

Office of the Senate Secretariat

Acadia University  
Wolfville, Nova Scotia  
Canada B0P 1X0

Telephone: (902) 585-1617  
Facsimile: (902) 585-1078



***The Senate of Acadia University acknowledges that we are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.***

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur from 4:00 p.m. to 6:00 p.m. on Monday 10<sup>th</sup> February, 2020 in BAC 132.

The agenda follows:

**1) Approval of Agenda**

**2) Minutes of the Senate Meeting of 13<sup>th</sup> January, 2020**

**3) Announcements**

**4) New Business**

- a) Motion that Senate approve the Prioritized Recommendations of the APRC coming out of the Review of the Department of Politics. *(D. Keefe) (Circulated separately)*
- b) Motion that Senate approve the recommended changes to the Mathematics admission requirements. *(D. Keefe) (attached)*
- c) Motion that the following statement be added to the Academic Regulations and Policies section of the Academic Calendar under the 1st paragraph, (Page 40, Transfer Credits)  
  
“Transfer credit grades do not appear on the Acadia transcript nor factor into the Acadia grade point average (GPA). The course equivalency and credit value, as well as an assigned Pass (P) grade do appear on the transcript.” *(D. Keefe) (attached)*
- d) Motion that all curriculum proposals reviewed by the Senate Curriculum Committee (Administration), with the exception of the proposal to adopt percentage range equivalents to alpha grades by academic units in the Faculty of Pure & Applied Science (FPAS), be approved. *(Note: the exception is the matter of a separate motion.) (P. Callaghan) (attached)*

- e) Motion that a table be included within the Faculty of Pure & Applied Science (FPAS) section of future Academic Calendars indicating the percentage range equivalents to alpha grades adopted by academic units in the FPAS (including the change of an A+ to a GPA of 4.33). The percentage range equivalents are the same as those documented in the 2018-19 Calendar. (*P. Callaghan*) (*attached*)
- f) Motion that the Dean of Arts and the Dean of Professional Studies bring the matter of mapping numerical grades to alpha grades to the attention of the appropriate bodies in their respective faculties for consideration. (*P. Callaghan*) (*attached*)
- g) Motion to approve Graduate Curriculum change of course title for EDUC 5563 from *Career Counselling* to *Career Development Process and Practice*. (*A. Redden*)
- h) Motion that Senate affirm the previously approved MSc program in Environmental Science (see June 2019 agenda for the original proposal) (*R. Raeside*) (*Circulated separately*)

**5) Other Business**

**6) Adjournment**

Sincerely,

ORIGINAL SIGNED  
Rosie Hare  
Recording Secretary to Senate

## **Announcements**

### **CHAIR OF SENATE WRITTEN ANNOUNCEMENT TO SENATE:**

The Senate Executive has developed a set of Guidelines for Written Announcements to Senate.

#### **Guidelines for Written Announcements to Senate (January 2020)**

Written announcements will be provided by the President, Provost and VP Academic, President of Divinity College (Dean of the Faculty of Theology), and the ASU President.

The Deans of the FPS, FA, and FPAS will collect information from their Heads and Directors and others in their units and will then send items to the VP Academic for inclusion in the Provost and VPA report, as will the University Librarian and Dean of Research and Graduate Studies.

Announcements should be separated into two sections: policy items of broader significance, and announcements of accolades and achievements. Items should be bolded to highlight main points.

Information provided in the reports may include, but need not be limited to:

- Significant scholarly accomplishments of faculty members and students
- Significant government or granting agency policy changes that could impact the Acadia community. This could include provincial MOU, NSERC or SSHRC or CIHR changes, or other
- Hosting of a conference on the Acadia campus
- Maple League initiatives and activities
- Accreditation reviews for various units not captured by APRC reports

*Note: When information is collected by the Deans to provide information for the Provost and Vice-President Academic Report, the individual disciplines/units and Deans will determine what constitutes a significant scholarly accomplishment within the particular (inter)disciplinary context. These could include significant publications, presentations and addresses, awards, performances, and/or creative works.*

### **PRESIDENT'S ANNOUNCEMENTS TO SENATE:**

No report this month.

### **PROVOST AND VICE-PRESIDENT ACADEMIC ANNOUNCEMENTS TO SENATE:**

## **PROVOST AND VPA REPORT TO SENATE – FEBRUARY 2020**

### **Acadia Colleague Enhancement (ACE) Project**

The first configuration workshops with Ellucian were carried out during the week of January 20<sup>th</sup>. These sessions began determining the configuration for the Core product. In addition, detailed workshops for data migration discovery began the week of January 13<sup>th</sup>.

#### **Important Dates:**

January – June 2020: Onsite workshops with Ellucian

October 2020 – January 2021: Functional testing

February 2021: Live simulation

May 2021: First semester in Colleague

### **Maple League Activities:**

As updated verbally at the last senate meeting, there were three Maple League funded projects with Acadia involvement that were missed in the January Provost report to the Senate, bringing the total number of projects involving Acadia researchers to eight out of nine. My sincere apologies to those who were missed. The additional projects are summarized below.

#### **Maple League Online Learning/Ideas-Based Course Fund**

- **Maple League Incubator**  
Project Coordinator: Dr. Michael Sheppard (Acadia)  
Student Lead: Brendan MacNeil (Acadia)
- **Data Science Training**  
Project Coordinator: Dr. Trevor Avery (Acadia)  
Local Leads: Dr. Russell Wyeth (St. FX), Dr. Patrick Bergeron (Bishop's), Dr. Tyson MacCormack (Mount Allison)  
Bioinformatics Contributor: Dr. Cory Bishop (St. FX)  
Lead Pedagogical Trainer: Danielle Quinn (Ph.D. candidate, Memorial University)

#### **Maple League Spring Institutes & International Field Studies Fund**

- **Spring Institute in Arts & Health**  
Dr. Ann Fox (St. FX)  
Dr. Catherine Morley (Acadia)  
Ms. Paula Rockwell (Acadia)  
Dr. Karen Brebner (St. FX)

### **Dean of Professional Studies search update**

The advertisement closed on January 15<sup>th</sup>. We had 15 applicants from a variety of disciplines and experiences. The selection committee decided to do video interviews with four candidates. The video interviews will be conducted between February 4<sup>th</sup> and 10<sup>th</sup>. From that, we will bring two or three candidates on campus for interviews, public presentation, and meetings with various groups including

faculty, staff, and students. As is standard practice, the CVs of the candidates that are brought to campus will be made available before their visits.

### **University Librarian search update**

The committee met and reviewed the position profile and the advertisement. The committee membership is:

- the Vice-President (Academic) who shall chair the committee and have a vote; **Dale Keefe**
- one Dean appointed by the President; **Anna Redden**
- one Department Head appointed by the Vice-President; **Erin Patterson**
- one Department Head or librarian, as appropriate, chosen by members of faculty; **Paul Doerr**
- two members from different ranks of faculty and librarians chosen by faculty and librarians; **Ann Smith; Anthony Pash**
- one student to be chosen by or under the auspices of the Students' Representative Council; **Mackenzie Jarvin**
- one senior staff member appointed by the Vice President Academic; **Mark Bishop**
- one member of Board of Governors appointed by the Board of Governors; **Debbie Rice**
- one member of the staff from the unit managed by the appointment; **Kelly Bennett**

### **Indigenous Affairs**

- The Coordinator of Indigenous Affairs held several meetings with programs and faculty in November, including with the Deans of Arts, and Pure and Applied Science. Action items from these discussions:
  - Music – course work on Indigenous issues; workshop on Indigenous issues with faculty
  - Community Development – course on Indigenous issues, hiring, long-term planning
  - Biology – research, Mi'kmaw Ethics Watch and outreach with Mi'kmaq communities on medicinal plant research with Nicoletta Faraone
  - Archaeology – Grand Council visit to the archaeological site
  - Politics – hiring of staff for Indigenous law and governance course
  - Faculty of Pure and Applied Science – workshop for faculty on two-eyed seeing in winter; Two-eyed Seeing Symposium in fall 2020
  - Rural studies – speaker visit from academic Darryl Leroux (see below)
- The Coordinator of Indigenous Affairs worked closely with Mark Adam and Jeff Torbert, School of Music, to include Indigenous pedagogy in some of their course work. Jeff Torbert is offering a course this semester on missing and murdered Indigenous women, men, boys, and girls in Nova Scotia. Their end of semester concert will fundraise for the Jane Paul Centre in Cape Breton for Indigenous women who are homeless. The Assembly of Nova Scotia Mi'kmaq Chiefs gave permission for this project, and the president of the Nova Scotia Native Women's Association and its executive director are working with Jeff.
- All Indigenous students were invited to meetings with the Coordinator of Indigenous Affairs between November 25<sup>th</sup> and 30<sup>th</sup>. The intent was to learn about their programs, their needs, what

they like about Acadia, what they don't like, and what supports they may need. The purpose is to start to build relationships and establish a sense of community. Exam baskets were made for all of the students who met with the Coordinator of Indigenous Affairs. The greatest concern identified by students is food access (cannot afford to eat). Students also have difficulties getting to New Minas for groceries, especially Walmart and the bulk food store. The Coordinator of Indigenous Affairs is working on ways to address this issue. Students also raised concerns with access to the health centre on campus. Other concerns raised include a lack of awareness about the Centre and students not being on the Indigenous student email list. A more comprehensive report on student needs will be drafted based on the discussions.

- Both of the part-time academic advisors are in place (Carrie Gloade and Darlene Copeland). Both have submitted a work plan and a schedule of events for winter semester.
- The Aboriginal Resource Centre has been rearranged to create a more comfortable and inviting environment. New furniture is coming for the space and the Aboriginal Advisor's office will be refurbished as well.
- In late November, the Coordinator of Indigenous Affairs met with Dean Currie to explore initiatives for the short- and long-term in the Faculty of Pure and Applied Science. Mi'kmaq Debort, Mi'kmaq Conservation Group and the Unama'ki Institute of Natural Resources, will give an introduction to faculty on two-eyed seeing (tentatively March 2020).
- The Coordinator of Indigenous Affairs submitted a funding proposal re: communications, racism and awareness to the federal government on violence against Indigenous men, women, and two-spirited Indigenous people, and human trafficking. This project will be over two years in partnership with gender studies at Mount Saint Vincent University, the Nova Scotia Native Women's Association, Mi'kmaq Family Children Services, the RCMP, and Senator Dan Christmas. It will also involve working with a marketing company and the film company that made the Treaty Education Films. Part of this proposal includes grant funding for Indigenous scholarships for each university over two years.
- Treaty Education will conduct the blanket exercise with the Strategic Leadership Council in May.
- In general, campus awareness needs to be increased. A work plan to complete faculty and staff workshops on this, and Mi'kmaq governance, Indigenous pedagogies and methodologies, UNDRIP and self-determination, is needed.
- Work continues regarding the Elder-in-Residence. This topic will go back to the chiefs for direction on March 3<sup>rd</sup>. Funding is a major challenge. We are working with the NSCC to cost-share and jointly appoint an Elder-in-Residence for Acadia and King's Tech.
- The first arts and events committee meeting took place on December 16<sup>th</sup>. It included representation from the Mi'kmaq community, the general community (Kings County, also will include the town of Wolfville), and from across campus (the ASU, ISSA, Destination Acadia, Communications, Chartwells, Residence Life, Student Services, professors, the Library, the Black Student Advisor). The meeting started with framing the intent of the committee. An important perspective discussed was the need to have authentic Mi'kmaq art on campus.

- There are three Indigenous instructors for winter 2020: Rosalie Francis (political science), Kayla Mansfield Zwicker (community development) and Carrie Gloade (education).
- The Indigenous Handbook is currently under review, and a step-by-step smudging protocol was drafted (January 2020) and will be reviewed at an upcoming meeting with Physical Plant and Security.
- The Coordinator of Indigenous Affairs and Maggie Jean Neilson have started work on the labeling of Indigenous books. Amanda Peters – a Glooscap band member and writer – has joined this committee, and outreach has gone to Indigenous students to support this work. The goal is to launch this initiative in June when Gerald Gloade will be speaking at the library.
- Work is underway on the Emerging Leaders’ Dialogue session. The Coordinator of Indigenous Affairs has reached out to Chief Sidney Peters, Chief Andrea Paul, Chief Terrance Paul, and Chief Toney as speakers or host locations.
- NWAC President Lorraine Whitman visited the Steam Space on January 30<sup>th</sup>. NWAC wants to have fablabs for Indigenous women across the country and was hoping they could establish a partnership with Acadia.
- Maggie-Jean Nielson is now providing weekly library services to Indigenous students in Rhodes 101.
- The Indigenous Education Advisory Council had its first meeting since June 2019 on January 16<sup>th</sup> following a postponement due to storm. A second storm impacted the ability to have the full council present though many Mi’kmaq participated via phone. The action items included:
  - signage and artwork on campus;
  - a Mi’kmaq language course;
  - the need for Indigenous instructors teaching courses on Indigenous peoples;
  - until Indigenous instructors are hired, non-Indigenous instructors and professors should have special cultural training;
  - move forward with direction from the chiefs on the Elder-in-Residence position;
  - the need for equity seats for admittance into programs;
  - continue to work with the Mi’kmaq post-secondary advisors on the self-identification issue and draft language;
  - BA/BEd proposal – a smaller working group will be formed on this; and
  - the next meeting is in May.
- The Midwinter feast is February 11<sup>th</sup> – opening prayer by the President of the Native Women’s Association of Canada Lorraine Whitman, drumming by Eastern Eagle, opening remarks to be confirmed by Chief Sidney Peters, and a presentation by Gerald Gloade from Mi’kmaaway Debort. The event will be in Wheellock and is open to all.
- Darryl Leroux spoke on campus January 16<sup>th</sup> in respect to his research and his book launch: *Distorted Identity – White Claims to Indigenous Identity*. He is a key ally to the Métis and First Nations on non-Indigenous people’s claims to Indigenous identity.

**What follows are announcements from the faculties and the division of research and graduate studies.**

## **FACULTY OF ARTS**

### **Department of English and Theatre**

Dr. Anne Quéma recently published a paper titled “Bioarchives of Affect: Erin Moure’s *The Unmentionable*” in *Studies in Canadian Literature* (vol. 45, no. 2, 2020).

Dr. Jon Saklofske is co-editor of a collection of essays titled *Feminist War Games? Mechanisms of War, Feminist Values, and Interventional Games*, which has just been published by Routledge (2020).

Dr. Jessica Slights has published a co-authored article on domestic drama in *Early Modern Literary Studies* (December 2019).

In January, Dr. Kevin Whetter presented a paper called “Malorian Afterlives: Some Texts and Reception of *Le Morie Darthur*” as part of the Dalhousie University Department of English Speakers Series.

The play “Heathers,” produced by our Theatre Studies program and directed by Dr. Robert Seale, involved students, faculty, and staff from across the Acadia community and ran from November 21<sup>st</sup> to December 1<sup>st</sup>. In three unprecedented Acadia firsts: a two-show extension was added to the two-week run, the entire run of a production completely sold out, and it had the highest attendance of any production to date!

### **Department of History and Classics**

Dr. James Whidden obtained research grants and funding for a scholarly translation of a political memoir (*Mudhakkirat Sa'd Zaghul*) through the Acadia University, 25.55 research grant.

Two MA students from the SOPT Program, Emily Lutz and Niall Buryk, successfully defended their thesis. Emily’s supervisor was Dr. Andrew Biro and Niall’s was Dr. James Brittain.

### **Department of Politics**

Shelby McPhee successfully defended his MA Politics thesis in December, with Rachel Brickner as supervisor.

### **Department of Sociology**

In January, Dr. Frank and Laura Fisher published, *The 2019 Report Card on Child and Family Poverty* for the Canadian Centre for Policy Alternatives-Nova Scotia (<https://www.policyalternatives.ca/publications/reports/2019-report-card-child-and-family-poverty-nova-scotia>) and completed the blog, *Three Decades Lost: Not even a 1% Reduction in Child Poverty since 1989*. On February 5, Dr. Frank gave an invited talk, *Child poverty in Nova Scotia: What the data tells us, why we should be concerned, and policy recommendations* at the Grand Rounds presentation at the IWK Health Centre, Cineplex Theatre. On January 15, The Halifax Chronicle Herald published, *Nova Scotia Government*



*far too Complacent about Child Poverty*, and CTV Atlantic conducted an interview with her on January 15 on, “Child poverty in Maritimes shows little improvement, report reveals” Atlantic.CTVnews.ca. This report received wide media coverage including CBC Information Cape Breton, CJLS, and on-line news with The Signal, Halifax Today, Port Hawkesbury Reporter and the Chronicle Herald.

## **FACULTY OF PROFESSIONAL STUDIES**

### **School of Music**

On January 11<sup>th</sup>, the School of Music faculty and students attended the first Morghan Krieger Memorial Hockey Game. This event was planned by friends of Morghan’s to honour her life and to raise funds for the Morghan Krieger scholarship in music therapy. The evening was made particularly special as 18 members of Morghan’s family flew from Alberta to attend the hockey game and to meet the recipient of Morghan’s heart. The family hopes to make it an annual event in her honour.

On January 18<sup>th</sup>, the School of Music faculty and students performed at the Tom Regan Memorial Concert. This annual concert is a part of the Performing Arts series and continues to be a wonderful showcase of the variety, talents, and collaborations which exist in the School of Music.

### **Department of Community Development**

On January 30<sup>th</sup>, the Department of Community Development hosted a Visual Facilitation Worksop with Rachel Derrah, a graphic facilitator with Brave Space Consulting and colleague Dr. Gabrielle Donnelley. Thirty participants attended comprised of faculty, staff, and students across faculties. The power to engage communities and other partners through the use of visual facilitation techniques was explored through an engaging evening of practice and discussion.

### **School of Business**

The Acadia Accounting Society hosted its first annual Accounting Leadership Session on January 17<sup>th</sup>. The event was sponsored by CPA Atlantic School of Business and Karlee Hunt, President of the Acadia Accounting Society, and Professor Ashley Doyle were the organizers. Guest speakers included Anne-Marie Gammon, (President & CEO of CPA Atlantic School of Business), Nick Sutherland (Acadia alumni providing CFO services in a variety of industries), Mrugakshee Palwe (Acadia alumni and co-founder of Atlantic Blockchain Company Inc.), Professor Ashley Doyle, and Professor Michael Kennedy.

On January 24<sup>th</sup>, Don Clow, Acadia graduate (’83), delivered his remarks to an appreciative audience gathered for the second installment of the F.C. Manning Speaker series. Mr. Clow is CEO of Crombie REIT, a member of the Board of Trustees for Granite Real Estate Investment Trust, a member of the Board of Governors of Acadia University and is on the Board of Directors of the QE2 Foundation. The Speaker Series is organized by fourth-year BBA student and president of the Acadia Business Society, Julia Russell.

## **FACULTY OF PURE AND APPLIED SCIENCE**

The **Psychology Department** has received some excellent news! A new student award has been established for psychology students: The Ellen V. Piers Psychology Award. The award will provide up to four awards of \$5,000 to \$10,000 in the first year of the award for fourth-year students planning to pursue graduate training in clinical psychology. In subsequent years, there will be \$10,000 available for one or two awards. Information about Ellen V. Piers and the award is provided below:

**Ellen V. Piers Psychology Award:** Established through the estate of Ellen V. Piers ('39, '46), this award is granted to a fourth-year student who is seeking graduate study in Clinical Psychology, as determined by the Department of Psychology. Dr. Ellen Piers earned a BA (1939) and a BEd (1946) at Acadia and finally a PhD (1954) at Peabody before becoming a well-known psychologist.

Dr. Catherine Morley from the **School of Nutrition and Dietetics** is a Co-Investigator on a recently funded \$50,000 SSHRC Individual Connection Grant, *Theatre as a bridge to empathy and healing: Learning from queer birth stories*. The Primary Investigator is Dr. Lisa Goldberg, School of Nursing, Dalhousie University; Robert Seale, Acadia University Theatre Department, is a Collaborator on the project.

Dr. Mark Mallory, **Biology**, was part of a large study that made the cover of the journal *Environmental Science and Technology*. The paper is titled "Synthesis of Maternal Transfer of Mercury in Birds: Implications for Altered Toxicity Risk."



## RESEARCH & GRADUATE STUDIES

### Cannabis Research

- **Aqualitas Inc. leases space within the David Huestis Innovation Pavilion for cannabis research**  
Aqualitas Inc., one of NS's largest cannabis producers, and Canada's first licensed producer to have its cultivation practices certified organic by Clean Green, has leased space within the David Huestis

Innovation Pavilion to conduct cannabis research and further their collaborations with Acadia faculty. A Health Canada License, issued on November 28<sup>th</sup>, 2019, under the Cannabis Act and Cannabis Regulations to Aqualitas Inc. permits them to conduct research in the Innovation Pavilion. Acadia faculty have been engaged in research with Aqualitas since 2016. In the last month, funding for the following new project has been awarded.

- **Dr. Nicoletta Faraone** (Chemistry) and **Dr. Kirk Hillier** (Biology) are working with Aqualitas Inc. to investigate optimal synthetic approaches for producing a water-soluble and highly stable cannabinoid/Cd. The project is funded by a NS Productivity & Innovation Voucher Award (\$15,000), which marks the 13<sup>th</sup> P&I Voucher awarded this year.

#### **NRC-IRAP CTO Projects (2) – Acadia Faculty Members collaborating with local companies**

- **Dr. Danny Silver** (Computer Science) is working with **Foodbyte Inc.**, a start-up housed in Acadia's Rural Innovation Centre, to help determine if data analytics and machine learning can help advance the food safety industry, including predicting high probability failures in food safety practices. Foodbyte, led by **CEO Matt Winchester, an Acadia Computer Science graduate**, has developed a business-friendly software system to help food processors and food exporters comply with new federal food safety regulations that came into effect in Canada in January 2019. The revised rules apply to businesses exporting food across provincial and national borders.
- **Dr. Andrew McIntyre** (Acadia Institute for Data Analytics) is working with **Tracker Inventory Systems Inc.**, a Cape Breton company, which specializes in designing innovative inventory systems for a wide range of industries. Their automated systems are particularly suited for industries that are challenged with high labour costs in rural and remote locations. Andrew McIntyre will be looking at computer vision for lobster and tracking analysis.

#### **Plastic pollution research**

Attention is focused worldwide on plastic pollution, especially plastics entering oceans, but very little is known about this contaminant in Arctic ecosystems. Under a new MOU developed between Acadia University and Adventure Canada (an expedition cruise company) as the logistic vehicle, **Dr. Mark Mallory** (Biology, Acadia's Tier 1 CRC in Coastal Ecosystem Resilience and Connectivity) has received research funding (\$60,000) from Environment and Climate Change Canada (ECCC) for sampling coastal plastics around Nova Scotia, Nunavut and Greenland shorelines, and developing a citizen science monitoring protocol to assess pollution in some of the remotest locations in the North.

#### **Acadia hosts two European companies to discuss NS business/research opportunities**

In partnership with Nova Scotia Business Inc. (NSBI), Acadia hosted a campus visit (January 14<sup>th</sup>) for CEOs from both ArminLabs (based in Germany - <https://www.arminlabs.com/en>) and Tezted (based in Finland - <https://tezted.com/>). These companies have an established collaboration that has resulted in the development of innovative tick-related diagnostic technologies and services. The purpose of their visit to Nova Scotia was to scout out potential locations for a Canadian clinical laboratory that will focus on tick-borne and associated diseases. During their visit, we discussed possible site locations in the Annapolis

Valley, as well potential research collaborations with Acadia researchers. Representatives from ACOA, Innovacorp and the Valley REN also participated in the meetings.

**ACADIA STUDENTS' UNION ANNOUNCEMENTS TO SENATE:**

Our new General Manager, Meghan MacDonald, has started with the ASU as of February 3rd. We are looking forward to helping Meghan transition into her new role with the Students' Union over the coming weeks.

Our General Election is underway and will be wrapped up on Thursday, January 13th with many of our 2020/21 Executive roles and student representatives on our Council being filled.

The SRC is working to pass the movement of BIPOCUS (Black, Indigenous, and People of Colour Caucus) to becoming a permanent Internal Organization within the ASU.

We have been working to promote the Men's Hockey Championship with the community and the University's Athletics Department which will be March 13-15th in Halifax as Acadia is hosting this year!

We are in the beginning stages of planning Cheaton Cup in collaboration with Residence Life. The date for the hockey game will be on Tuesday, March 17th.

**COLLEGE OF DIVINITY/FACULTY OF THEOLOGY ANNOUNCEMENTS TO SENATE:**

**Motion that Senate approve the Prioritized Recommendations of the APRC coming out of the Review of the Department of Politics.**

## **Academic Program Review Committee Recommendations**

### **Department of Politics**

The Academic Program Review Committee (APRC) met on 4 November 2019 with the Head of the Department of Politics to receive the Unit Response from the Department to the External Review Team's report on the Politics Department. This review was part of a regular cycle of reviews of Acadia's programs. After consideration of the review, the Unit Response, and discussion with the Department's Head, the APRC offers prioritized responses to the External Review recommendations.

The External Review was generally very positive noting that the Department is achieving the aspirational goals documented in their Self Study. The external reviewers emphasized the strengths of the faculty, programs, students, and collaborations within Acadia and the broader community, mentioning, in particular, teaching innovations such as the Passport program. Overall, challenges currently faced by the Department and described by the external reviewers were focused on A) Curriculum; B) Administration; and C) Policies and Practices. They are listed below with the Department's response to each recommendation. To address Department-generated recommendations, the Department added a fourth section: D) Other Recommendations. The Reviewers made fourteen specific recommendations and the Department added five further recommendations; the APRC prioritized these recommendations as immediate, medium, and long-term priorities and retained the original recommendation numbers. Importantly, the Department has already undertaken work to address the concerns raised by the External Review panel and by their own Self Study.

#### **A) CURRICULUM**

1. "The program would benefit from reducing and streamlining its second-year offerings. Relatedly, they should increase their offerings at the 3000 level."

Unit Response: We agree with the reviewers and have decided to reduce and streamline the second-year offerings. The number will be reduced to five 3 credit hour courses that will now be required for all majors. Some courses that are currently taught at the 2000 level will be moved to the 3000 level where more thematic courses are taught. A comprehensive suite of curriculum changes will be submitted to FAC in the Fall term of 2019.

The APRC agrees with this recommendation and the Department's response. We understand that the Department has already undertaken these changes and they are moving through the system already. IMMEDIATE PRIORITY

2. "To maintain the balance between offering courses within the long-established streams of the discipline and exposing students to a more expansive view of politics that better reflects current graduate research and publications, the Department should consider creating informal streams that group together non-traditional courses into distinct areas. There are groupings of courses presently into the four traditional streams (Canadian, Comparative, International Relations/Global Politics, and Theory). Honours students are currently required to take courses in each of these streams; Majors students, in three of four. New streams could include: Indigenous Politics; Gender and Women's Studies; Politics and the Environment, etc. While there need not be requirements for students to take courses in these new streams, having them formally recognized would allow better co-ordination between 2000 and 3000 level offerings."

Unit Response: The Department decided that the traditional four streams should be supplemented with a new stream (Public Policy). To make it easier for students to navigate the streams, the Department will embed the streams directly into the program requirements. As such, each major will now be required to take all five 2000 level courses. We found the proposal for other new streams exciting and well-founded however current resources do not support expanding the streams further. New Tenure Track positions would be required to support the addition of new streams and/or development of current streams and multidisciplinary minors (i.e., Indigenous Politics, Information and Technology Politics, Legal Studies, International Development Studies, etc.). A comprehensive suite of curriculum changes will be submitted to FAC in the Fall term of 2019.

The APRC understands that every major will be required to take five 2000-level courses, each representing a stream or area of Politics. We appreciate that this new structure will create more flexibility for students and increase the disciplinary coverage. Again, we acknowledge that the Department has already undertaken this work, and these changes are already working their way through the system. IMMEDIATE PRIORITY

3. a) "The graduate program needs to be redesigned so that students can reasonably expect to finish in one year. To affect this, we recommend that the requirements be reduced to five courses (from six), with one of the five courses a reading course in preparation for the

thesis. Further, the page length requirement of the thesis should be very significantly reduced to at most one half of the current length.”

Unit Response: The Department agrees with the reviewers that steps need to be taken to ensure that MA students can complete their degrees in a timely fashion. We decided that two pathways should be created for the graduate program. The first pathway will reduce the requirements to four courses and a thesis. The second pathway will require six courses and a non-thesis option. We anticipate that these changes will require MPHEC approval and so the specific details will be developed through the approval process.

The APRC agrees with these proposed changes to the MA in Politics, and the Dean will support the Department as it develops these changes and take the modified program through the MPHEC process. MEDIUM-TERM PRIORITY

3. b) In the body of the review, the reviewers note “inadequate funding for Graduate students.”

Unit Response: We support increasing the funding levels through Research and Graduate Studies (RGS) to support and attract graduate students and increase research opportunities for both students and faculty. Specifically, lack of funding limits the size and diversity of a student cohort. In our experience lack of adequate and secure funding also plays a role in slowing or stopping student’s progress.

The APRC acknowledges that funding for graduate students is necessary. While the Dean of Arts will work with the Dean of Graduate Studies and Research to develop such support, the capacity to increase funding for graduate students is beyond the scope of the APRC. MEDIUM-TERM PRIORITY

## B) ADMINISTRATION

4. “Politics should have 0.5 of an Administrative Assistant. This is especially pressing given the additional workload imposed by the housing of interdisciplinary programs in the Politics Department.”

Unit Response: The Department fully supports this recommendation and encourages the administration to fulfill it expeditiously so that the contract and good will of our Administrative Assistant is not further violated, and the needs of our students can be met. This requires that Politics has a dedicated 0.5 Administrative Assistant.

The APRC agrees that this recommendation is an important priority for the Department and encourages the Acadia administration to realign/rationalize administrative support so that it is more

equitable and departments have the assistance they need to function effectively. IMMEDIATE PRIORITY

5. “All teaching faculty members should have office space near the current Departmental space.”

Unit Response: The Department fully supports this recommendation and encourages the administration to fulfill it expeditiously. This is important because it encourages collaboration, inclusion and accessibility for students and faculty. We have recommended and continue to support the repurposing of the BAC 227 space to alleviate the current stalemate.

The APRC agrees that departments should be co-located, where possible. While Politics has identified a specific space to alleviate the issue, the APRC understands the complexity of space issues and encourages the Department to work with the Dean to solve the problem. While this has been identified as high priority, the timeline may be longer because of the complexity of resolving such an issue. HIGH PRIORITY

6. “More resources need to be committed to support faculty teaching initiatives.”

Unit Response: We interpret resources to mean more than general funds; it also includes course releases, training and administrative support. The Department is strongly committed to pedagogical innovation that responds to the needs and interests of our diverse students and communities. With the aim of developing these goals, we fully support this recommendation and encourage the administration to build on the current programming available on campus in collaboration with the Department. This would also enhance our commitments to experiential learning.

The APRC acknowledges that support for faculty who are developing innovative pedagogy and course development is crucial and necessary. While the Dean of Arts will work with the Provost and VP Academic to develop support, the capacity to increase funding and assistance for teaching initiatives is beyond the scope of the APRC. MEDIUM-TERM PRIORITY

7. “More funding for research is needed to help off-set the structural obstacles that faculty at smaller institutions experience in obtaining Tri-Council funding.”

Unit Response: The Department fully supports this recommendation and encourages the administration to fulfill it expeditiously. Specifically, the university needs to address structural barriers to help faculty secure funding (i.e., course releases, RGS support, matching funding, childcare, institutional and administrative support, research advocacy, faculty exchanges, grant incubators etc.)



The APRC acknowledges that support for faculty who are applying for and obtaining funding, both Tri-Council and other types of external funding, is necessary. The Dean of Arts will work with the Dean of Graduate Studies and Research to develop support; the capacity to increase internal funding for research is beyond the scope of the APRC. MEDIUM-TERM PRIORITY

8. “Given the enthusiasm displayed by students for civic engagement and experiential learning - in part successfully fostered by the members of the Department - more resources are needed to offer co-op placements appropriate to Politics students.”

Unit Response: The Department has committed to better acknowledge, coordinate and plan the exciting range of Departmental events so that these opportunities better reflect the streams and occur more regularly over the entire span of the year. We are undertaking a review of the co-op placements with the aim of ensuring the education component of the co-op is not lost in the opportunity to get job experience. This will take place in consultation with the co-op office. We also assert that more resources are needed to support and further develop the experiential based learning opportunities that we have innovated and also see in Politics programs at other universities (i.e., community service learning, study abroad, courses abroad etc.). We would strongly encourage, for example, the establishment of a campus-wide centre for experiential and community-centred learning that would provide training, project management and financial leadership to faculty.

As Acadia University has an established and nationally-accredited Co-op program, the APRC encourages the Department to meet and collaborate with them in order to enhance experiential opportunities for Politics students and to develop a fuller understanding of the benefits of co-op to their students. MEDIUM-TERM PRIORITY

### C) POLICIES AND PRACTICES

9. “Faculty, staff, and students would all benefit from a campus childcare facility. Childcare options proximate to Acadia would reduce transit time, enabling parents to participate more fully in campus life.”

Unit Response: The Department fully supports this recommendation and encourages the administration to fulfill it expeditiously. Lack of accessible campus childcare is one of the ignored structural impediments to research, teaching innovation, community engagement, recruitment, administrative support and meeting the needs of new and diverse students.

While the APRC understands the importance of accessible childcare, this recommendation is outside the purview of the APRC’s mandate.

10. “More consistent and pro-active mentoring of young faculty is needed to help them maintain focus on their research agendas.”

Unit Response: We agree with this recommendation and feel that a facilitated retreat will enable a clearer sense of what additional kinds of support and mentorship are desired by Junior faculty. Junior faculty have made clear that support that deals with the “whole professor” is needed (i.e., mental health support, physical and other expressions of wellbeing etc.). In the Department of Politics there are unique stressors related to our current political climate that impact faculty members’ ability to sustain their commitment to teaching, research and community engagement.

The APRC agrees with the Departmental response and encourages the Department to work with the Dean to organize such workshops or retreats. MEDIUM-TERM PRIORITY

11. “Efforts should be made to ensure rough equality of workloads by members of the Department.”

Unit Response: We feel that these concerns will be addressed through the proposed curriculum changes to the 2000 level courses and streams. However, a facilitated retreat will enable a clearer sense of what additional kinds of mechanisms might be needed to address this further.

The APRC agrees with the Department’s response that these concerns will be addressed through the curriculum changes. MEDIUM-TERM PRIORITY

12. “A clear, and consistently enforced policy on academic dishonesty is needed.”

Unit Response: Senate has now passed a new policy on academic dishonesty and appears in the Acadia Calendar. The new policy is now referenced in our syllabi.

No comment is necessary as the policy is now passed. IMMEDIATE PRIORITY

13. “Mid-career faculty would benefit from mentorship and support to ensure their continued interest in both research and teaching.”

Unit Response: We agree with this recommendation and feel that a facilitated retreat will enable a clearer sense of what additional kinds of support and mentorship are desired by mid-career faculty. As Junior faculty have made clear, support that deals with the “whole professor” is needed (i.e., mental health support, physical and other expressions of wellbeing etc.). In the Department of Politics there are unique stressors related to our current political climate that impact faculty members’ ability to sustain their commitment to teaching, research and community engagement.

The APRC agrees with the Departmental response and encourages the Department to work with the Dean to organize such workshops or retreats. MEDIUM-TERM PRIORITY

14. “The Department, faculty, and senior administration need to develop a clear policy on how to deal with racism, sexism, homophobia, etc. in the classroom. Faculty members and students must know what kind of behaviour and speech are and are not acceptable with clearly defined policies on how such disruptions will be handled.”

Unit Response: At the Department level, we developed a new policy on **Classroom Conduct and Freedom of Speech** that is now included in our syllabi (see below). Creating such a policy should have the symbolic effect of shielding a faculty member who addresses offensive and/or hateful speech and/or behaviour. However, we agree that Faculty of Arts and University level actions are needed if this “shielding” is to be more than a symbolic gesture.

**Department of Politics’ Statement on Classroom Conduct and Freedom of Speech:**

The mission of Acadia University is “to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders.” The freedom to explore, express, and evaluate different ideas is a critical part of this mission. In the Department of Politics, students are always encouraged to share their opinions and challenge accepted ways of thinking. By the same token, students should expect to have their own beliefs and values challenged, both by their instructor and by their classmates.

The free exchange of ideas can be an uncomfortable, confusing, and even upsetting experience, but it is vital to the learning process. As such, the learning process is only possible in an environment where all feel respected and dignified. A classroom is a community, one where every individual is an equal member. For this reason, uncivil, disrespectful, discriminatory, harassing, or disruptive communication and/or conduct are unacceptable and will not be tolerated. There are times when it can be hard to tell the difference between speech that is controversial and speech that is hateful. Ultimately, it is the responsibility of the instructor to make this distinction, following guidelines laid out in Acadia University’s [Policy on Harassment and Discrimination](#) and the [Nova Scotia Human Rights Act](#).

For more information, as well as for resources for students who believe they may be victims of harassment or discrimination, please visit Acadia’s [Equity Office](#).

The APRC congratulates the Department for developing such a statement and acknowledges that this statement has been taken to the Admissions and Academic Standing (Policy) Committee of Senate to be considered as a university-wide policy. IMMEDIATE PRIORITY

D) OTHER RECOMMENDATIONS:

The APRC lauds the Department for offering up further recommendations as these recommendations indicate the seriousness with which the Department undertook the review process and the deep self-reflection of the Department.

15. The Department decided that a first-year course would be added to meet its unique obligations under the Truth and Reconciliation Commission's calls to action. This course would focus on Indigenous political issues in Mi'kma'ki, Canada and the World. The course would be required for all majors and open to all Acadia Students. To allow time for extensive consultation with diverse Indigenous communities we plan to submit a new course proposal to FAC in the Fall term of 2020. This will require a university commitment of permanent faculty and other resources.

The APRC agrees with the Department undertaking a proposed first-year course open to all students to address Indigenous political issues. The APRC encourages the administration to consider ways of funding such initiatives that support Truth and Reconciliation. MEDIUM- TO LONG-TERM PRIORITY

16. The Department is reviewing its Honours Program requirements to ensure that students are better supported in the process. Any curriculum changes will be submitted to the FAC in the Fall of 2020.

The APRC agrees with the Department undertaking a review of the Honours program. MEDIUM-TERM PRIORITY

17. The Department initiated a "thickening" of its relationship with the Politics Librarian with the explicit goal of better collaborating around the pedagogical operations of the faculty and better representation of the Department in the Library's services, collections and supports. By inviting the Librarian to Department meetings to discuss and develop these initiatives, this process has begun in earnest.

The APRC acknowledges and congratulates the Department on this development of a stronger relationship between the Department and the Library. IMMEDIATE PRIORITY

18. While the reviewers recommended a facilitated retreat to address Departmental issues concerning curriculum, workload and mentorship, the Department also agreed that a second facilitated retreat was necessary to address longstanding and historical issues that affect the interpersonal relationships of the faculty. As such, the Department has sought support from the Dean of Arts to financially and logistically sponsor this retreat.

The APRC congratulates the Department on its commitment to redressing longstanding issues and acknowledges that the Dean has engaged a conflict resolution team to work with the Department in order to improve the working climate of the Department. IMMEDIATE PRIORITY

19. The Department has committed to responding to the recommendations of the external review, as well as future Departmental reforms, through an equity and diversity lens. This includes looking at ways to promote and facilitate diversity and equity and extends to all aspects of the Department's planning and decision-making, including faculty/staff, curriculum, and students.

The APRC acknowledges and applauds the Department's commitment to equity and diversity. LONG-TERM PRIORITY

**The Admission and Academic Standing (Policy) Committee reviewed these proposed changes and unanimously recommends the changes to Senate for approval.**

**Motion: That Senate approve the recommended changes to the Mathematics admission requirements.**

Item 1:

High School Mathematics Requirements for Admission

Each year, the registrar's and admissions offices review changes to high school mathematics curricula are reviewed province by province to confirm they correspond with Acadia admission requirements. Any provincial curriculum changes are sent to the Acadia Mathematics and Statistics Department for comment and recommendation. Dr. Jeff Hooper, Department Head Mathematics and Statistics proposes the suggested courses appearing in red:

Province	Required Academic Math (one of)	Required Pre-Calculus Math (one of)
Alberta, NWT & Nunavut	Applied Math 30 Pure Math 30 Math 31 Math 30-2 Math 30-1	Pure Math 30 Math 31 Math 30-1
British Columbia & Yukon	Foundations of Math 12 Pre-Calculus 12 Calculus 12 Statistics 12	Pre-Calculus 12 Calculus 12
Manitoba	Applied Math 40S Pre-Calculus 40S	Pre-Calculus 40S
New Brunswick	Trig & 3-Space 121/122 Adv. Math with Intro to Calculus 120 Foundations of Math 120 Pre-Calculus 120A Pre-Calculus 120B Math 30411B Math 30411C Math 30421C	Adv. Math with Intro to Calculus 120 Pre-Calculus 120A and 120B
Newfoundland & Labrador	Math 3204 Math 3205 Math 3207	Math 3207 Advanced Math 3200 Intro to Calculus 3208

	Academic Math 3201 Advanced Math 3200 Intro to Calculus 3208	
Nova Scotia	Math 12 Advanced Math 12 Pre-Calculus 12 Calculus 12	Pre-Calculus 12 Calculus 12
Ontario	Data Management (MDM4U) Advanced Functions (MHF4U) Calculus and Vectors (MCV4U)	Advanced Functions (MHF4U) Calculus and Vectors (MCV4U)
PEI	Math 621A Math 621B Math 611B	Math 621B Math 611B
Saskatchewan	Math B30 Math C30 Calculus 30 Foundations of Math 30 Pre-Calculus 30	Math C30 Calculus 30 Pre-Calculus 30

**Admission and Academic Standing (Policy) Committee Transfer Grade proposal:**

**Motion:**

**Be it proposed that the following statement be added to the Academic Regulations and Policies section of the Academic Calendar under the 1st paragraph**

**--- (Page 40, Transfer Credits):**

**“Transfer credit grades do not appear on the Acadia transcript nor factor into the Acadia grade point average (GPA). The course equivalency and credit value, as well as an assigned Pass (P) grade do appear on the transcript.”**

Mark Bishop, Registrar, brought forward a proposal to add a statement to the Academic Regulations and Policies section of the Academic Calendar. This proposal will alleviate the issue of GPA impact for any and all students who have studied elsewhere, allow us to be consistent in the application of transfer credit grades, as well as put us in line with the majority of our peer institutions.



**Motion that all curriculum proposals reviewed by the Senate Curriculum Committee (Administration), with the exception of the proposal to adopt percentage range equivalents to alpha grades by academic units in the Faculty of Pure & Applied Science (FPAS), be approved. (Note: the exception is the matter of a separate motion.)**

**Senate Curriculum Committee (Administrative)**

**2019-20 Curriculum Change Proposals**

**Report to Senate**

**February 10<sup>th</sup>, 2020**

**Committee Members:** Mark Bishop (Registrar), Paul Callaghan (FPS, Co-Chair), Zachary Goldsmith (SRC), Andy Mitchell ((FPAS, Secretary), Peter Williams (Chair SCC Policy), Patricia Rigg (FA, Co-Chair), Kait Pinder (FA), Daphne Flanagan/Jennifer Richards (Library), Igor Semenenko (FPS), Allison Walker (P&AS), Theology (Vacant), Shawna Singleton (Associate Registrar)

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## Overview

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

Type of Proposal	Faculty			TOTAL
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	6	1	5	12
Course Deletion (Form 2)	13	7	1	21
Course Modification (Form 3)	25	21	16	62
Program Modification (Form 4)	12	7	6	25
New Program (Form 5)			2	2
<b>Totals:</b>	56	36	30	<b>122</b>

Curriculum proposals were submitted to the Senate Curriculum Committee - Administrative (SCCA) by Nov. 29th, 2019. A summary listing of all proposals submitted follows, with the complete forms for all proposals available within SharePoint. Those interested in accessing the SharePoint site to review forms should contact Shawna Singleton, Associate Registrar @ [shawna.singleton@acadiau.ca](mailto:shawna.singleton@acadiau.ca). 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.

Compilations of proposals by faculty were distributed to members of the committee for review in advance of meetings held 12/6/2019 and 12/9/2019 (Agenda included as Appendix 1). During these meetings, each proposal was discussed resulting in one of the following actions; (i) proposals deemed acceptable as submitted ("no issues"), (ii) proposals were edited by the committee during the meeting to catch minor, non-substantive oversights in completing forms (e.g. grammatical errors, courses mis-numbered, etc.), or (iii) proposals were designated as requiring clarification through consultation with the Director or Head of the relevant academic unit.

All instances requiring consultation with academic units have now been resolved. In turn, the Co-Chairs have and will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2020/21 Calendar and within Eden, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

## MOTIONS (2)

1. That all curriculum proposals reviewed by the Senate Curriculum Committee (Administration), with the exception of the proposal to adopt percentage range equivalents to alpha grades by academic units in the Faculty of Pure & Applied Science (FPAS), be approved. Note: the exception is the matter of a separate motion.
2. That a table be included within the Faculty of Pure & Applied Science (FPAS) section of future Academic Calendars indicating the percentage range equivalents to alpha grades adopted by academic units in the

FPAS (including the change of an A+ to a GPA of 4.33). The percentage range equivalents are the same as those documented in the 2018-19 Calendar.

## SUMMARY LISTING; PROPOSALS FOR CURRICULUM CHANGES 2020/21

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

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

##### Summary:

After Acadia's adoption of a non-numerical grading scheme, units within FPAS have proposed that a table similar to that found in the 2018-2019 Academic Calendar, including the change of an A+ to GPA 4.33, be included in the next Academic Calendar (see below). This will help students that receive evaluations with numerical grades (i.e., quizzes, tests, exams, or any other evaluation receiving a numerical grade) to determine where their grade fits within an alpha-based grading scheme.

Alpha grade	GPA value	Percentage range*	Rating
A+	4.33	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	

#### APPLIED SCIENCE

##### Engineering

APSC 1073X1; course modification; change in course title, description, adding 1 hour per week of tutorial time.

##### BIOLOGY

BIOL2053A1/B1; Addition of CHEM 1013/1023 prerequisite

Justification: In the summer of 2019, H el ene d'Entremont and Todd Smith performed a detailed analysis on the students who took BIOL 2053 in Fall 2018, using data from Eden. We found that adding the prerequisite of CHEM 1013/1023 would impact less than 2% of the students registered in BIOL 2053 (i.e., three students out of a total of 168), BUT we also found that any student who took BIOL 2053 after receiving less than a C- in CHEM1013 OR CHEM 1023 ultimately failed BIOL 2053 (i.e., a mark of F), likely in part from their poor understanding of concepts presented in introductory chemistry courses. We are setting up our second-year students for frustration, loss of self-confidence, and ultimately failure if we do not ensure they have the appropriate background for the next level in their undergraduate programs.

Deletion of BIOL 2073, 3253, 3563, 4213, 4333, 4613, and 4863:

Justification: Biology is in the process of revisiting its curriculum, with the first step to remove courses from the calendar that are no longer offered, and will very likely not be offered in the foreseeable future. Some courses have not been offered in 10+ years, while others were the specialties of faculty that have retired within the past five years. The ultimate goal of these deletions is to streamline our curriculum and remove any potential confusion for students when making decisions about course availability during enrolment periods.

Cross Listing CHEM 4773 Natural Product Chemistry as BIOL4773 Natural Product Chemistry

Justification: It was brought to my attention that this would be a natural to cross list in Biology, particularly given Dr. Faraone's previous Post-Doc work in Biology in Dr. Hillier's lab. Dr. Hillier's lab works extensively on natural product interactions with insects, and thus this course would provide further background for such studies.

## **CHEMISTRY**

Program Modification – Honours

This is a change to the math requirements from MATH 1013, 1023, 2013, and 2023 to: Math 1013, 1023 plus 6h from selection of Math, Phys, and Comp courses. The idea here is to maintain the number of "quantitative" courses our honours students must take, but to greatly widen the number of courses they are allowed to take to include important topic areas such as computer science, statistics, and advanced physics courses such as optics. It should make the program overall more accessible, more customizable, and easier to schedule.

Program Modification – Major

The math requirements are adjusted from MATH 1013, 1023, 2013, 3h Math elective to MATH 1013, 1023 plus 6h from selection of Math, Phys, and Comp courses. The motivations for this change are the same as for the Honours program.

Course modifications to CHEM 3113 and 2103 – changed math prereqs. in accordance with new math requirements described above.

Addition of CHEM 4773 – Natural Products Chemistry as a new course. This is the area of specialization of our new biochemist, Dr. Nicoletta Faraone.

## **COMPUTER SCIENCE**

**Degree Changes:**

1. BCSH
  - a. Remove 6h Math at 2000+ level from the BCSH

- b. Adjust Statistics requirements from requiring both M2233/2243 to requiring Math 2233 & Math 2000+ elective. (Note: students are also able to take Math 2213/2223 if they wish.)
- 2. BACS
  - a. Remove limitation on students getting credit for Math 1613.
  - b. Fix Statistics requirement from Math 2233 or Math 2213” to “Math 2233 or Math 2213/2223”. This was an error in calendar wording that needed to be fixed.
- 3. BCS
  - a. Fix Statistics requirement from Math 2233 or Math 2213” to “Math 2233 or Math 2213/2223”. This was an error in calendar wording that needed to be fixed.

**Prerequisite changes:**

- 1. COMP 3413 – Automata – Remove Math 1023
- 2. COMP 3553 – Graphics – Remove Math 1023, add Math 1013
- 3. COMP 4343 – Networks and Distributed Systems – Remove Math 1023

**Course Changes:**

- 1. COMP 2523 – Security – Move to COMP 3123 - Remove COMP 1123, Math 1023, add COMP 2113, Math 2233 or Math 2223,
- 2. COMP 3613 – New course description and pre-requisites for AI 1
- 3. COMP 4613 – New course description and pre-requisites for AI 2

**CO-OPERATIVE EDUCATION**

Original Course Number	New Course Number
COOP 1900	COOP 1902
COOP 2900	COOP 2902
COOP 3903	COOP 3902
COOP 3703	COOP 3706
COOP 3803	COOP 3806

**EARTH AND ENVIRONMENTAL SCIENCE**

**GEOL 4713, 5713** – two courses taught together have their course descriptions adjust to match each other.

**GEOL 3303, 3323, 4843** – concept of sedimentary geology and petroleum geoscience formerly offered in GEOL 3303 and 3323 reorganized into GEOL 3303 and a newly numbered course 4843, which will expand to include modules on other energy sources than coal-oil-gas.

**Program modifications for Geology and Environmental Geoscience** – returning GEOL 3303 to the core, so all students will complete 3<sup>rd</sup> year courses in igneous, sedimentary and metamorphic geology.

**One course in Environmental Science** has its title modified to avoid issues with the term “Professional”

**Mathematics & Statistics**

One change from Math: a very minor one to the Math 1013 prerequisites; modifying the language to reflect the change to letter grades only. **Old Prerequisites:** 60% or better in NS Precalculus 12 (or equivalent), or 60% or better in Math 0120, or 60% or better in Math 1613

**New Prerequisites:** 60% or better in NS Precalculus 12 (or equivalent), or C- or better in Math 0120, or C- or better in Math 1613

## NUTRITION AND DIETETICS

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

Nutr 2013 - Principles of Nutritional Assessment (**Change in calendar description**)

Nutr 4306 - Applied Sports Nutrition (**Change in pre-requisite**)

## PHYSICS

The Physics Core requires students to take PHYS 1013 or PHYS 1053/PHYS 1063. We allow this substitution because occasionally students enroll in Physics 1053/63 and discover they wish to major in physics. This makes it somewhat easier for them to make that change. However, we also have a statement in the calendar that says that students may not offer PHYS 1053 and PHYS 1063 for major credit. We wish to resolve this discrepancy. There is language in the course descriptions that clearly limits students to only offer one of PHYS 1013 or PHYS 1053/PHYS 1063 for credit.

In addition, we introduced a new course this year for ENV5 students, PHYS 1563, which we do not wish to allow students to offer for major credit.

So, we are modifying the statement about which courses may not be offered for major credit to remove PHYS 1053 and 1063 and add PHYS 1563.

## PSYCHOLOGY

Change Type	Course	Proposed Changes	Reason for Change
Course Title & Description	PSYC3323: Hormones, Drugs & Behaviour	<i>Title:</i> Psychopharmacology <i>Description:</i> modified to remove hormones and an out-of-date anti-requisite	- Too difficult to cover all the content in one course so have been focusing on the drug aspect. - Making description and title reflect practice.
MSc Program Change	N/A	<i>Old:</i> "Students must obtain a minimum grade of B- in all graduate courses. Students obtaining a final grade below B- in any course <b>must withdraw from the program</b> , unless special permission to continue in the program is granted by the department." <i>New:</i> "... <b>must withdraw from the program or be dismissed, unless special permission to continue is granted by the Department.</b> "	- Clarifying that even if a student does not withdraw, they are not eligible to stay in the program (they will be dismissed). - This has happened in our program recently; this is simply articulating clearly current practice.
MSc Calendar Description changes	N/A	Clarify and add details to the calendar description of what constitutes the	- We receive many queries about what constitutes equivalency to an

(for equivalency)		equivalent of a honours degree for potential applicants to our MSc program.	honours degree in psychology. We want to be able to point potential applicants to a clear description of how we define equivalency.
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**FACULTY OF PROFESSIONAL STUDIES (alphabetical by Department / School)**

**School of Business Curriculum Changes**

**1. New Course Proposal (Form 1)**

**BUSI 3743 Doing Business Abroad**

This course provides students with insight into the economic conditions, work environments, cultural context and societal norms that influence business practices in a foreign country. The country of focus will change periodically based on the availability and interests of faculty. Learning will occur through lectures, course assignments, and travel to the country for an immersive experience of seminars, site visits and cultural events. *Prerequisite(s):* third or fourth-year standing with preference to those enrolled in the BBA program.

**2. Modification to existing course (Form 3)**

**BUSI 3853 Technology Innovation and Business**

This course provides students with an overview of the principles and theories of technology strategies and the economics of innovation. Specifically, the course focuses on management creativity and innovation processes and the development of strategies to leverage technology innovations in today’s business environment. Topics such as the technology life cycle, incremental versus radical innovations, and process innovations are also discussed. *Prerequisite(s):* BUSI 2803, BUSI 2743, each with a minimum grade of C-.

**BUSI 3853 Design and Business Model Innovation**

This hands-on course explores the relationship between innovation and business strategy, and the role of design thinking in the innovation process. Student teams apply design thinking methods and client engagement skills to develop product and business model designs for an entrepreneurial venture. *Prerequisite(s):* BUSI 2803, BUSI 2773, each with a minimum grade of C-.

**3. Program Modification (Form 4);** adjustments to degree requirements for 3 of 6 BBA Majors (changes highlighted – no new courses required for the modifications). Items 1 & 2 of degree requirements (60 h of required courses) remain unchanged, so are not indicated here:

**Program Requirements**

**BBA with Major in Business Technology Management,**

3. All of the following (12h): BUSI 3723, **BUSI 3813 Business Analytics Modelling 2**, BUSI 3853, BUSI 4663, each completed with a minimum grade of C-
4. All of the following (15h) **COMP 1113 Computer Programming 1**, COMP 1813, COMP 2863, COMP 3513, COMP 2853



5. 6h from: BUSI 2773, BUSI 3293, **BUSI 4433 Digital Marketing**, BUSI 4553, ~~BUSI 4653~~ (courses chosen must be completed with a minimum grade of C-)
6. 6h from ~~COMP 1113~~, **COMP 1123 Computer Programming 2**, ~~COMP 1893~~, **COMP 2513 Web-Centric Programming**, **COMP 2663 Software Engineering 1**, COMP 2903, ~~COMP 2923~~
7. 6h of non-business courses
8. 15h university electives (business or non-business)

**Rationale:** Increase the number of courses with programming, modeling and data analytics students must complete.

#### **BBA with Major in Entrepreneurship and Innovation**

3. All of the following (9h): BUSI 2773, BUSI 4773, BUSI 4553 (each completed with a minimum grade of C-)
4. ~~12~~15h from: BUSI 2763, BUSI 3853, BUSI 3723, ~~BUSI 4403~~, **BUSI 4413 Personal Selling and Sales Management**, BUSI 4563, BUSI 4613, BUSI 4653, **BUSI 4663 Project Management**, ~~ECON 3833~~, ~~DST 2706~~ (courses chosen must be completed with a minimum grade of C-)
5. 30h non-business electives
6. ~~9~~ **6h** university electives (business or non-business)

**Rationale:** Increase the number of discipline-specific credit hours by 3h. Eliminate courses listed as options within “choose from among” that are no longer offered; replacing them with two courses that are routinely offered and support more than one major.

#### **BBA with Major in Marketing.**

3. Both of the following (6h): BUSI 3433, BUSI 3473 (completed with a minimum grade of C-)
4. ~~12h~~ **15h** from BUSI 3463, BUSI 4403, BUSI 4413, BUSI 4423, BUSI 4433, BUSI 4483, BUSI 4543, **BUSI 4633 Ethics, Business and Society**, BUSI 4653, **BUSI 4933/4943 Projects in Business** (courses chosen must be completed with a minimum grade of C-)
5. 30h of non-business courses
6. ~~12~~9h of university electives

**Rationale:** Increase the number of discipline-specific credit hours by 3h. Increase the options within “choose from among” by adding one course that is routinely offered and supports more than one major, and a supervised applied project-based course.

#### **4. New Program Proposal (Form 4)**

**BBA and BBAH Major in Strategic Leadership for Sustainability:** The proposed modification to the BBA program provides an additional option to major in Strategic Leadership for Sustainability, an interdisciplinary major that combines courses from all three faculties. The degree requirements are outlined below for the major; items 1 and 2 are the 60h of required courses for all BBA degree variants, while items 3 – 8 are the requirements for the remaining 60 h for the proposed Major in Strategic Leadership for Sustainability. Course titles are provided for items 3 – 8. Equivalent modifications to the corresponding option of a BBA Honours with Major follow.

#### **Bachelor of Business Administration with Major**

##### **Program Requirements**

Students must complete the 60 credit hours outlined in requirements 1&2 below, plus additional courses as described within their chosen major.

1. All of the following courses (57h): BUSI 1013, BUSI 1703, BUSI 2803, BUSI 2013, BUSI 2223, BUSI 2233, BUSI 2423, BUSI 2433, BUSI 2513, BUSI 2733, BUSI 2743, BUSI 3063, BUSI 3613, BUSI 4953, BUSI 4963, COMM 1213, ECON 1013, ECON 1023, ECON 2613, each completed with a minimum grade of C-
2. 3h from: MATH 1613 or MATH 1013 (whichever course is chosen must be completed with a minimum grade of C-)

##### **Major in Strategic Leadership for Sustainability**

1. All of the following (9h): BUSI 2763 Organizations and Sustainability, BUSI 4633 Ethics, Business and Society, BUSI 4773 Social Entrepreneurship, each completed with a minimum grade of C-.
2. All of the following (9h): CODE 1023 Environment and Sustainability Society, ENVS 1013 Introduction to Environmental Science 1, ENVS 1023 Introduction to Environmental Science 2
3. 12h from: ENVS 3113 Legal Issues in Environmental Science, ENVS 3423 Environmental Impact Assessment, ENVS 3513 Climate Change for Environmental Professionals, ESST 2013 Environmental Justice and Equity, ESST 3523 Sustainable Technologies, POLS 3213 The Politics of Water, POLS 3883 The Politics of the Environment
4. 9h from: CODE 2033 Sustainable Community Development, NUTR 2323 Food and People, BUSI 3433 Consumer Behaviour, BUSI 3723 Organizational Change, BUSI 3753 Gender and Diversity in Organizations, BUSI 4933/4943 Projects in Business
5. 9h non-business electives
6. 12h university electives (business or non-business)

Note; Equivalent modifications to Bachelor of Business Administration with Honours and Major in Strategic Leadership for Sustainability

##### **Community Development Curriculum Changes**

1. Form 3 – Course Modification – Changing CODE2013 to CODE 3023

2. Form 3 – Course Modification – Changing CODE3583 name
3. Form 4 – Program Modification – Changing the academic calendar to take out CODE2013 and replace with CODE 3023.

### Education Curriculum Changes

EDUC 4263 change in course title to Curriculum Practices for Diverse Learners

### School of Kinesiology Curriculum Changes

#	Course	Curriculum Changes New Option, Program Change, New Course, Course Modifications	Rational
1	Bachelor of Kinesiology with Honours   Bachelor of Kinesiology   Bachelor of Kinesiology with Honours (Biology Option)   Bachelor of Kinesiology (Biology Option)   Bachelor of Kinesiology with Honours (Nutrition Option)   Bachelor of Kinesiology (Nutrition Option)   Bachelor of Kinesiology with Honours (Psychology Option)   Bachelor of Kinesiology (Psychology Option)	Add 3hrs to Kinesiology Core Requirements. Remove 3hrs to University Electives. Remove limitations to University Electives.	The CCUPEKA program review indicated that SOK Anatomy lab components should be increased. Alumni have indicated that a second anatomy course would be beneficial. Students have indicated the limitations on the university electives prevents them from selecting courses in particular kinesiology areas.
2	KINE 1413 Applied Human Anatomy (KINE 1413 Human Anatomy 1)	Course description and name change.	
3	KINE 4813 Advanced Human Anatomy (KINE 3053 Human Anatomy 2)	Change in course level and course description. Added to core Kinesiology requirements.	
4	Bachelor of Kinesiology with Honours (Exercise Science & Training Option)   Bachelor of Kinesiology (Exercise Science & Training Option)	New program option.	This option currently exists in Kinesiology this change formalizes it for students.
5	Bachelor of Kinesiology with Honours (Athletic Therapy Option)   Bachelor of Kinesiology (Athletic Therapy Option)	New program option.	In preparation of the Canadian Athletic Therapists Association accreditation process, these courses have been modified or added. This will allow for better sequencing of topics and competencies, progressing from introductory assessment and rehabilitation knowledge/skills to more advanced knowledge and skills.
6	KINE 3400 First Responder	New course in Athletic Therapy Option.	
7	KINE 3413 Assessment of Athletic Injuries – Lower Extremity (KINE 3413 Assessment and Rehabilitation of the Lower Extremity)	Course name and description change. Addition of lab. Change in prerequisites.	
8	KINE 3423 Assessment of Athletic Injuries – Upper Extremity (KINE 3423 Assessment and Rehabilitation of the Upper Extremity)	Course name and description change. Addition of lab. Change in prerequisites.	
9	KINE 3433 Athletic Therapy Field Practicum	New course in Athletic Therapy Option.	
10	KINE 4433 Athletic Therapy Clinical Practicum	New course in Athletic Therapy Option.	
11	KINE 4803 Professional Aspects in Sport Injury Assessment and Care	Change in prerequisites.	
12	KINE 4843 Principles of Sport Injury Rehabilitation (KINE 4843 Assessment and Rehabilitation of the Axial Skeleton and Pelvis)	Course name and description change. Addition of lab. Change in prerequisites.	
13	KINE 4853 Professional Issues in Sport Injury Rehabilitation (KINE 4853 Therapeutic Modalities)	Course name and description change.	
14	KINE 4823 Aging Physiology & Exercise	Change in prerequisites.	Students require foundational material for this higher-level Physiology course

### School of Music Curriculum Changes

Course modifications/pre-req's/typos:

MUSI 2283 – pre-req change (typo)

MUSI 3223 – pre-req change

MUSI 4943 – pre-req change

**Course deletions:**

MUSI 3553 – course deleted

**New Course Proposals:**

MUSI 4556 – Music Therapy Internship

**Program Modifications:**

Bachelor of Music (concentration in Music Education)

- adjusting list of required and optional courses to avoid content crossover
- replacing MUSI 1713 with MUSI 1353, as it is more of a beginner course.

Bachelor of Music Therapy/Certificate of Music Therapy

- adding an Internship into the BMT/CMT
  - creating a new course to cover the Internship (MUSI 4556)
-

## **FACULTY OF ARTS (alphabetical by Department / Unit)**

### **Faculty of Arts**

#### **ENGLISH AND THEATRE**

##### **A) Modification to courses descriptions**

- THEA 1001 Production Credit 1
- THEA 2002 Production Credit 2
- THEA 1483 Introduction to Theatre
- ENGL 2183 Heroes and Villains: replaces IDST 2433, so change in code number and calendar description

##### **B) Modification to programs**

- THEA: modification to the Performance and Production requirements with an emphasis on core Theatre courses in Theatre History, Modern Drama, and Theatre Ideas.
- ENGL: modification to the list of cross-listed courses to replace IDST 2433 with ENGL 2183
- ENGL MA program: language clarification in the Calendar concerning the 4 graduate courses that the program offers every year (form sent to RGS)

#### **HISTORY**

- Form 1: New Course Proposal – HIST 3703
- Form 1: New Course Proposal – HIST 3833
- Form 2: Proposed Course Deletion – IDST 2433
- Form 3: Proposed Modification to an Existing Course – CLAS 1803 Change in course number or title not in same year, Change in course level
- Form 3: Proposed Modification to an Existing Course – CLAS 3113 Change in course number or title within same year, Change in calendar description
- Form 3: Proposed Modification to an Existing Course – HIST 1613 Change in course number or title within same year, Change in prerequisite
- Form 3: Proposed Modification to an Existing Course – HIST 2503 Change in calendar description
- Form 3: Proposed Modification to an Existing Course – HIST 2533 Change in course number or title within same year, Change in calendar description
- Form 3: Proposed Modification to an Existing Course – HIST 3493 Change in course number or title within same year, Change in calendar description
- Form 4: Proposed Modification to a Program – Classics (removing IDST course) Deleting cross listed course IDST 2433 from Classics
- Form 4: Proposed Modification to a Program – Classics (removing POLS courses) Updating the cross-listed courses, removing POLS 2343 and adding POLS 3353
- Form 4: Proposed Modification to a Program – History (cross listing CLAS) Cross listing CLAS 1113, CLAS1123, CLAS 2663, CLAS 2673 with History

#### **LEGAL STUDIES**

- SOCI 3793 Violence cross-list with Legal Studies Minor Please note that SOCI 3793 is a new course proposal. The new course proposal form has been prepared by the Department of Sociology.

#### **PHILOSOPHY**

##### **Category A: New course proposals**

- PHIL 2923 Philosophical Issues in Science and Technology

PHIL 3713 Advanced Biomedical Ethics

Course deletions

PHIL 2016 Early Modern Philosophy

PHIL 2306 Ethics

Course modifications

PHIL 2113 Early Modern Philosophy: The Rationalists – change in course number (from PHIL 2016), title, weight, and description

PHIL 2123 Early Modern Philosophy: The Empiricists – change in course number (from PHIL 2016), title, weight, and description

PHIL 2313 Ethical Theory – change in course number (from PHIL 2306), title, weight, and description

PHIL 2323 Ethics in the World – change in course number (from PHIL 2306), title, weight, and description

PHIL 2713 Biomedical Ethics – change in Calendar description

PHIL 2813 Logic and Critical Thinking – change in course title

**Category B:** Modifications to PHIL programs

**PHIL program** – deletion of POLS 2643 and substitution of POLS 3353 for POLS 2643 in the list of crosslisted

courses

**PHIL Honours program** – change to the requirements to reflect the above course deletions and modifications:

3. PHIL 2016, PHIL 2306, PHIL 2823, PHIL 4996

changed to

3. PHIL 2113, PHIL 2123, PHIL 2313, PHIL 2323, PHIL 2823, PHIL 4996

**PHIL Major program** – change to requirements to reflect the above course deletions and modifications:

3. PHIL 2016, PHIL 2913

5. 6h from PHIL 2303, PHIL 2306, PHIL 2713, PHIL 3203, PHIL 3213

changed to

3. PHIL 2113, PHIL 2123, PHIL 2913

5. 6h from PHIL 2303, PHIL 2313, PHIL 2323, PHIL 2713, PHIL 3203, PHIL 3213,

PHIL 3713

**PHIL Second Major program** – change to requirements to reflect the above course deletions and modifications:

3. PHIL 2016

4. 6h from PHIL 2303, PHIL 2306, PHIL 2713, PHIL 3203, PHIL 2313

changed to

3. PHIL 2113, PHIL 2123

4. 6h from PHIL 2303, PHIL 2313, PHIL 2323, PHIL 2713, PHIL 3203, PHIL 3213, PHIL 3713

## **POLITICS**

**A) New course proposals**

POLS 3333 Non-Western Political Thought

Course deletions

POLS 2006 Canadian Politics

POLS 2013 Research and Methodology in the Social Sciences

POLS 2343 Justice and the Good Life: Ancient and Medieval Political Theory

POLS 2443 Legitimacy and Political Order: Early Modern Political Theory

POLS 2543 Revolution, Freedom, and Equality: Modern Political Theory

POLS 2643 Selected Concepts in Political Argument

POLS 2706 The Politics of Difference: Identity and Citizenship in Canada

POLS 2783 Global Issues  
POLS 2993 Comparative Politics 2  
Course modifications/1

- POLS 2113 Introduction to Political Theory: Politics of Knowledge: change in course title and calendar description
- POLS 2223 Canadian Politics: change in course number and weight (replaces POLS 2006), change in calendar description; addition of antirequisite POLS 2006
- POLS 3033 change in course number (replaces POL 2013); addition of antirequisite POLS 2013
- POLS 3143 Contemporary Political Theory: change in prerequisite from POLS 2343 , 2443, or 2543 to second-year standing
- POLS 3353 Ancient and Medieval Political Theory: change in course number and level (from POLS 2343); change in course description; addition of prerequisite second-year standing and antirequisite POLS 2343
- POLS 3433 Modern Political Theory: change in course number and level (replaces POLS 2543); change in course description; addition of prerequisite second-year standing and antirequisites POLS 2443 and POLS 2543
- POLS 3773 change in course number (replaces POL 2783); addition of antirequisite POLS 2783
- POLS 3973 change in course number (replaces POLS 2993); addition of antirequisite POLS 2993

Course modifications/2

The transformation of second-year courses into third-year courses has necessitated an adjustment of the prerequisites for existing upper-level courses. This change in prerequisites affects 25 courses, and it is not realistic to list them all in this report. Suffice it to say that Politics has submitted a proposal to indicate the changes in the descriptions of the 25 courses.

**B)Modification to programs**

**Change to the description of the program**

Deletion of the reference to the 4 POLITICS STREAMS; replaced with “concentrations”  
POLS 2003, POLS 2113, POLS 2223, POLS 2683, and POLS 2893 categorized as required courses

**Modification to the Honours program**

POLS 2003, POLS 2113, POLS 2223, POLS 2683, POLS 2893, and POLS 3033 categorized as required courses

Deletion of POLS 2013

**Modification to the Double Major**

POLS 2003, POLS 2113, POLS 2223, POLS 2683, and POLS 2893 categorized as required courses

**Modification to the MA program**

Introduction of two options: MA in Political Science with either a thesis option, or a non-thesis option. The thesis option is based on 4 courses and a thesis; the non-thesis option is based on six courses and a major research project.

**SOCIOLOGY**

- One new course proposal
- One course deletion
- One course description change, with prerequisite update

**WGST**

- WGST 1413: Change to calendar course description

- ENGL2363: Cross-list with WGST
- HIST3703: Cross-list with WGST (Note: HIST3703 Medieval Women is a new course proposal.)
- POLS 2013/3033: Change in course code. This course is cross-listed with WGST and counts towards the methods course requirement for WGST honours, majors, and double-majors.



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

Meeting November 6<sup>th</sup>, 2019 3:00 pm

**Location:** Patterson Hall, Room 320

### AGENDA

1. Select Chair(s) of the committee for 2019/20
2. Review the process / timeline for the submission & review of curriculum proposals
3. Set meeting dates for two meetings in the Dec. 5<sup>th</sup> – 11<sup>th</sup> window (typically require 2 – 3 hours per meeting).

### Minutes – 11/06/2019 Meeting, Patterson Hall Room 320

**Present:** Mark Bishop, Paul Callaghan, Andy Mitchell, Patricia Rigg, Allison Walker, Peter Williams,

**Guest:** Shawna Singleton

**Regrets:** Daphne Flanagan, Igor Semenenko, Zachary Goldsmith

- Meeting called to order at 3:00 pm.
- Paul Callaghan and Patricia Rigg were chosen to continue as Co-Chairs (by acclamation).
- Duties and procedures of the Committee were reviewed.
- Shawna Singleton will ensure all members of the committee have access to the Sharepoint site used for managing submissions.
- Dates were set for meetings in December to review all curriculum submissions submitted by the deadline of 11/29/2019.
- Vacancy on the Committee from Arts has yet to be filled; further efforts will be made to do so in advance of the December meetings.
- The following motion was made by Peter Williams, seconded by Andy Mitchell;

*Members of the Senate Curriculum Committee (Admin) request the By-Laws Committee undertake whatever consultation and procedural steps are required to have Senate consider adding the Associate Registrar as an ex officio member of the Committee.*

- Motion was passed unanimously.
- Meeting adjourned at 3:35 pm

**Note:** In advance of this initial meeting for 2019/20, the following procedural duties were carried out by the transitional Chairs; (i) revised form, Form 5 for new program proposals, was adopted, (ii) notification was sent out to Deans, Directors, Heads and their administrative staff setting 11/29/2019 as the deadline for curriculum proposal submissions.

## **2019/2020 Curriculum Proposals**

### **Acadia University**

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

Friday, Dec. 6<sup>rd</sup> (9:00 am – Noon) & continued Monday, Dec. 9<sup>th</sup> 2019 (9:00 – 11:00 am)

**Location:** Patterson Hall – Rooms 320 & 107

#### **AGENDA**

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1. Call to Order
2. Approval of the agenda
3. Overview of curriculum review process; roles / timeline / communications / documentation
4. Review curriculum proposal forms in the following sequence;
  - Arts
  - Pure & Applied Science
  - Professional Studies

Master files of curriculum change forms for each faculty are available on Sharepoint; Registrar's Office > Curriculum;

- Arts IDST Curriculum Changes 2018-2019 (136 pages)
- FPAS Curriculum Changes 2018-2019 (67 pages)
- FPS Curriculum Changes 2018-2019 (111 pages). Note; School of Music proposals distributed separately

**Motion from the Senate Curriculum Committee (Administrative)**

Motion that a table be included within the Faculty of Pure & Applied Science (FPAS) section of future Academic Calendars indicating the percentage range equivalents to alpha grades adopted by academic units in the FPAS (including the change of an A+ to a GPA of 4.33). The percentage range equivalents are the same as those documented in the 2018-19 Calendar.

*After Acadia’s adoption of a non-numerical grading scheme, units within FPAS have proposed that a table similar to that found in the 2018-2019 Academic Calendar, including the change of an A+ to GPA 4.33, be included in the next Academic Calendar (see below). This will help students that receive evaluations with numerical grades (i.e., quizzes, tests, exams, or any other evaluation receiving a numerical grade) to determine where their grade fits within an alpha-based grading scheme.*

Alpha grade	GPA value	Percentage range*	Rating
A+	4.33	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	

**Motion from the Senate Curriculum Committee (Policy), 10 February 2020**

The SCC(P) moves that the Dean of Arts and the Dean of Professional Studies bring the matter of mapping numerical grades to alpha grades to the attention of the appropriate bodies in their respective faculties for consideration.

In December 2018 Senate approved a move to a new grading system that adopted a 4.33 GPA scale and eliminated the use of numerical grades in the student information system. The adoption of this new approach also resulted in the elimination of the table that used to appear in the calendar that described the mapping of numerical grades to letter grades.

In the fall of 2019, the Faculty of Pure and Applied Science decided to adopt a faculty wide policy of using the following table to convert numerical grades to letter grades. This table is identical to the one that used to appear in the calendar except for the change from 4 to 4.33 for the A+ grade.

Grading System Table:

Alpha grade	GPA value	Percentage range*	Rating
A+	4.33	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	

The Senate Curriculum Committee (Policy) (SCC(P)) was alerted of this development; the Chair of the Senate Curriculum Committee (Administrative) attends meetings of the SCC(P) and vice versa.

The SCC(P) felt that having a transparent and consistent policy for converting numeric grades to alpha grades, where numeric grades are used, is laudable and wished to bring this to the attention of the Faculty of Arts and the Faculty of Professional Studies.

**Motion to approve Graduate Curriculum change of course title for EDUC 5563 from *Career Counselling* to *Career Development Process and Practice*.**

**Motion that Senate affirm the previously approved MSc program in Environmental Science  
(see June 2019 agenda for the original proposal) (Circulated separately)**