b>Friday, June 28</b>	Students placed on academic dismissal due to grade changes will be notified.
<b>July</b>	
<b>Monday, 1</b>	Canada Day Holiday - no classes.
<b>Friday, 12</b>	Examinations for Summer 1 intersession courses.
<b>Monday, 15</b>	Classes begin for Summer 2 (3wk) intersession courses.
<b>Friday, July 26</b>	Last day to submit an appeal to the Academic Appeals Committee due to grade changes. Students will be notified of decision 2 weeks + 3 working days from submission date.
<b>August</b>	
<b>Friday, 2</b>	Examinations for Summer and Summer 2 intersession courses.

**Acadia University Senate Curriculum Committee (Administrative) 2017-2018**  
**Form 3: Proposed Modification to an Existing Course**

Department or School:	Philosophy	
Presented to Faculty Council?	No	
Date presented (or will be) to Faculty Council:	Click or tap to enter a date.	
Type of modifications (check all that apply)		
<input checked="" type="checkbox"/> *change in course number or title within same year		
<input type="checkbox"/> change in course number or title not in same year		
<input type="checkbox"/> change in calendar description		
<input type="checkbox"/> change in course weight (credit hours)		
<input type="checkbox"/> change in prerequisite(s)		
<input type="checkbox"/> change in course level		
<input type="checkbox"/> other. Please explain: Click or tap here to enter text.		
<b>(* Request may go directly to Senate. Does not require curriculum committee approval)</b>		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	PHIL 2813	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Choose an item.	
Proposed course title:	Informal Logic	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code -- discipline & number:	PHIL 2813	
Course Title:	Logic 1	
Calendar description: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. The new course title is more informative for students and for those who read transcripts.		

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.

Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	No
Provide a list of available materials in the library that would be suitable for use in this course. Not applicable	
Provide a list of desirable materials for acquisition by the library. Not applicable	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? Not applicable	

Additional Information	
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Change to course title only	

**Acadia University Senate Curriculum Committee (Administrative) 2017-2018**  
**Form 3: Proposed Modification to an Existing Course**

Department or School:	Philosophy	
Presented to Faculty Council?	No	
Date presented (or will be) to Faculty Council:	Click or tap to enter a date.	
Type of modifications (check all that apply) <input checked="" type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. <b>(* Request may go directly to Senate. Does not require curriculum committee approval)</b>		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	PHIL 2823	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Choose an item.	
Proposed course title:	Symbolic Logic	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	PHIL 2823	
Course Title:	Logic 2	
Calendar description: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. The new course title is more informative for students and for those who read transcripts.		

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.



<p>Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.</p>	
<p>Has the proposed modification been discussed with students?</p>	<p>Choose an item.</p>
<p>If you chose 'Yes', do students approve of the modification?</p>	<p>Choose an item.</p>
<p>If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.</p>	

Teaching Resources	
<p>Are there qualified faculty members available to teach the modified course?</p>	<p>Yes</p>
<p>If you chose 'No', please explain. Click or tap here to enter text.</p>	

Library Resources (as applicable)	
<p>Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?</p>	<p>No</p>
<p>Provide a list of available materials in the library that would be suitable for use in this course. Not applicable</p>	
<p>Provide a list of desirable materials for acquisition by the library. Not applicable</p>	

Technology Support (as applicable)	
<p>Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?</p>	<p>No</p>
<p>What technological resources or assistance, if any, will be required? Not applicable</p>	

Additional Information
<p>Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Change to course title only</p>

**Motion from the Admissions and Academic Standing (Policy) Committee: Senate approve the adoption of the policy listed below regarding application fraud.**

**Application Fraud**

Students who through the application process misrepresent their credentials, or fail to provide complete and accurate information, including not disclosing attendance at another institution, will have committed an academic offence. If it is reasonably determined that such an offence has occurred, Acadia University has the authority to immediately reject the application, to cancel an offer of admission, or to terminate an active registration, with a permanent notation placed on the student's record.

**Motion from the Admissions and Academic Standing (Policy) Committee: Senate approve the language changes and three policy changes embedded in the 2018 revised *Academic Policies and Regulations* section of the University Calendar.**

## PART V: ACADEMIC REGULATIONS AND POLICIES

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### Acadia Degree Requirements

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#### Undergraduate

##### Residency Requirements

Students may transfer to Acadia from other accredited universities up to the first 60h required for a 120h degree program. Students also may transfer from elsewhere 6h of the last 60h required for their intended degree. See Transfer Credit information.

Commented [SS1]: [Language Change](#)

##### Credit for Courses Taken Elsewhere

##### Transfer Credits

Transfer credit may be given for individual courses taken at other accredited universities or institutions. All courses transferred for credit must be applicable to the student's program of study at Acadia University and may reduce the total number which must be taken for a degree at Acadia.

Transfer credits should be distinguished from Advanced Standing. Advance Standing is placement at a certain level in a specific subject area by a school or department of the University. Credit cannot be given for non-university courses or for knowledge obtained elsewhere, however valuable it may be. Advanced standing may be given for such knowledge, however.

Credit is not given for courses taken elsewhere while a student is on academic dismissal from Acadia.

##### Letter of Permission (LOP)

A student enrolled at Acadia University, who wishes to take a course at another university for transfer of credit to Acadia, must obtain approval in writing and in advance for this through the Office of the Registrar. If approval is obtained, the Registrar will issue an appropriate letter of permission for the student to provide to the university that the student wishes to attend. A transcript of the student's record will be sent. A fee is charged for this service. Applicants are reminded that normally the last 60h required for a degree must be taken at Acadia.

Please note: Letter of Permission students who are potential graduates must have their exams written and official transcripts sent to the Registrar's office one month prior to their graduation date.

##### Time Limits of Undergraduate Program Requirements

Students may fulfill the curriculum for the degree or diploma requirements stated either in the calendar current when they were accepted to their program or those stated in the calendar of the year of graduation, except (1) those readmitted following academic dismissal who must fulfill the requirements of the calendar of the year of readmission or of graduation, and (2) those taking more than seven years to fulfill requirements must fulfill those of the year of graduation, and (3) in those programs whose requirements must comply with criteria established by external bodies such as Departments of Education, CDA, etc.

##### Multiple Course Attempts

A head/director may refuse to grant permission for a student to register for a course more than twice. Only the most recent grade in repeated courses will be included in any GPA.

##### Majors and Minors

Major and Minor Degree requirements are outlined in the Academic Programs section of this calendar.

##### Second Undergraduate Degree Requirements

A student holding one undergraduate degree from Acadia University who wishes to obtain a second undergraduate degree from a different faculty or school must complete a minimum of 30h subsequent to completing the requirements of the first degree. This minimum 30h must include all specific courses and grade requirements that are different from the first degree and must include a new major. Where the second degree requires a major concentration, at least 12h of the 30h must be in the discipline of that concentration.

##### Honours Conversion Certificate

Students holding an ordinary undergraduate degree from Acadia University who subsequently complete additional studies that fulfill honours degree requirements, but in less than an additional 30h, cannot be awarded a second degree. Rather, they will be issued a conversion certificate which indicates that they now hold the equivalent of an honours degree.

## Graduation

Students must apply to graduate. Application deadlines appear in the Calendar at the front of this document. Students are encouraged to complete the Application to Graduate form in Acadia Central when registering for the Fall/Winter session. A late fee is charged when an application for graduation is made after the published deadlines.

## Designations

### University Scholar

A candidate for a bachelor's degree shall be granted the designation "University Scholar" provided that the student has received credit for at least 90h taken from Acadia, obtained a CGPA of at least 3.5 on all Acadia courses, and obtained no mark below B- for any university course taken at Acadia or elsewhere. Students who participate in study abroad programs will not be penalized.

### Dean's List Scholar

The Dean's List includes those full-time students (or those with 9h or more with a Fall or Winter co-op placement) whose average falls in the range of the top 5% of non-graduating students in their degree, by faculty or school (based on those registered in and completed 27h or more in each academic year of undergraduate study).

## Graduate

### Transfer Credits

With the approval of the department/school, students may be eligible to transfer a maximum of 12 credit hours to a graduate program, provided they offer the minimum of 6h of graduate courses towards their Acadia degree. An evaluation of transfer credit is made by the academic unit in consultation with the Registrar upon admission.

Students who have started a master's program may transfer credit up to the 12h limit provided they receive approval in writing, and in advance, from the relevant Department or School. If approval is obtained, the Registrar will issue an appropriate letter of permission to the university that the student wishes to attend. No other arrangement, verbal or written, constitutes an agreement for the transfer of credit.

## Time Limits

### Master of Arts, Master of Science, Master of Recreation Management

All requirements for the 2-year degree programs (all Science, Recreation Management, Social and Political Thought) must be completed within **six (6)** years of first registration. All requirements for graduate degrees in Arts, not including Social and Political Thought, must be completed within **five (5)** years of first registration.

### Master of Education

All requirements for the degree must be completed within **four (4)** years of completion of course requirements, subject to a maximum of **eight (8)** years between first registration as a MED student and completion of the requirements for the degree.

### Extension to time limits of Program Requirements

If a graduate student requires an extension to their time limits, they must apply using the prescribed form no later than three (3) months prior to the requested extension period. The extension requires the support of the thesis supervisor (in the case of non-thesis students the Graduate Coordinator) and the Department/School Head/Director. Extensions are not automatic, and will be granted only in cases of extenuating circumstances. The form can be located at:

[http://gradstudies.acadiau.ca/tl\\_files/sites/gradstudies/docs/ThesisExtension.pdf](http://gradstudies.acadiau.ca/tl_files/sites/gradstudies/docs/ThesisExtension.pdf)

### An important note about program lapse

If there has been no application for program extension, and no formal withdrawal, the student will receive a grade of "F" (fail) for the thesis or project course once the program time limits (above) have been reached.

## Academic Standing

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### Undergraduate

Academic Standing is the status of a student based on their grade point average. Academic Standing is assessed once a year in the spring. As a result of that assessment, students will find themselves in one of three situations:

- 1. Good Standing**

**Commented [SS2]:** [University Scholar](#), Suggest Heading – Designations to be used above University Scholar and Dean's List as in 17-18 Calendar.

**Commented [SS3]: CORRECTION** - Updated to reflect correction from previous calendar. 16-17 Calendar description was incorrect. The description was approved at the April 11, 2011 meeting of Senate.

Any student registered full-time in both the fall and winter session who obtains a sessional grade point average of at least 1.50 is considered to be in good academic standing and will be permitted to proceed on a fulltime basis.

#### Academic Probation

Any student registered full-time in both the fall and winter session who obtains a sessional grade point average of at least 1 and less than 1.50, and who has not already incurred probation, will be placed on academic probation, but is eligible to re-register. Students on probation may be placed on a reduced course load and are required to participate in the Academic Success and Support Program (ASSP).

#### Academic Success and Support Program (ASSP)

All students placed on probation are required to participate in the Academic Success and Support Program. The program enables students on probation to return to Acadia and work towards the skills required to be successful. Students attend student success workshops, as well as to work with the program staff in order to improve their academic standing.

#### Academic Dismissal

- a. Any student registered full-time in both the fall and winter session who obtains a sessional grade point average less than 1 will be placed on dismissal.
- b. Any student placed on probation and registered in more than 15h in the succeeding fall/winter session who obtains a grade point average less than 1.50 will be placed on dismissal.

#### Notification and Appeals

All students who incur academic probation or dismissal will be advised in writing of their academic status, appeal procedures, and dates (identified at the beginning of this calendar).

During the subsequent twelve-month period after incurring dismissal, students may not register for any course offered by Acadia University, nor receive credit for any course taken elsewhere. At the end of the period of academic dismissal, students may apply for re-admission and, if accepted, will be placed on academic probation. Students registered in Intersession or online courses prior to receiving a notice of probation or dismissal will be permitted to complete these courses.

A student's current academic standing appears on their official record. Standings will be one of the following:

- Eligible to Register
- May Register on Probation
- Not Eligible to Register
- Graduate

#### Bachelor of Education

##### Progression into The Teaching Profession

Students who fall into any one of the following categories may be placed on probation and not permitted to proceed/continue/in their teaching practicum following a coursework term. Students who:

- fail to complete and submit their coursework before the beginning of the ensuing practicum
- fail a course in the BEd curriculum

are found to be unprofessional according to the School of Education Professional Conduct Manual and NSTU Code of Ethics

##### Dismissal from the BEd Program

Failure in any two courses (including field placement courses) in the BEd program will result in dismissal from the program. This includes

- failing a course once, repeating the course and failing again
- failing a course, repeating the course and passing, and failing another course
- failing two different courses. There will be no opportunity to repeat the courses.

#### Notification and Appeals

Any BEd student incurring academic probation or dismissal will be advised in writing of their academic status, appeal procedures, and dates (identified at the beginning of this calendar.)

#### Graduate

All courses taken as part of the degree program must be completed with a minimum grade of B-. In programs other than Psychology, students receiving less than B- in a course will have to repeat it if it is a compulsory course or repeat/replace it if it is a program elective; however, a student who has received grades lower than B- (70%) in 6h of program courses is not permitted to continue in the graduate program and will incur academic dismissal. Departments/Schools may have additional requirements that must be met. Failure to meet these requirements

Commented [SS4]: Language and Organizational Change - implemented in 17-18 Calendar.

Commented [SS5]: Language Change

Commented [SS6]: Organizational Change

Commented [SS7]: Language Change

Commented [SS8]: 1. Policy Change - Has been in practice for a few years.

Commented [SS9]: 2. Policy Change

Commented [SS10]: Language Change - for clarification

may result in dismissal from the program. Dismissal from a program can only be done by the Dean of Research and Graduate Studies after consultation with the Head of the Department or School, the Graduate Coordinator of the Department or School, and the student in question.

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

A student may be dismissed from their graduate program if the Senate Graduate Studies Committee deems that he/she has exhausted all avenues for supervision within the department or school in which he/she is enrolled. This action can only be taken by the Dean of Research and Graduate Studies after a full hearing by the Senate Graduate Studies Committee, and after consultation with the Head of the Department or School, the Graduate Coordinator of the Department or School, and the student in question.

Appeals against dismissal may be made to the Senate Admissions and Academic Standing Appeals Committee through the Vice President Academic. Decisions of the committee are final.

#### **Course Requirements for the Master's Degrees**

Candidates for the master's degree may take courses of two kinds: program and non-program courses which are offered for credit towards the degree, and may be of three types: compulsory, elective, and make-up. (Candidates with insufficient background may be required by the department or school concerned to take make-up courses.) Education students may take a maximum of 12 credit hours at the graduate level as independent students before entering the MEd program.

All candidates take at least 12 credit hours in program courses of an advanced nature, at least 6h of which should be at the 5000-level.

Additional requirements may be included at the discretion of the department/school. Audits of graduate level courses are not normally permitted.

All departments and schools offering graduate programs are required to make available to students a listing of any deadlines or requirements specific to that unit.

#### **Thesis Requirements for the Master's Degree**

Except where the program specifically exempts it, every candidate for a Master's degree must prepare a thesis under the direction of a supervisor, who must be a faculty member or a supervisory committee, appointed by the department/school or Dean of Research and Graduate Studies. Candidates for a master's degree with thesis will be required to defend this thesis orally, the examination being held at Acadia.

The thesis must be written in English and be prepared in a format approved by the department or school and the Division of Research and Graduate Studies. A detailed leaflet on the preparation and presentation of theses is available on the Division of Research and Graduate Studies website at:

[http://gradstudies.acadiau.ca/tl\\_files/sites/gradstudies/docs/ThesesPreparation.pdf](http://gradstudies.acadiau.ca/tl_files/sites/gradstudies/docs/ThesesPreparation.pdf)

**Commented [SS11]:** [http://gradstudies.acadiau.ca/tl\\_files/sites/gradstudies/docs/ThesesPreparation.pdf](#) - Moved to Records and Registration Section of 17-18 Calendar.

## **Academic Integrity**

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Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved. The following are considered infractions of academic integrity and may lead to sanction:

- a. Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise.
- b. Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- c. Self-plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- d. A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.

Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

#### **Procedures Concerning Infractions of Academic Integrity**

- a. Faculty members, after informing their director/head and contacting the student involved, shall attempt to determine the personal responsibility of the student and impose penalties where appropriate.

- b. The student can appeal the faculty member's decision to the director/head and, if still not satisfied, to the dean.
- c. The student can appeal the dean's decision to the Vice-President Academic who shall inform the student of his/her decision as to the student's personal responsibility and the penalty imposed.
- d. A student has the right to appeal the decision of the Vice-President Academic to the Senate Committee on Academic Discipline. Students have the right to have legal counsel when appearing before this committee.
- e. Technology Services and the Vaughan Memorial Library publish policies for the use of university computer facilities, both hardware and software and the use of the university library and its resources. Violation of these policies, or other abuse of university computer facilities, will be dealt with in the same manner as other forms of cheating or as a non-academic offence. For the dedicated purpose of inter-institutional loan and document delivery services, patron records may be stored on a remote database. Some violations may also lead to criminal prosecution. It is the students' responsibility to familiarize themselves with the Technology Services policies.

#### **Grading System**

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The grade point average is the weighted sum of the grade points earned divided by the number of courses attempted. Courses with a notation of 'W' are not included in the GPA.

- The sessional grade point average (SGPA) refers to a particular session
- The program grade point average is calculated on courses offered towards a degree program and is used to determine a students' eligibility to graduate. It does not appear on the official transcript.
- The cumulative grade point average (CGPA) is calculated on all courses taken, and does appear on the official transcript.
- Only the most recent grade in repeated courses will be included in any GPA.

Alpha grade	GPA value	Percentage range*	Rating
A+	4	94 – 100	
A	4	87 – 93	Excellent
A-	3.67	80 – 86	
B+	3.33	77 – 79	
B	3	73 – 76	Good
B-	2.67	70 – 72	
C+	2.33	67 – 69	
C	2	63 – 66	Average
C-	1.67	60 – 62	
D+	1.33	57 – 59	
D	1	53 – 56	Pass
D-	0.67	50 – 52	
F	0	0 – 49	Failure
W			Withdrew
S		awaiting grade from special exam/incomplete	

Some courses have a Pass/Fail marking scheme. This is not counted in the GPA.

\*These percentage ranges are provided to assist other institutions in interpreting letter grades. Their only application is with the university scholarship committee. They are not reported elsewhere.

Commented [SS12]: [Language Change](#)

## Course Assessment and Evaluation

### The Syllabus/Course Outline

At the beginning of each course, instructors are required to indicate in writing the elements for the course, including tentative dates and values of all assignments, attendance requirements, and the value of examinations. Students can expect to be assessed according to fair methods of evaluation and based on material clearly outlined in the syllabus. Instructors shall indicate clearly how students' marks will be calculated and how those marks will be used to form the aggregate grade for the course. Marks may be lost after proven incidents of academic integrity violations, as outlined in the Academic Integrity section of this calendar.

No credit is given for a course unless all requirements for it have been completed.

### Scheduling of Major Assignments

All major assignments must be due to instructors no later than the last scheduled class.

Commented [SS13]: [Language Change](#) - Clarifying language; implemented in 17-18 calendar already.

### Scheduling of Tests/

Tests may not be held during the last 6 hours of instructional activity in a term, with the exception of routine weekly, end-of-chapter, or laboratory tests, and oral examinations in the languages. No tests may be held on the study day(s) prior to the formal examination periods.

examination periods.

Commented [SS14]: [Language change](#)

Commented [SS15]: [3.Policy Change](#) – not in 17-18 Calendar

Tests and major assignments for intersession courses are generally held or due on the last scheduled class.

Commented [SS16]: [Language Change](#) – has been practiced for several years. Was included in 17-18 calendar.

### Mid-term grades and Course Standing

Five days before the last day to withdraw from a course without penalty, instructors are to inform their students of their course standing so that students can seek advice from their advisors if they feel it necessary. Instructors are to have available an indication of the relative standing of each student for the use of the Dean should such information be requested.

### Release of Grades to Students

Instructors are requested not to give any information regarding mid-year or final grades to students. Grades are to be submitted to the Registrar's Office, and are only available to students through the Acadia Central portal.

Commented [SS17]: [Language Change](#) – implemented in 17-18 calendar

Commented [SS18]: [Language Change](#)

## Examinations

Scheduled examinations are held in December for first term courses, and may be required in any two-term course. Scheduled examinations are held in April for second term and two-term courses. Examination schedules are posted in September and January.



Final examinations may be conducted only as formal scheduled examinations or as take-home examinations. Students are allowed the whole examination period to complete take-home examinations, and must submit their papers no later than the day of the last scheduled examination.

**Commented [SS19]:** [Language Change](#) -- not implemented 17-18 Calendar.

#### **Special Examinations**

A student who because of medical or other unavoidable circumstances is unable to write a required examination, may request a Special Examination.

A student who wishes to request a Special Examination must, within 48 hours of the end of the examination, report, or have a representative report, to the Registrar and the course instructor the intention to request a Special Examination (in writing if possible). Within one week of the end of the examination, the student must submit to the Registrar a written request for a special examination. This request must include an explanation of the circumstances that made it impossible for the student to write the regular examination and should be accompanied by relevant supporting documentation (such as medical reports if the request is based on a medical issue).

The Registrar will consult with the course instructor as to the legitimacy of the request. Should the Registrar and the course instructor agree that the student be allowed to write the final examination, the procedures for Setting and Conducting Special Exams shall be followed. Should the Registrar and the course instructor agree the student not be allowed to write the final examination, the Registrar shall communicate that decision to the student in writing, apprising the student of the right to appeal the decision. If the Registrar and course instructor are unable to reach a decision, the matter shall be referred to the relevant Dean to resolve. Should the Dean decide to not allow the student to write a special examination, the student retains the right to appeal.

Any such appeal is to be made in writing to the Admissions and Academic Standing Committee (Appeals) through the Chair within seven days of the student receiving the decision. The committee shall convene within a reasonable length of time to consider the appeal, meeting individually with the student (should they wish), the Registrar, and the course instructor before rendering its decision in camera. The decision shall be communicated in writing to the student, Registrar and course instructor. Should the committee decide to allow the Special Examination, the procedures for Setting and Conducting Special Exams shall be followed.

#### **Setting and Conducting Special Exams**

The responsibility for setting and conducting special examinations will lie with schools and departments. Special examinations should be completed as soon as possible and normally (i.e. wherever possible) by the end of the January immediately following December examinations and by the end of the May immediately following April examinations.

**Commented [SS20]:** [Language Change](#)

## **Re-Read Procedures**

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Any request to re-read an examination paper (or its equivalent in a course using an alternative form of assessment) must reach the Registrar within 30 days after release of the final results.

All requests for a re-read will be directed by the Registrar to the director or head concerned for implementation. Re-reads will be conducted by the head/director of the unit involved and a second faculty member who has expertise in the subject area, after consultation with the original instructor. In the event that the head/director is the instructor, the dean will designate a replacement to conduct the re-read.

Re-reads may be requested in any or all courses in which a student is registered without reference to class standing or the final grade assigned. A re-read of a mid-year examination (6h full-year course) will be granted only after consultation with the head of the department or director of the school concerned.

**Commented [SS21]:** [Language Change](#)

A student who requests a re-read in a course forfeits the grade originally assigned.

Students have the right to review a written examination paper in the presence of the instructor.

## **Regulation Interpretations and Academic Appeals**

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In the case of an inconsistency, the general academic regulations contained in this calendar prevail over the regulations of faculties, schools, and departments, and regulations of the faculties over those of departments. Interpretation of the regulations will be provided by a Dean or by the Registrar. Written appeals against the application of regulations may be made to the Admissions and Academic Standing (Appeals) Committee.

## Procedures for Complaints in Academic Matters

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A complainant should first attempt to resolve the matter with the instructor. If it cannot be so resolved, the complaint, preferably in writing, must be presented to the appropriate head of department or director of the school who will conduct an investigation and attempt a resolution. If the matter cannot be settled by the head/director, it shall be referred to the appropriate dean of faculty. Any complainant may at any time have the assistance of the Vice-President Academic and External of the Acadia Students' Union.

For procedures concerning academic integrity, please see the academic integrity section of this calendar.

## Judicial Policies and Discipline

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The authority for Acadia University's judicial system derives from the power granted to the Board of Governors by the Province of Nova Scotia under the University's Act of Incorporation in 1891. These powers are exercised on behalf of the Board of Governors by the Executive Director, Student Services. The system itself is fundamentally informal, and the Judicial Board is staffed by students, faculty, members of the University's administration and Acadia Students' Union, none of whom are trained legal experts. Nevertheless, care has been taken to build into it the elements of natural justice, while at the same time, providing for the relatively speedy resolution of complaints. To this end, specific time limitations and procedures have been established, the option of a pre-hearing settlement rather than going to a full hearing exists, and provision is made for appeals of decisions rendered by the Judicial Board. All sanctions are imposed either by the Coordinator, Student Community Development through a pre-hearing settlement, or by the Judicial Board after it has conducted a full hearing.

- Sanctions imposed will, as closely as possible; reflect the logical consequences of the student's misbehavior. Although punitive measures may be taken, efforts will also be made to provide for sanctions which will be educative and developmental in nature.
- Students who are subject to charges placed through the RCMP may also be subject to a hearing under the University's judicial system. As well, the University reserves the right to impose sanctions.
- This statement of judicial policies and procedures does not limit the freedom of the University to press criminal charges in cases where this is deemed to be the most appropriate course of action.
- The University reserves the right to refuse application for residence accommodation, to cancel residence privileges during the year, and to reassign students to other rooms for reasons it deems appropriate.
- Not all matters have been delegated to the judicial system. Unless specifically referred to in this policy statement, matters or issues are not covered by such systems. However, the Board of Governors and the Executive Director, Student Affairs have the authority to deal with any matter in a manner that is outside the limits and procedures of the student judicial system when they deem it appropriate or necessary to do so.

Judicial policies are described in considerable detail in the ASU student handbook. Material on student discipline found in the university's calendar, the ASU handbook and other University Department handbooks all constitute part of the formal contract between the University and the student. The official university judicial policy document is found on the university website under Student Services (<https://studentservices.acadiau.ca/non-academic-judicial.html>). A copy of this document can also be obtained from Student Services. For more information, please call (902) 585-1825.

Commented [SS22]: **Organizational Change** - Move to another section of the calendar in 18-19

# Existing wording in the Academic Calendar:

## PART V: ACADEMIC REGULATIONS

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### Acadia Degree Requirements

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#### Undergraduate

##### Residency Requirements

Students may transfer to Acadia from other accredited universities up to the first 60h required for a 120h degree program. Students also may transfer from elsewhere 6h of the last 60h required for their intended degree.

##### Time Limits of Undergraduate Curriculum

Students may fulfill the curriculum for the degree or diploma requirements stated either in the calendar current when they were accepted to their program or those stated in the calendar of the year of graduation, except (1) those readmitted following academic dismissal who must fulfill the requirements of the calendar of the year of readmission or of graduation, and (2) those taking more than seven years to fulfill requirements must fulfill those of the year of graduation, and (3) in those programs whose requirements must comply with criteria established by external bodies such as Departments of Education, CDA, etc.

##### Extensions for Online Courses

One extension per online courses may be requested, with the following fee to apply: \$150 for a 6-month extension

Extension requests must be submitted in writing at least 30 days prior to the original completion date of the course, and the extension fee must accompany the request. Extension requests are subject to the approval of the Instructor and, if necessary, the appropriate Dean.

##### Multiple Course Attempts

A head/director may refuse to grant permission for a student to register for a course more than twice. Only the most recent grade in repeated courses will be included in any GPA.

##### Second Undergraduate Degree Requirements

A student holding one undergraduate degree from Acadia University, who wishes to obtain a second undergraduate degree from a different faculty or school, must complete a minimum of 30h subsequent to completing the requirements of the first degree. This minimum 30h must include all specific courses and grade requirements that are different from the first degree and must include a new major. Where the second degree requires a major concentration, at least 12h of the 30h must be in the discipline of that concentration.

##### Honours Conversion Certificate

Students holding an ordinary undergraduate degree from Acadia University who subsequently complete additional studies that fulfill honours degree requirements, but in less than an additional 30h, cannot be awarded a second degree. Rather, they will be issued a conversion certificate which indicates that they now hold the equivalent of an honours degree

##### Graduation

Students must apply to graduate. Application deadlines appear in the Calendar at the front of this document. Students are encouraged to complete the application to graduate form on the internet when registering for the fall-winter session. A late fee is charged when an application for graduation is made after the published deadlines.

##### University Scholar

A candidate for a bachelor's degree may be granted the designation "University Scholar" provided that the student has received credit for at least 90h taken from Acadia, obtained a CGPA of at least 3.5 on all Acadia courses, and obtained no mark below B- for any university course taken at Acadia or elsewhere, excluding results from study abroad programs.

##### Dean's List Scholar

The Dean's List includes those full-time students (or those with 9h or more with a Fall or Winter co-op placement) whose average falls in the range of the top 5% of non-graduating students in their degree, by faculty or school (based on those registered in and completed 30h or more in each academic year of undergraduate study).

## Graduate

### Graduate Time Limits

#### Master of Arts, Master of Science, Master of Recreation Management

All requirements for the 2-year degree programs (all Science, Recreation Management, Social and Political Thought) must be completed within **six (6)** years of first registration. All requirements for graduate degrees in Arts, not including Social and Political Thought, must be completed within **five (5)** years of first registration.

#### Master of Education

All requirements for the degree must be completed within **four (4)** years of completion of course requirements, subject to a maximum of **eight (8)** years between first registration as a MEd student and completion of the requirements for the degree.

#### Extension to time limits of curriculum

If a graduate student requires an extension to their time limits, they must apply using the prescribed form no later than three (3) months prior to the requested extension period. The extension requires the support of the thesis supervisor (in the case of non-thesis students the Graduate Coordinator) and the Department/School Head/Director. Extensions are not automatic, and will be granted only in cases of extenuating circumstances. The form can be located at:

[http://gradstudies.acadiau.ca/tl\\_files/sites/gradstudies/docs/ThesisExtension.pdf](http://gradstudies.acadiau.ca/tl_files/sites/gradstudies/docs/ThesisExtension.pdf)

#### An important note about program lapse

If there has been no application for program extension, and no formal withdrawal, the student will receive a grade of "F" (fail) for the thesis or project course once the program time limits (above) have been reached.

## Academic Standing

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### Undergraduate

Academic Standing is the status of a student based on his or her grade point average. Academic Standing is assessed after each fall/winter session. As a result of that assessment, students will find themselves in one of three situations:

**1. Good Standing**

All students registered in more than 15h in the fall/winter session who obtain a sessional grade point average of at least 1.50 are considered to be in good academic standing and will be permitted to proceed on a fulltime basis.

**2. Probation**

All students registered in more than 15h in the fall/winter session who obtain a sessional grade point average of at least 1 and less than 1.50, and who have not already incurred probation, will be placed on academic probation, but are eligible to re-register. Students on probation may be placed on a reduced course load.

**3. Dismissal**

- a. Any students registered in more than 15h in the fall/winter session who obtain a sessional grade point average less than 1 will be placed on dismissal.
- b. Any students placed on probation and registered in more than 15h in the succeeding fall/winter session who obtain a grade point average less than 1.50 will be placed on dismissal.

All students who incur academic probation or dismissal will be advised in writing of their academic status, appeal procedures, and dates.

During the twelve-month period subsequent to incurring dismissal, students may not register for any course offered by Acadia University, nor be able to receive credit for any course taken elsewhere. At the end of this period of academic dismissal, students may apply for re-admission and, if accepted, will be on probation.

A student's current academic standing appears on their official record.

### **Academic Success and Support Program (ASSP)**

The Academic Success and Support Program enables students on probation to return to Acadia and work towards the skills required to be successful. The ASSP requires students to attend student success workshops, as well as to work with the program coordinator and other support staff in order to improve their academic standing.

## **Bachelor of Education**

### **Progression into The Teaching Profession**

Students who fall into any one of the following categories may be placed on probation and not permitted to proceed/continue/in their teaching practicum following a coursework term. Students who:

- fail to complete and submit their coursework before the beginning of the ensuing practicum
- fail a course in the BEd curriculum
- are found to be unprofessional according to the School of Education Professional Conduct Manual and NSTU Code of Ethics

### **Dismissal from the BEd Program**

Failure in any two courses (including field placement courses) in the BEd program will result in dismissal from the program.

## **Graduate Students**

All courses taken as part of the degree program must be completed with a grade of B- or better. In programs other than Psychology, students receiving less than B- in a course will have to repeat it if it is a compulsory course or repeat/replace it if it is a program elective; however, a student who has received grades lower than B- (70%) in 6h of program courses is not permitted to continue in the graduate program and will incur academic dismissal. Departments/Schools may have additional requirements that must be met. Failure to meet these requirements may result in dismissal from the program. Dismissal from a program can only be done by the Dean of Research and Graduate Studies after consultation with the Head of the Department or School, the Graduate Coordinator of the Department or School, and the student in question.

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

A student may be dismissed from their graduate program if the Senate Graduate Studies Committee deems that he/she has exhausted all avenues for supervision within the department or school in which he/she is enrolled. This action can only be taken by the Dean of Research and Graduate Studies after a full hearing by the Senate Graduate Studies Committee, and after consultation with the Head of the Department or School, the Graduate Coordinator of the Department or School, and the student in question.

Appeals against dismissal may be made to the Senate Admissions and Academic Standing Appeals Committee through the Vice President Academic. Decisions of the committee are final.

### **Course requirements for the Masters Degrees**

Candidates for the master's degree may take courses of two kinds: program and non-program courses which are offered for credit towards the degree, and may be of three types: compulsory, elective, and make-up. (Candidates with insufficient background may be required by the department or school concerned to take make-up courses.) Education students may take a maximum of 12 credit hours at the graduate level as independent students before entering the MEd program.

All candidates take at least 12 credit hours in program courses of an advanced nature, at least 6h of which should be at the 5000-level.

Additional requirements may be included at the discretion of the department/school. Audits of graduate level courses are not normally permitted.

All departments and schools offering graduate programs are required to make available to students a listing of any deadlines or requirements specific to that unit.

### **Thesis requirements for the Master's Degree**

Except where the program specifically exempts it, every candidate for a Master's degree must prepare a thesis under the direction of a supervisor, who must be a faculty member or a supervisory committee, appointed by the department/school or Dean of Research and Graduate Studies. Candidates for a master's degree with thesis will be required to defend this thesis orally, the examination being held at Acadia.

The thesis must be written in English and be prepared in a format approved by the department or school and the Division of Research and Graduate Studies. A detailed leaflet on the preparation and presentation of theses is available on the Division of Research and Graduate Studies website at:

[http://gradstudies.acadiau.ca/tl\\_files/sites/gradstudies/docs/ThesesPreparation.pdf](http://gradstudies.acadiau.ca/tl_files/sites/gradstudies/docs/ThesesPreparation.pdf)

## **Academic Integrity**

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Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved. The following are considered infractions of academic integrity and may lead to sanction:

- a. Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise.
- b. Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- c. Self-plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
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Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to redo the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

### **Procedures Concerning Infractions of Academic Integrity**

- a. Faculty members, after informing their director/head and contacting the student involved, shall attempt to determine the personal responsibility of the student and impose penalties where appropriate.
- b. The student can appeal the faculty member's decision to the director/head and, if still not satisfied, to the dean.
- c. The student can appeal the dean's decision to the Vice-President Academic who shall inform the student of his/her decision as to the student's personal responsibility and the penalty imposed.
- d. A student has the right to appeal the decision of the Vice-President Academic to the Senate Committee on Academic Discipline. Students have the right to have legal counsel when appearing before this committee.
- e. Technology Services and the Vaughan Memorial Library publish policies for the use of university computer facilities, both hardware and software and the use of the university library and its resources. Violation of these policies, or other abuse of university computer facilities, will be dealt with in the same manner as other forms of cheating or as a non-academic offence. For the dedicated purpose of inter-institutional loan and document delivery services, patron records may be stored on a remote database. Some violations may also lead to criminal prosecution. It is the students' responsibility to familiarize themselves with the Technology Services policies.

## **Evaluation**

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### **The Syllabus/Course Outline**

At the beginning of each course, professors are required to indicate, in writing, the workload for the course, the required elements for completion, together with the appropriate tentative dates and values of tests, term papers, quizzes and other assignments, attendance requirements and the value of final examinations.

No credit is given for a course unless all requirements for it have been completed.

### **Scheduling of Tests/Major Assignments**

Tests cannot be scheduled within the last ten days of classes in each term, except for routine weekly or end-of-chapter tests or daily exercises necessary to the presentation of a course, laboratory tests, and oral examinations in the languages. Tests and/or examinations may not be held in the study days prior to either the fall or winter term examination periods. All term papers must be due to instructors no later than the last scheduled class.

## **Grading System**

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The grade point average is the weighted sum of the grade points earned divided by the number of courses attempted. Courses with a notation of 'W' are not included in the GPA.

- The sessional grade point average (SGPA) refers to a particular session
- The program grade point average is calculated on courses offered towards a degree program and is used to determine a students' eligibility to graduate. It does not appear on the official transcript.
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Alpha grade	GPA value	Percentage range*	Rating
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C+	2.33	67 – 69	
C	2	63 – 66	Average
C-	1.67	60 – 62	
D+	1.33	57 – 59	
D	1	53 – 56	Pass
D-	0.67	50 – 52	
F	0	0 – 49	Failure
W			Withdrew
S		awaiting grade from special exam/incomplete	

#### Mid-term grades

Five days before the last day to drop a course without penalty, instructors are to inform their students of their course standing so that students can seek advice from their advisors if they feel it necessary. Instructors are to have available an indication of the relative standing of each student for the use of the Dean should such information be requested.

#### Release of grades to students

Instructors are requested not to give any information regarding mid-year or final grades to students. Students should obtain final grades from the Registrar's Office only, through Acadia Central.

## Credit for Non-Acadia Courses

### Transfer Credit

Transfer credit may be given for individual courses taken at other accredited universities or institutions. All courses transferred for credit must be applicable to the student's program of study at Acadia University and may reduce the total number which must be taken for a degree at Acadia.

Transfer credits should be distinguished from Advanced Standing. Advance Standing is placement at a certain level in a specific subject area by a school or department of the University. Credit cannot be given for non-university courses or for knowledge obtained elsewhere, however valuable it may be. Advanced standing may be given for such knowledge, however.

Credit is not given for courses taken elsewhere while a student is on academic dismissal from Acadia.

### Transfer Credits for Master's Degrees

With the approval of the department/school, students may be eligible to transfer a maximum of 12 credit hours to a graduate program, provided they offer the minimum of 6h of graduate courses towards their Acadia degree. An evaluation of transfer credit is made by the academic unit in consultation with the Registrar upon admission.

Students who have started a master's program may transfer credit up to the 12h limit provided they receive approval in writing, and in advance, from the relevant Department or School. If approval is obtained, the Registrar will issue an appropriate letter of permission to the university that the student wishes to attend. No other arrangement, verbal or written, constitutes an agreement for the transfer of credit.

### Letters of Permission (LOP)

A student enrolled at Acadia University, who wishes to take a course at another university for transfer of credit to Acadia, must obtain approval in writing and in advance for this through the Office of the Registrar. If approval is obtained, the Registrar will issue an appropriate letter of permission for the student to provide to the university that the student wishes to attend. A transcript of the student's record will be sent. A fee is charged for this service. Applicants are reminded that normally the last 60h required for a degree must be taken at Acadia.

Please note: Letter of Permission students who are potential graduates must have their exams written and official transcripts sent to the Registrar's office one month prior to their graduation date.

## Exams

December examinations are held for all first term courses, for all 1000-level courses, and may be required in any two-term course. Examinations are held in April for all second term and all two-term courses. Examination schedules are posted in September and January. The final examination may be conducted as a formal scheduled examination or as a take-home examination. In the case of a take-home examination students are allowed the whole examination period to complete them and must submit their papers no later than the day of the last scheduled examination.

Examinations must be conducted during the examination periods established in this calendar unless an individual student is permitted to write at a later time. The circumstances that can lead to a deferred examination are outlined under the heading 'Special Examinations' below.

### Special Examinations

A student, who, because of unavoidable circumstances, was detained or rendered unfit to write a required examination, may request a Special Examination.

### Special Exams for Medical Reasons

A student who wishes to have such a request considered must within 48 hours after the end of the examination, report, or have a representative report, to the Registrar (in writing if possible) the intention to request a special examination and within one week after the end of the examination submit to the Registrar a written request for a Special Examination. This request must be accompanied by an explanation of the circumstances that made it impossible for the student to write the regular examination and a medical doctor's report.

### Special Exams for Non-Medical Reasons

- a. A student who wishes to have such a request considered must within 48 hours after the end of the examination, report, or have a representative report, to the Registrar (in writing if possible) the intention to request a Special Examination and within one week after the end of the examination submit to the Registrar a written request for a special examination. This request must be accompanied by an explanation of the circumstances that made it impossible for the student to write the regular examination and any supporting documentation.
- b. After reviewing the written request and accompanying documentation, the Registrar will consult with the course instructor as to the legitimacy of the request.
- c. Should the Registrar and the course instructor agree that the student be allowed to write the final examination, the procedures for Setting and Conducting a Special Exam shall be followed.
- d. Should the Registrar and the course instructor agree that the student not be allowed to write the final examination, the Registrar shall communicate that decision to the student in writing, apprising the student of the right to appeal the joint decision.
- e. A student who wishes to appeal the joint decision of the Registrar and the course instructor must do so in writing to the Admissions and Academic Standing Committee (Appeals) through the VPA within seven days of receiving the decision.
- f. Should the Registrar and the course instructor disagree, the matter shall be referred to the Admissions and Academic Standing Committee (Appeals).
- g. Where the student is appealing the joint decision of the Registrar and the course instructor, the Admissions and Academic Standing Committee (Appeals) shall convene within a reasonable length of time of the VPA's receipt of the written appeal, based upon the circumstances.
- h. Where the Registrar and the course instructor disagree, the Admissions and Academic Standing Committee (Appeals) shall convene within a reasonable length of time of the meeting between the Registrar and the course instructor, based upon the circumstances.
- i. The Admissions and Academic Standing Committee (Appeals) shall meet individually with the Registrar, the student, and the course instructor before rendering its decision in camera.
- j. The decision shall be made by simple majority and it shall be binding.
- k. The decision shall be communicated in writing to the Registrar, student, and course instructor.
- l. Should the committee decide to allow the Special Examination, the procedures for Setting and Conducting a Special Exam shall be followed.

### Setting and Conducting Special Exams

The responsibility for setting and conducting special examinations will lie with schools and departments. Special examinations should be completed as soon as possible and normally (i.e. wherever possible) by the end of the January immediately following for December exemptions and by the end of the May immediately following for April exemptions.



### Re-Read Procedure

Any request to re-read an examination paper (or its equivalent in a course using an alternative form of assessment) must reach the Registrar within 30 days after release of the final examination results. The request must be accompanied by a fee of \$10 which will be refunded only if the mark is raised. All requests for a re-read will be directed by the Registrar to the director or head concerned for implementation. Re-reads of examinations will be conducted by the head/director of the unit involved and a second faculty member who has expertise in the subject area, after consultation with the original instructor. In the event that the head/director is the instructor, the dean will designate a replacement to conduct the re-read.

Re-reads may be requested in any or all courses in which a student is registered without reference to class standing or the final grade assigned. A re-read of a mid-year examination will be granted only after consultation with the head of the department or director of the school concerned. A student who requests a re-read in a course forfeits the grade originally assigned. Students have the right to review a written examination paper in the presence of the instructor.

## Interpretations and Appeals

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In the case of an inconsistency, the general academic regulations contained in this calendar prevail over the regulations of faculties, schools, and departments, and regulations of the faculties over those of departments. Interpretation of the regulations will be provided by a Dean or by the Registrar. Written appeals against the application of regulations may be made to the Admissions and Academic Standing Appeals Committee.

### Procedures for Complaints in Academic Matters

A complainant should first attempt to resolve the matter with the instructor. If it cannot be so resolved, the complaint, preferably in writing, must be presented to the appropriate head of department or director of the school who will conduct an investigation and attempt a resolution. If the matter cannot be settled by the head/director, it shall be referred to the appropriate dean of faculty. Any complainant may at any time have the assistance of the Vice-President Academic of the Acadia Students' Union.

For procedures concerning academic integrity, please see the academic integrity section of this calendar.

## Discipline

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The authority for Acadia University's judicial system derives from the power granted to the Board of Governors by the Province of Nova Scotia under the University's Act of Incorporation in 1891. These powers are exercised on behalf of the Board of Governors by the Senior Director Student Affairs. The system itself is fundamentally informal, and the Judicial Board is staffed by students, faculty, members of the University's administration and Acadia Students' Union, none of whom are trained legal experts. Nevertheless, care has been taken to build into it the elements of natural justice, while at the same time, providing for the relatively speedy resolution of complaints. To this end, specific time limitations and procedures have been established, the option of a pre-hearing settlement rather than going to a full hearing exists, and provision is made for appeals of decisions rendered by the Judicial Board. All sanctions are imposed either by the Student Development Coordinator, through a pre-hearing settlement, or by the Judicial Board after it has conducted a full hearing.

- Sanctions imposed will, as closely as possible; reflect the logical consequences of the student's misbehavior. Although punitive measures may be taken, efforts will also be made to provide for sanctions which will be educative and developmental in nature.
- Students who are subject to charges placed through the RCMP may also be subject to a hearing under the University's judicial system. As well, the University reserves the right to impose sanctions.
- This statement of judicial policies and procedures does not limit the freedom of the University to press criminal charges in cases where this is deemed to be the most appropriate course of action.
- The University reserves the right to refuse application for residence accommodation, to cancel residence privileges during the year, and to reassign students to other rooms for reasons it deems appropriate.
- Not all matters have been delegated to the judicial system. Unless specifically referred to in this policy statement, matters or issues are not covered by such systems. However, the Board of Governors and the Senior Director Student Affairs have the authority to deal with any matter in a manner that is outside the limits and procedures of the student judicial system when they deem it appropriate or necessary to do so.

Judicial policies are described in considerable detail in the ASU student handbook. Material on student discipline found in the university's calendar, the ASU handbook and other University Department handbooks all constitute part of the formal contract between the University and the student. The official university judicial policy document is found on the university website under Student Life. A copy of this document can also be obtained from the Campus Programs Department. For more information, call (902) 585-1308.

## **Senate Curriculum Committee (Administrative)**

**2017-18**

### **Proposals for Curriculum Changes**

#### **Report to Senate**

**February 12<sup>th</sup>, 2018**

**Committee Members:** Mark Bishop (Registrar), Paul Callaghan (FPS, Chair), Glenys Gibson (FPAS, Secretary), Katie Winters (SRC – VP Academic), Diemo Landgraf (FA), Rob Raeside (Curriculum Committee Policy), Jennie Rand (FPAS), Patricia Rigg (FA), Ann Smith (Library), and John J. Guiney Yallop (FPS).

**Note:** Shawna Singleton, Associate Registrar and Lisa Caldwell of the Registrar's Office also participate in the process of reviewing curriculum changes.

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## Overview

The number of curriculum proposals submitted for consideration by the Senate Curriculum Committee – Administrative (SCCA) is summarized below;

Type of Proposal	Faculty			TOTAL
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	6	3	9	18
Course Deletion (Form 2)	2			2
Course Modification (Form 3)	38	5	40	83
Program Modification (Form 4)	18	4	2	24
New Program (Form 5)		4		4
<b>Totals:</b>	64	16	51	131

A summary listing of all these proposals follows, with the complete forms submitted for all proposals available upon request through SharePoint. Within the SharePoint site a master file is provided for each faculty (Arts, FPAS, and FPS), along with the individual forms organized within folders by Faculty > School / Department. Those interested in reviewing these forms should contact Shawna Singleton, Associate Registrar @ [shawna.singleton@acadiau.ca](mailto:shawna.singleton@acadiau.ca).

Master documents of the proposals were distributed for review in advance of the SCCA's December meetings;

- Arts IDST Curriculum Changes 2017-2018 (147 pages)
- FPAS Curriculum Changes 2017-2018 (105 pages)
- FPS Curriculum Changes 2017-2018 (135 pages)

Two meetings were held to review the proposals on 12/8/2017 and 12/11/2017 (lasting a total of 5.5 hours). The agenda and minutes for the meetings are provided within Appendix 1. During the meetings, each proposal was reviewed leading to one of the following actions;

- (i) proposals deemed acceptable as submitted ("no issues"),
- (ii) proposals were edited by the committee during the meetings to catch minor, non-substantive oversights in completing forms (e.g. grammatical errors, courses mis-numbered, etc.), or
- (iii) proposals designated as requiring clarification through consultation with the Director or Head of the relevant academic unit ("consult & revise").

All instances requiring consultation with Departments / Schools have now been resolved. In turn, the Chair has worked with the Associate Registrar to ensure any edits to the original proposals arising from the Committee's work are reflected in the 2018/19 Calendar and within Eden, be they revisions based on consultations with Departments / Schools or minor edits made by the Committee. Prior to publication, drafts of the relevant sections of the 2018/19 Calendar are distributed to Deans, Directors and Heads for review. In the case of the proposal to establish a B.Sc. in Economics (four degree variants), the committee has provided feedback to the Dean of Science regarding suggested clarifications in the defining the degree requirements in the submission to be made to MPHEC. \_\_\_\_\_

## SUMMARY LISTING: PROPOSALS FOR CURRICULUM CHANGES 2017/18

### FACULTY OF PURE & APPLIED SCIENCE (alphabetical by Department / School)

#### Department of Biology

##### **Form 1 – New Course proposal:**

**BIOL 4253 Applied Statistical Modelling:** This is a new course proposed by Dr. Trevor Avery who was recently hired into an interdisciplinary position in Biology, and Mathematics and Statistics. One of the requirements for this position was the development of a 4000-level course in applied life sciences statistics. This course will primarily serve Biology students who would have to take several current Math and Stats courses to cover the material contained in this new course.

##### **Form 3 - change in course number and level**

**BIOL 4353 Pathogenic Microbiology:** Originally, this course was numbered BIOL 3523. As it is a second course in sequence to BIOL 3553 Immunology which is a prerequisite, changing Pathogenic Microbiology to a 4000-level course is a logical change to define this. It also serves many Pre-Health Science students as admissions requirements for Pharmacy, Veterinary Medicine, Medicine etc. require students to have more 4<sup>th</sup> year courses on their transcripts.

#### Department of Economics (Faculty of Arts)

##### **Form 5 –New Program Proposals (4X)**

Subject to MPHEC approval, proposals for four variants of a B.Sc. in Economics; (i) B.Sc. in Economics with Honours, (ii) B.Sc. in Economics with Honours and Second Major, (iii) B.Sc. in Economics, and (iv) B.Sc. in Economics with Second Major.

##### **Form 4 – Modification to a Program (4X)**

Modifications to four variants of B.Sc. requirements to incorporate the new program proposals for completing a B.Sc. in Economics; (i) B.Sc. with Honours, (ii) B.Sc. with Honours and Second Major, (iii) B.Sc. with Major, and (iv) B.Sc. with Double Major.

#### Department of Math

##### **Form 3 - Modification to an existing course:**

MATH 2013 Advanced Calculus

MATH 2243 Statistics for Life Sciences 1

*Removal of C- requirement from prerequisites.*

##### **Other changes; no forms required:**

Editorial changes to the calendar will have to be made to reflect the recent re-naming and re-organization of the NS high school math courses by the Department of Education. Specifically, (11 / 12) "Academic Math" will have to be changed to "Mathematics" (11 / 12); (11 / 12) "Academic Math" to "Precalculus" (11 / 12); and "Precalculus" to "Precalculus 12". This will affect the

prerequisites of the following courses

- MATH 0110 Pre-University Mathematics
- MATH 0120 Advanced Pre-University Mathematics
- MATH 1013 Introductory Calculus 1
- MATH 1213 Statistics for Business and Behavioural Sciences 1
- MATH 1313 Foundations
- MATH 1323 Matrix Algebra
- MATH 1333 Introduction to Linear Algebra
- MATH 1413 Discrete Mathematics
- MATH 1613 General Linear Algebra and Calculus for Business and Economics
- MATH 2233 Statistics for Life Sciences 1

### School of Nutrition and Dietetics

#### **Form 1 - New course proposals:**

Nutr 3933 - Advanced Sports Nutrition

Nutr 4306 - Applied Sports Nutrition

#### **Form 3 - Modification to an existing course:**

Nutr 4903 - Senior Seminar (**Change in pre-requisite**)

### Department of Psychology

#### **Form 3 - Modification to an existing course:**

**PSYC2133: Physiological Psychology** (change in calendar description to better reflects the content currently covered in the course)

**Current:** Examines recent experimental and theoretical advances in the study of biological bases of behaviour. Focuses on the manner in which the brain and other parts of the nervous system control various forms of behaviour (e.g. eating, drinking, sleeping, sex, aggression) and psychological processes (e.g. learning, remembering, dreaming).

**Proposed:** This course covers the basic neuroanatomical and neurophysiological underpinnings of neural systems (e.g. vision), psychological processes (e.g. memory) and behaviour (e.g. sleep), focusing on the organization and functioning of the nervous system. This course will also cover the basic mechanisms of neuropathology and neuroplasticity. \_\_\_\_\_

## FACULTY OF PROFESSIONAL STUDIES (alphabetical by Department / School)

### Department of Community Development

#### Form 1 – New Course Proposals:

**CODE 1043 Communication and Professional Skills for Community Development;** replacing COMM 1213 as a required course in the Community Development program.

**CODE 1963 Introductory Topics in Community Development**

**CODE 285A Special Topics in Community Development**

#### Form 4 – Modification to a Program:

Modification to the six variants of Bachelor of Community Development degree requirements to incorporate CODE 1043 as a required course (replacing COMM 1213).

### School of Business

#### Form 3 - Modifications to existing courses:

**BUSI 3733 Entrepreneurship and Innovation.** Change in course number not in same year (from 3000 to 2000 level) and change in calendar description. New course number is BUSI 2773 – to be consistent with prerequisites and intended to make the course more attractive for students to consider during their second year.

**BUSI 4233 Financial Analysis and Policy.** Change in course title, calendar description and prerequisites. New course title is Financial Analysis and Modeling with the description and prerequisites modified to suit increased emphasis on financial modeling techniques.

**BUSI 4933 / 4943 Projects in Business.** Change in calendar description; removing reference to ACSBE.

**BUSI 3063 Management Science\*.** Change in course title in the same year. New course title is; Business Analytics Modeling.

**BUSI 3813 Management Science 2\*.** Change in course title in the same year. New course title is; Business Analytics Modeling 2.

### School of Kinesiology

Curriculum Changes	Program / Course Modifications	New Course	Course Deletion
COMM 1213		COMM 1013	
BKIN, BKIH, BKIN/H (Biology Option), BKIN/H (Nutrition Option), BKIN/H (Psychology Option)	Change Communication requirement to COMM 1013		
KINE 2413 / KINE 2423	Antirequisites: Cannot obtain credit for KINE 2413/2423 and BIOL 2813/2823		
KINE 4753 Promoting Physical Activity for Youth			
KINE 4763 Intro. To Canadian Health Care System			

**School of Education  
Summary of Curriculum Change Proposals  
November 2017  
Undergraduate Only**

**New Courses:**

**EDUC 42M3 Principles and Practices II (Secondary)**

This course draws on pre-service teachers' field experiences in order to address a range of professional issues including educational law, professional roles, duties and responsibilities of teachers, ethics, professional relationships and communities of inquiry, the role of teachers' unions and associations, school-based technology, and school/community partnerships including school transitions and communication with parents/guardians.

**NEW: EDUC 42N3 Principles and Practices II (Elementary)**

Tied to pre-service teachers' field experiences, this is a highly interactive course through which participants co-create the curriculum by drawing upon school-based case studies in order to inquire into those vital issues in professional knowledge and deportment which inform the course. Professional and policy manuals, case study texts, and current scholarly articles provide the readings base, and evaluation will be based upon written assignments and completion of a professional portfolio.

**Modifications to Existing Courses:**

<b>Current Course Title and Description</b>	<b>Proposed Revision(s)</b>
<p>EDUC 42D3 Connecting with the Classroom: Principles and Practices (Secondary) Current course description: The course aims to assist the secondary pre-practicum student in making the transition from student to professional. The four cornerstones of the course assist secondary students to prepare for teaching by exploring curriculum frameworks, effective classroom community/classroom management strategies, exemplary classroom practice and the importance of relationships (self, peer, teacher, student) in teaching.</p>	<p><b>New title: EDUC 42D3 Principles and Practices I (Secondary)</b> <b>New description:</b> EDUC 42D3 is an introduction to teacher education, focusing on the nature and importance of the teaching profession and examining working conditions in today's schools. Students are introduced to essential professional topics including the art and science of teaching, curriculum outcomes frameworks, lesson planning, instructional strategies, assessment, safe classroom communities and classroom management, professionalism, and reflective practice.</p>
<p>EDUC 4333 Equity and Inclusive Schooling This course examines the foundations of social difference, social justice and equity and their relationship to inclusive education.</p>	<p>EDUC 4333 Equity and Inclusive Schooling <b>New description:</b> This course examines the foundations of social difference, social justice and equity and their relationship to inclusive schooling. Pre-service teachers will consider the significant systemic factors that shape society with particular attention to the historic, economic, political, socio-cultural, linguistic, and religious, factors that impact schooling.</p>
<p>EDUC 4053 Contemporary Issues in Psychology and Schooling This course focuses on a range of contemporary topics, including: psychological models underlying curriculum and teaching, learning and self-esteem, gender identity, cyberspace and virtual identity, violence and bullying, and classroom management.</p>	<p><b>New title: EDUC 4053 Healthy Learning Environments</b> <b>New description:</b> This course aims to provide pre-service teachers with the ability to create and maintain equitable, safe and inclusive learning environments. Pre-service teachers will study mental health literacy as well as the appropriate management and organization of classrooms that responds to the learning and well-being of their students.</p>



<p><b>EDUC 4263 Curriculum and Instruction for Diverse Learners</b>  This course engages with current instructional practices, policies and curriculum related to inclusive schooling. Particular emphasis is given to the development of teacher competencies that support diverse learners.</p>	<p><b>EDUC 4263 Curriculum and Instruction for Diverse Learners</b>  <b>New description:</b> This course engages with relevant policies and curriculum documents as well as research informed instructional theories and practices related to inclusive schooling. Pre-service teachers will examine child and adolescent development and inclusive practices to support diverse learners' transitions through the education system.</p>
<p><b>EDUC 4433 Assessment</b>  This course introduces students to current perspectives and practices in educational assessment. While various purposes for assessment are taken up, there is an emphasis on the central purpose of assessment as a support to student achievement and as an important pedagogical informant for teachers.</p>	<p><b>New title: EDUC 4433 Assessment for Teaching and Learning</b>  <b>New description:</b> This course introduces pre-service teachers to the principles of assessment, focusing on the creation, use, interpretation and analysis of multiple and appropriate assessment tools and measures, the alignment of assessment with instruction, and the use of assessment data, gathered from a range of sources, for a variety of purposes, including addressing achievement gaps.</p>
<p><b>EDUC 41F3 Foundations and Contexts of Schooling</b>  This course integrates contemporary educational theory into a critical analysis of teaching practice. Course material is located in the scholarly traditions of the philosophy, sociology, and history of education with a particular emphasis on the way that theory and practice are inseparable. Current educational problems are considered in the context of community, sustainability, globalization and exemplary educational practice.</p>	<p><b>New title: EDUC 41F3 Sociological, Historical, Philosophical Foundations of Education</b>  <b>New description:</b> Enacting culturally and socially responsive pedagogy is the responsibility of every teacher. Effective teachers work to understand diverse people, histories and cultures. Using theory from education's foundations disciplines, this course provides preservice teachers with a set of lenses through which to understand and address endemic social inequality in schools and society.</p>
<p><b>EDUC 4503 Digital Literacy and Curriculum</b>  This course explores critical digital literacies for the empowerment of sound teaching and learning practices within diverse classroom contexts. Topics include, mobile computing, social media, web-based resources, curriculum integration, instructional and assistive technologies.</p>	<p><b>EDUC 4503 Digital Literacy and Curriculum</b>  <b>New description:</b> This course explores critical digital literacies for the empowerment of effective teaching and learning practices within diverse classroom contexts. The complexity of technology integration will be examined from the perspective of overlaps with pedagogical and content knowledge in the context of teacher as reflective practitioner. Topics include, mobile computing, social media, web-based resources, curriculum integration, instructional and assistive technologies.</p>
<p><b>EDUC 42K3 Indigenous Education and Culturally Responsive Pedagogies</b>  This course will provide historical and contemporary overviews of Indigenous education in Canada and create meaningful opportunities for learning about Indigenous ways of knowing and culturally responsive pedagogies.</p>	<p><b>Now required: EDUC 42K3 Indigenous Education and Culturally Responsive Pedagogies</b>  <b>New description:</b> This course engages pre-service teachers with historical and contemporary overviews of Indigenous education as they explore research informed pedagogical approaches that further their understanding of Indigenous peoples, especially the Mi'kmaq. Aspects of Treaty Education and Reconciliation will form the foundation for meaningful opportunities to investigate strategies that integrate Indigenous content, knowledge, and perspectives within classroom instruction at the elementary/secondary levels.</p>
<p><b>EDUC 40C3 Teaching Mathematics in Middle School</b>  This course builds on EDUC 4173 and EDUC 4183, focusing especially on mathematics teaching in middle schools. Problem solving, manipulatives, reasoning, and connections with other subject areas will be emphasized.</p>	<p><b>EDUC 40C3 Teaching Mathematics in Middle School</b>  <b>New description:</b> In this course preservice teachers investigate and develop instructional and assessment materials for middle school mathematics with an emphasis on connections and mathematics as problem solving using relevant documents and current research. Through developing and sharing materials with colleagues, preservice teachers examine and engage with a wide range of topics in the middle school curriculum.</p>
<p><b>EDUC 4113 Teaching Social Studies in Secondary School</b>  Basic issues in curriculum and instruction as they pertain to the teaching of social studies in the secondary school.</p>	<p><b>New Title: EDUC 4113 Teaching Social Studies in Secondary School 1</b>  <b>New description:</b> This course focuses on the principles and methods of teaching contemporary social studies in secondary school, with emphasis on understanding and teaching from multiple perspectives. Drawing on relevant documents and current research, topics include planning and assessment, identity and relationship building, critical literacy, historical and geographical thinking and culturally relevant and decolonizing approaches to teaching and learning.</p>

<p>EDUC 4143 Teaching Science in the Secondary School This course builds on the philosophical foundations of science education developed in EDUC 4143. It offers an opportunity for students to examine carefully the specific curricula which they will engage as teachers in the secondary public school setting.</p>	<p><b>New Title: EDUC 4143 Teaching Science in Secondary School 1</b> <b>New description:</b> This course is designed as an introduction to constructivist secondary school science as it relates to relevant curriculum documents with due consideration of the diversity of students that populate our classrooms. Topics will include lesson and unit planning, assessment and technology integration. These will be considered using a critical lens of research-informed theory and practice within the context of “teacher as reflective practitioner.”</p>
<p>EDUC 4183 Teaching Mathematics in Secondary School Aims, content and methods of teaching mathematics at the secondary school level. Professional standards and current curricula will be the main focus.</p>	<p><b>New Title: EDUC 4183 Teaching Mathematics in Secondary School I</b> <b>New description:</b> This course introduces current methods for teaching secondary mathematics. Drawing on relevant documents and current research, preservice teachers engage in discovery activities examining how secondary students think about, and build knowledge and skills in, mathematics. The overall objective is to learn how to help secondary students to grow in their mathematical literacy, and to fill gaps in knowledge and skills.</p>
<p>EDUC 4353 Teaching English in Secondary School The teaching and evaluation of written and oral composition, grammar, listening, usage, semantics, poetry, short stories, novels, essays, drama and related topics.</p>	<p><b>New title: EDUC 4353 Teaching English in Secondary School I</b> <b>New description:</b> This course provides an approach to teaching English that emphasizes the relatedness of listening, speaking, reading, viewing and writing in curriculum and in language learning and development. The course stresses the practical application of literacy learning theories from current research and relevant curriculum documents. The teaching of literature and writing processes is examined from the perspective of assessing and supporting diverse learners.</p>
<p>EDUC 40E3 Human Geography in the Secondary School Classroom This course focuses on the teaching of human geography. Topics include population, cultural patterns and processes; political organization of space; agricultural and rural land use; industrialization and economic development; cities and urban land use.</p>	<p><b>New title: EDUC 40E3 Teaching Human Geography in Secondary School</b> <b>New description:</b> Using relevant documents and current research, topics in teaching human geography will include cultural patterns and processes, landscapes and cultural geography, population geography, urban geography, political geography, agricultural and rural land use and industrialization and economic development. A variety of teaching strategies will be aimed at infusing geography skills and pedagogy into social studies teaching and learning.</p>
<p>EDUC 4553 Creative Arts: Secondary An introduction to the inclusion of the creative arts at the elementary school level. Emphasis will include textual, visual and performative arts.</p>	<p><b>New title: EDUC 4553 Teaching Creative Arts in Secondary School</b> <b>New description:</b> This course introduces pre-service teachers to the teaching and infusion of creative arts across the curriculum at the secondary school level. Emphasis will include textual, visual and performative arts. The purposes and powers of the creative arts will be explored.</p>
<p>EDUC 4643 Curriculum Issues in Science Education This course builds on the philosophical foundations of science education developed in EDUC 4143. It offers an opportunity for students to examine carefully the specific curricula which they will engage as teachers in the secondary public school setting.</p>	<p><b>New title: EDUC 4643 Teaching Science in Secondary School II</b> <b>New description:</b> This course builds upon the theoretical and philosophical foundations of EDUC 4143 focusing further on relevant curriculum documents and research-informed theory and practice in the delivery of a science education within an inclusive education framework. Central to this study is a critical review of societal influences on curriculum and what constitutes scientific literacy. Issues of the environment are considered from a perspective of the responsible local and global citizen.</p>
<p>EDUC 4753 Curriculum Issues in Secondary English Language Arts</p>	<p><b>New title: EDUC 4753 Teaching Secondary English II</b> <b>New description:</b> Drawing on principles introduced in EDUC 4353, this course offers an extended examination of how-social, cultural and learning differences affect English teaching and learning in secondary classrooms. Practical issues in the teaching</p>

<p>The teaching and evaluation of written and oral composition, grammar, listening, usage, semantics, poetry, short stories, novels, essays, drama and related topics.</p>	<p>and assessment of literature learning, language usage, and writing are explored from the perspective of cultural responsiveness and differentiation.</p>
<p><b>EDUC 4783 Curriculum Issues in Secondary Mathematics Education</b> This course builds on the philosophical foundations of mathematics education developed in EDUC 4183. It offers an opportunity for students to examine carefully the specific curricula they will engage as teachers in the secondary public school setting.</p>	<p><b>New title: EDUC 4783 Teaching Mathematics in Secondary School II</b> <b>New description:</b> Fundamental issues in secondary mathematics education include the nature of mathematics and our purposes in teaching mathematics. Drawing on relevant documents and current research, this course provides preservice teachers with opportunities to investigate and use instructional and assessment materials for high school mathematics.</p>
<p><b>EDUC 4613 Curriculum Issues in Social Studies Education</b> This course builds on the philosophical foundations of social studies education developed in EDUC 4113. It offers an opportunity for students to examine carefully the specific curricula which they will encounter as teachers in the secondary public school setting.</p>	<p><b>New title: EDUC 4613 Teaching Social Studies in Secondary School II</b> This course builds on the philosophical foundations of social studies education developed in EDUC 4113. It offers an opportunity for students to examine topics in depth, including but not limited to: social responsibility and community action, teaching about controversial issues, treaty education, human rights education, and infusing Indigenous and African Nova Scotian content and perspectives into the curriculum.</p>
<p><b>EDUC 4603 Global Education</b> The course focuses on the integration of global perspectives in the public school curriculum. Topics include population, culture and identity, human rights, poverty and wealth, technology, the environment, and interdependence.</p>	<p><b>New title: EDUC 4603 Teaching Global Education</b> <b>New description:</b> Global education focuses on the interrelated nature of conditions, issues, trends and processes and events. Topics include world cultures, historic, geographic, economic, political, cultural and environmental relationships among world regions and peoples. Students will examine the nature of cultural differences, population, culture and identity, human rights, poverty and wealth, technology and the environment and interdependence.</p>
<p><b>EDUC 4513 Digital Multimedia and Education</b> This course will use a project-based approach to investigate ways that electronic multimedia can be used in education. The course will expose students to several current multimedia development tools and provide them with the opportunity to use them as they create media that is to be used in educational practice.</p>	<p><b>New title: EDUC 4513 Digital Multimedia in Education</b> <b>New description:</b> This course uses a project-based approach to investigate the potential for digital multimedia tools to empower teaching and learning in schooling. The course takes a critical perspective on the tangible impacts of technology on identified learning outcomes across the curriculum. The culture and diversity in schools is considered carefully as pre-service teachers judge the suitability of pedagogical approaches.</p>

<p><b>EDUC 42E3 Connecting with the Classroom: Principles and Practices (Elementary)</b> The course aims to assist the elementary pre-practicum student in making the transition from student to professional. The four cornerstones of the course assist students to prepare for teaching by exploring curriculum frameworks, effective classroom community/classroom management strategies, exemplary classroom practice and the importance of relationships (self, peer, teacher, student) in teaching.</p>	<p><b>New title: EDUC 42E3 Principles and Practices I (Elementary)</b> <b>New description:</b> EDUC 42E3 is an introduction to teacher education, focusing on the nature and importance of the teaching profession and examining working conditions in today's schools. Students are introduced to essential professional topics including the art and science of teaching, curriculum outcomes frameworks, lesson planning, instructional strategies, assessment, safe classroom communities and classroom management, professionalism, and reflective practice.</p>
<p><b>EDUC 4303 Creative Arts</b> An introduction to the inclusion of the creative arts at the elementary school level. Emphasis will include textual, visual and performative arts.</p>	<p><b>EDUC 4303 Creative Arts</b> <b>New description:</b> This course introduces pre-service teachers to the teaching and infusion of creative arts across the curriculum at the elementary school level. Emphasis will include textual, visual and performative arts. The purposes and powers of the creative arts will be explored.</p>
<p><b>EDUC 4133 Elementary Language Arts I</b> This course is about how and why children learn to listen, speak, read, write, view and represent, and the conditions which promote the development of these interrelated dimensions. Emphasis is on holistically-based principles and</p>	<p><b>New title: EDUC 4133 Teaching Elementary Language Arts I</b> <b>New description:</b> This course centers on children's language and literacy learning processes, introducing current teaching methodologies and assessment approaches which support</p>

practices of teaching which provide the opportunity for children to maintain and develop control over their own language learning, while sharing their experiences.	literacy development. Drawing on relevant curriculum documents and current research, we examine speaking and listening, reading and viewing, writing and other forms of representing as inter-related processes which support an integrated approach to literacy learning across the curriculum.
EDUC 4233 Elementary Language Arts II This course is a continuation of EDUC 4133. Prerequisite: EDUC 4133, or its equivalent	<b>New title: EDUC 4233 Teaching Elementary Language Arts II</b> <b>New description:</b> This course further develops language and literacy learning methodologies in the context of digital, visual, and print literacies within a critical literacy framework. It examines how to adapt content, strategies, and assessment for literacy learners across social, cultural, and learning differences with particular attention to differentiation and culturally responsive pedagogy in provincial, national, and global educational contexts.
EDUC 4173 Teaching Mathematics in Elementary School Instruction in modern methods of teaching mathematics. The importance of problem solving rather than the drilling of facts is stressed.	<b>New title: EDUC 4173 Teaching Mathematics in Elementary School I</b> <b>New description:</b> This course addresses how elementary students become mathematically literate. The focus is on relevant documents and research-informed methods for teaching mathematics to elementary students. Preservice teachers develop discovery activities and explore how elementary students think about and learn mathematics. Practices for teaching children to reason, to solve problems employing a variety of strategies, and to communicate mathematically are addressed.
EDUC 40B3 Curriculum Issues in Elementary Mathematics Education	<b>New title EDUC 40B3 Teaching Mathematics in Elementary School II</b> <b>New description:</b> Fundamental issues in elementary mathematics education include the nature of mathematics and our purposes in teaching mathematics. Drawing on relevant documents and current research, this course provides preservice teachers with opportunities to investigate and use instructional and assessment materials for elementary school mathematics.
EDUC 4153 Teaching Science in the Elementary School This course is designed as an introduction to constructivist elementary school science as it relates to relevant curriculum documents with due consideration of the diversity of students that populate our classrooms. Topics will include lesson and unit planning, cross-curricular integration, assessment and instructional technology. These will be considered using a critical lens of research-informed theory and practice within the context of “teacher as reflective practitioner.”	EDUC 4153 Teaching Science in the Elementary School <b>New description</b> This course is designed as an introduction to science education at the elementary level of the public school system. The course will address supporting theory, current research and lesson planning surrounding constructivist modes of instruction. With this as a philosophical template, individual components of a science lesson will be addressed.
EDUC 4243 Teaching Elementary Social Studies The principles and methods of teaching social studies at the elementary school level, with emphasis on the subject matter of the Nova Scotia history and geography curriculum.	<b>New title: EDUC 4243 Teaching Social Studies in Elementary School</b> <b>New description:</b> This course focuses on the principles and methods of teaching contemporary social studies in elementary school, with emphasis on understanding and teaching from multiple perspectives. Using relevant documents and current research, topics include interdisciplinary teaching, thematic planning and authentic assessment, identity and relationship building, critical literacy, historical and geographical thinking and culturally relevant and decolonizing approaches to teaching and learning.
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.	Educ 4673 Teaching English as a Second Language <b>New description:</b> 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. This course may be taken as part of the TESOL Certificate Program.
EDUC 4683 Linguistics for Teachers This course introduces students to the fundamentals of the sound system (phonetics, phonology), and the word system	EDUC 4683 Linguistics for Teachers <b>New description:</b> This course introduces students to the fundamentals of linguistics: the sound system (phonetics and

<p>(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.</p>	<p>phonology), word system (morphology), syntax, grammar, discourse analysis, and sociolinguistics. Although it may be taken by all interested students, it is primarily designed to be taken with Educ 4673 and Educ 4863 of the Acadia TESOL Certificate program for those who wish to teach English as a second or foreign language.</p>
<p><b>EDUC 4863 Acquisition of Language</b>  This course is foundational. The focus is on how language is acquired. There will be a sociological and a psychological analysis of language acquisition. Semantics, syntax, phonology and pragmatics will be explored.</p>	<p><b>EDUC 4863 Acquisition of Language</b>  <b>New description</b> This course focuses on how language is acquired, and how different theories of language learning have shaped the way that teachers teach English as an additional language. There will be sociocultural, physiological, and psychological analysis of language acquisition. The course may be taken as part of the TESOL Certificate Program.</p>

## FACULTY OF ARTS (alphabetical by Department / School)

### Replicating; Arts Faculty Curriculum Committee Report November 15, 2017

The Arts Faculty Curriculum Committee received submissions from Canadian Studies, Comparative Religions, English & Theatre, Environmental & Sustainability Studies, Ethno-Cultural Diversity Studies, History & Classics, Music, Philosophy, Sociology and Women & Gender Studies.

The Constitution of the Faculty of Arts states that proposals must be presented to Faculty Council in 3 categories: A, B and C. Only changes presented under C require formal AFC approval. The items in categories A and B are presented for information only. Changes under Category A include course title or content changes, course prerequisites, additions, deletions, divisions or mergers which do not concern more than one department, or which concern departments in agreement on the matter. In this case, the Curriculum Committee's report involves Category A only and therefore will be received for information only.

### Category A

#### 1. Canadian Studies

##### a. Program Modification

- i. The calendar description is being modified to reflect both the evolving focus of the program and language used in recruiting. The number of core courses required is being increased from 6h to 12h, and the list of core courses available is being expanded from 12h to 33h, drawn from most disciplines in the Faculty of Arts.

#### 2. Comparative Religions

##### a. Program Modifications

- i. Updating the list of cross-listed courses for CREL. Several new courses were proposed and approved by senate that included the intention for cross-listing with CREL, but no update was provided for the CREL program. In addition, two cross-listed courses need to be removed, as they have been deleted from the calendar by the previous course deletions of other units and no longer exist.

#### 3. English & Theatre

##### a. New course proposals

- i. ENGL 2033 Print Culture and History of the Book
- ii. ENGL 3953 Visual Verbal Meaning Making

##### b. Course modifications

- i. ENGL 1406 Reading and Writing Critically
- ii. IDST 1433 Epic Tradition – change in prerequisite of a cross-listed course to conform to English & Theatre requirements
- iii. THEA 2753 Performance Voice and Speech I – change in course title and calendar description
- iv. THEA 2763 Performance Voice and Speech II – change in course title and calendar description
- v. THEA 2883 Theatre Histories Origin to the Pre-Mod – change in course title and calendar description
- vi. THEA 2893 Theatre Histories 2 – change in course title and calendar description
- vii. THEA 4313 Performed Violence 1 – change in prerequisite
- viii. THEA 4323 Performed Violence 2 – change in prerequisite

#### 4. Ethno-Cultural Diversity Studies

##### a. Modification to a Program

- i. Based on student demand, the Program is up-dating the list of cross-listed courses to include: HIST 1913 The African Canadian Experience, POLS 2783 Global Issues, and POLS 3063 Indigenous Law and Governance in Canada.
- 5. Environmental and Sustainability Studies**
  - a. Modification to a Program
    - i. Definition of requirements for those cases where ESST is the second major.
- 6. History & Classics**
  - a. New Course Proposal
    - i. HIST 1693 Themes in History
  - b. Course Modification
    - i. HIST 1003 The Practicing Historian – change in course number
  - c. Modifications to Programs
    - i. Calendar changes are being made because HIST 1003 The Practicing Historian is a required course; therefore, the requirements are now 6 hrs at the 1000 level and HIST 1003.
    - ii. Up-date of cross-listed courses in the Classics program consequent on course deletions and modifications to the Philosophy program
- 7. Material and Visual Culture**
  - a. Modification to a Program
    - i. Adding ENGL 2033 as a cross-listed course
- 8. Music**
  - a. Course modification
    - i. MUSI 43A3 Introduction to High School Instrumental Music – change in prerequisite
    - ii. MUSI 43B3 Introduction to Elementary Classroom Music – change in prerequisite
    - iii. MUSI 1563 Music, Body, Mind, Spirit – change in course title, change in calendar description, change in prerequisite
    - iv. MUSI 1813 Comprehensive Keyboard – change in prerequisite
    - v. MUSI 2573 Clinical Practice in Music Therapy 1 - change in course title, change in calendar description, change in prerequisite
    - vi. MUSI 2701 Ensemble for Non-Music Majors - change in course title, change in calendar description
    - vii. MUSI 3560 MT Practicum with Seminar 1 - change in course title, change in calendar description, change in prerequisite
    - viii. MUSI 3563 Skills and Resources in MT - change in course title, change in calendar description, change in prerequisite
    - ix. MUSI 3570 MT Practicum with Seminar 2 - change in course title, change in calendar description, change in prerequisite
    - x. MUSI 3573 Clinical Practice in MT - change in course title, change in calendar description, change in prerequisite
    - xi. MUSI 4560 MT Practicum with Seminar 3 - change in course title, change in calendar description, change in prerequisite
    - xii. MUSI 4563 Advancing Clinical Practice in MT - change in course title, change in calendar description, change in prerequisite
    - xiii. MUSI 4570 MT Practicum with Seminar 4 - change in course title, change in calendar description, change in prerequisite
    - xiv. MUSI 4573 Professional Issues in MT - change in course title, change in calendar description, change in prerequisite
  - b. Program Modification
    - i. Change of prerequisite standard and procedure to confirm entrance/continuation in the BMT program. Also change in course number for accuracy.
    - ii. Add a program fee of \$50 to each BMT/CMT Practicum.
    - iii. Because we have been delivering our methods in a three year cycle instead of a 2 year cycle, we need to reduce the certificate ‘secondary instrument’ hours by three hours

if it is to fit within 2 years. Also, two labs have been added to pedagogy courses (MUSI 3310/3320 have been added as corequisite to MUSI 43A3/43B3) and there is an error in a conducting course number (4543 should read 4143). Collectively, these changes allow room for one music elective added to the CME student's program.

- iv. Correct a typo in one psychology course number. Currently the calendar states that students need PSYC 2103. This should instead offer the selection of an elective from a range of PSYC courses, to be selected by the student.

## 9. Philosophy

- a. Course deletion
  - i. PHIL 2006 Ancient Philosophy
  - ii. PHIL 3513 Plato
  - iii. PHIL 3533 Aristotle
- b. Course modification
  - i. PHIL 2003 Ancient Philosophy: The Pre-Socratics to Plato - change in course title and number, change in calendar description, change in course weight
  - ii. PHIL 2013 Ancient Philosophy: Aristotle and the Hellenistic Philosophers - change in course title and number, change in calendar description, change in course weight
  - iii. PHIL 2023 Nineteenth Century Philosophy - change in course number (to 3023), change in course level, change in prerequisite
  - iv. PHIL 3223 Kantian Practical Reason – change in prerequisite
  - v. PHIL 3313 Philosophy of Mind – change in prerequisite
  - vi. PHIL 4113 Topics in Social and Political Philosophy – change in prerequisite
  - vii. PHIL 4853 Philosophical Topics – change in prerequisite
- c. Program modifications
  - i. PHIL BA Honours: Change the program requirement listed in the Calendar from: '2. 6h from: PHIL 2006 or both PHIL 3513/PHIL 3533' to '2. PHIL 2003, PHIL 2013'.
  - ii. PHIL BA Major: Change the program requirement listed in the Calendar from: '2. 6h from: PHIL 2006 or both PHIL 3513/PHIL 3533' to '2. PHIL 2003, PHIL 2013'.
  - iii. PHIL BA Second Major: Change the program requirement listed in the Calendar from: '2. 6h from: PHIL 2006 or both PHIL 3513/PHIL 3533' to '2. PHIL 2003, PHIL 2013'.

## 10. Sociology

- a. New course proposals
  - i. SOCI 2033 Writing in the Social Sciences
  - ii. SOCI 3503 Power Games: A Critical Analysis of Sport
- b. Course modifications
  - i. SOCI 1033 Social Problems – change in calendar description
  - ii. SOCI 2333 Technology & Society – change in calendar description
  - iii. SOCI 3803 Queer Studies – change in prerequisite and cross-coding with WGST 3803
  - iv. SOCI 3133 Ethnic & Race Relations – change in calendar description
  - v. SOCI 4003 Senior Seminar – change in grading to pass/fail

## 11. Women and Gender Studies

- a. New course proposals
  - i. WGST 4923 Contemporary Feminist Issues
- b. Course modifications
  - i. WGST 3123 Feminism and Popular Culture – change in prerequisite
  - ii. WGST 3803 Queer Studies – change in prerequisite, change in calendar description, and cross-coding with SOCI 3803
  - iii. WGST 4913 Women of the African Diaspora – change in prerequisite
- c. Modification to a Program
  - i. Addition of WGST 4923 as an optional requirement alongside WGST 4913 for students majoring and honouring in WGST. The rationale is to have more course offerings.
  - ii. Cross-coding SOCI 3803 with WGST 3803 will enhance offerings and widen the pool of instructors for this course.



- iii. Cross-list SOCI 3633 Issues of Health and Environment and Poverty with the WGST program.
- iv. Cross list SOCI 3503 A Critical Analysis of Sport with the WGST program, which is a new course proposal from Sociology.

**APPENDIX 1 - Agenda & Minutes of Senate Curriculum Committee  
(Administrative) Meetings**

**12/08/2017 & 12/11/2017**

**2017/18 Curriculum Proposals**

**Acadia University**

**Senate Curriculum Committee (Administrative) Meetings**

Friday, December 8<sup>th</sup>, 2017, 9:00 a.m. - Noon

... continued on Monday, December 11<sup>th</sup>, 2017 @ 9:00 a.m.

**Location:** Patterson Hall – Room 320

**AGENDA**

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1. Call to Order @ 9:00 am (*and reconvened at same time 11/12/2017*).
2. Approval of the agenda
3. Introductions
4. Overview of curriculum review process; roles / timeline / communications / documentation
5. Review curriculum proposal forms in the following sequence;
  - Arts
  - Pure & Applied Science
  - Professional Studies

**MINUTES**  
**Acadia University**  
**Senate Curriculum Committee (Administrative) Meetings**  
Friday, December 8<sup>th</sup>, 2017, 9:00 a.m. - Noon  
... continued on Monday, December 11<sup>th</sup>, 2017 @ 9:00 a.m.  
**Location:** Patterson Hall – Room 320

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**MEETING #1; Friday, December 8<sup>th</sup>, 2017, 9:00 a.m. – Noon**

**Present:** Mark Bishop (Registrar), Shawna Singleton (Associate Registrar), Lisa Caldwell (Registrar's Office), Paul Callaghan (FPS, Chair), Glenys Gibson (FPAS), Patricia Rigg (FA), John J. Guiney Yallop (FPS), Rob Raeside (Curriculum Committee Policy), Diemo Landgraf (FA), Jennie Rand (FPAS), Ann Smith (Library). **Regrets:** Jennie Rand (FPAS), Katie Winters (SRC – VP Academic)

In advance of the meeting master files of the curriculum change forms were reviewed by the Committee;

- Arts IDST Curriculum Changes 2017-2018 (147 pages)
  - FPAS Curriculum Changes 2017-2018 (105 pages)
  - FPS Curriculum Changes 2017-2018 (135 pages)
1. Paul called the meeting to order @ 9:00 am.
  2. Approval of the agenda: Moved by Rob Raeside, Seconded by Pat Riggs.
  3. Introductions provided an opportunity for Mark to meet members of the Committee. Besides Mark and Katie Winters (student rep.), the rest had also served on the committee in 2016/17.
  4. Discussion re: roles / timeline / communications / documentation. In the absence of anyone able to commit to the role of secretary, Shawna and Paul agreed to document proceedings such that all recommended edits and issues requiring follow up with relevant academic units were captured.
  5. Detailed discussion of curriculum proposal forms from the Faculty of Arts followed. Decisions on review of individual proposals that required follow up with Schools / Departments or further work to finalizing edits recommended by the committee are tabulated below.
  6. Meeting adjourned @ Noon.

**MEETING #2; Monday, December 11<sup>th</sup>, 2017, 9:00 – 11:30 a.m.**

**Present:** Mark Bishop (Registrar), Lisa Caldwell (Registrar's Office), Shawna Singleton (Associate Registrar), Paul Callaghan (FPS, Chair), Glenys Gibson (FPAS), Patricia Rigg (FA), John J. Guiney Yallop (FPS), Rob Raeside (Curriculum Committee Policy), Jennie Rand (FPAS).

**Regrets:** Ann Smith (Library), Diemo Landgraf (FA), Katie Winters (SRC – VP Academic)

1. Paul called the meeting to order @ 9:00 am
2. Detailed discussion of curriculum proposal forms from the Faculty of Pure & Applied Science and the Faculty of Professional Studies followed. Decisions on review of individual proposals that required follow up with Schools / Departments or further work to finalizing minor edits are tabulated below.

Summary of SCC Curriculum items from December 8 and 11 meetings

Faculty of Arts (and IDST)

Form	Program/Course	Committee Notes/Comments
	Faculty of Arts	Note in report that quorum was not reached in the Faculty of Arts Council meeting in which Faculty of Arts curriculum changes were presented.
Form: 4 Program Modification	Canadian Studies	Request clarification from Dr. Henderson and Dean of Arts regarding MPHEC approval off BAH (Cdns) program and on implications for items 1 & 2 in all degree options.  Change the word "pushed" in the second sentence of Question 13 to "challenged."
Form: 4 Program Modification	Comparative Religion	Capitalize "Indigenous" in Question 13.  Add an "e" to the word "th" in the first sentence, second paragraph.  Correction to Cross listed courses. Add "Clas 2293 and WGST 2913, remove HIST 2113
Form 1: New Course Proposal	ENGL 3953	Replace 20 <sup>th</sup> and 21 <sup>st</sup> with "Twentieth" and "Twenty-First" in the course description.  Remove the "and" after "and design,"  Ask the intent? Should "Children" be included in the title?
Form 3: Course Modification	IDST 2433	Use "1" instead of "I" in course title.  Include "1" in short description.  Remove Quotation Marks.  Move everything related to Prerequisite out of description and into prerequisite box.  Ask if Epic 3 can be removed next year.
Form 3: Course Modification	THEA 2753/THEA 2763	Change in prerequisite box was not checked of both the THEA 2753 and THEA 2763 forms.
Form 3: Course Modification	THEA 2883/THEA 2893	Add a ":" to course title after the word Histories. Add "ern" to Pre-Mod.  Note: Current course number incorrect, should be THEA 2883.
Form 4: Program Modification	Ethnocultural Diversity Studies	Capitalize "minors" in first sentence of Question 13.  Remove "113" from Question 13.

Form 1: New Course	HIST 1693	Modify course description to start with Exploration of. Delete "The course offers instructors the opportunity to"
Form 3: Course Modification	HIST 2633	Change course number to HIST 1003.  Ask Department if we should now remove HIST 2633, and if we need to remove the second-year level from the course.
Form 4: Program Modification	History and Classes	Make the language in item 1 of each program requirement consistent with language throughout the calendar.
Form 3: Course Modification	MUSI 2573/4563/4570	Ask for Short Title  Change Prerequisite wording to match calendar.  "Minimum grade of..."
Form 3: Course Modification	All modifications	Fix Corequisite wording to match calendar.  No titles, just course numbers.
Form 4: Program Modification	Music Therapy	\$50 fee is beyond purview of committee.
Form 4: Program Modification	Certificate in Music Education	The GPA in the new calendar description should read 2.0, not 2.
Form 4: Program Modification	Certificate in Music Therapy	Add an "s" to the word 'make' in the second paragraph of the new description.
Form 2: Course Deletion	PHIL 3513/ 3533	Form should indicate that the courses were requirements for major.
Form 3: Course Modification	PHIL 3023	Needs Antirequisite of PHIL 3023.
Form 1: New Course Proposal	SOCI 2033	Suggested changes to the beginning of the proposed course description.  Students are introduced to the XXXX of writing and research in the social sciences, learning to employ writing .....
Form 1: New Course Proposal	SOCI 3503	Need a short title.  Ask if the 6h of Sociology in the prerequisite should be at the 1000 level to be consistent with other SOCI prerequisites.
Form 3: Course Modification	SOCI 1033	Minor change to calendar description. Add "the following" after may include and remove the capital from "Consumerism"
Form 3: Course Modification	SOCI 3113	Minor change to calendar description. Add "the following" after may include.
Form 3: Course Modification	WGST 3803 and SOCI 3803	Ensure that each course has the other listed as an antirequisite.
Form 3: Course Modification	SOCI 4003	Add a "T" to WGS 1413 in the course prerequisites.
Form 4: Program Modification	Women's and Gender Studies	Add a comma after WGST 1413 in Item 1 of the Program Requirements.

### Faculty of Professional Studies

Form	Program/Course	Committee Notes/Comments
		Ensure "modeling" is spelled consistently throughout the calendar.
Form 1: New Course Proposal	CODE 1043/CODE 1963	Need to shorten title for transcripts
Form 1: New Course Proposal	CODE 285A	Confirm that this is a 1.5h course
Form 4: Program Modification	Community Development	The answer to the question about the addition of new courses should be "Yes".
Form 3: Course Modification	All courses – Education submissions	Ensure Arabic numbers are used instead of Roman numerals when applicable  Change "preservice" to "pre-service" throughout documents.
Form 3: Course Modification	EDUC 4673	Are prerequisites being removed? Please confirm.
Form 3: Course Modification	EDUC 4783	Ask Paul???
Form 3: Course Modification	EDUC 4753	Change in prerequisite should have been checked.
Form 4: Program Modification	Bachelor of Education	Add the title "Course Completion and Program Continuation" and reorganize the format and sequence of the statements.  Ad a space after "continue" in the first sentence.  Reorder paragraphs and add spacing between;  Practicum / Missed Classes / Failed Classes
Form 4: Program Modification	Bachelor of Education	Correct the order of the 60h of required courses.
Form 1: New Course	COMM 1013	Needs an antirequisite of COMM 1213.
Form 4: Program Modification	Bachelor of Kinesiology  Bachelor of Kinesiology  Honours (Nutrition)  Bachelor of Kinesiology (Nutrition Option)	Minor grammatical edits in description of degree requirements

### Faculty of Pure and Applied Science

Form	Program/Course	Committee Notes/Comments
		Ensure "Program " used throughout, not "programme"
Form 5: New Program	B.Sc. in Economics	Work with Dean and Head of economics to ensure documentation to be submitted to

		MPHEC detailing program requirements is clear and accurate for all 4 degree variants.
Form 4: Program Modification	Bachelor of Science with Honours and Second Major	Should "24h additional electives hours chosen in consultation with the departments in which the first and second Majors are taken" be included?
Form 4: Program Modification	Bachelor of Science with Honours AND Bachelor of Science with Major	See email from Duane Currie re: clarity in describing degree requirements.
Form 3: Course Modification	BIOL 4353	Forgot course code/number modified course code box.