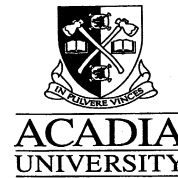


Office of the Senate Secretariat

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 4:00-6:00 p.m. on Monday, March 11<sup>th</sup>, 2024. This will be a hybrid meeting and will take place in person in the Langley Classroom of the Divinity College and online using Zoom.

The agenda follows:

**1) Approval of Agenda**

**2) Consent Calendar Items**

**a) Announcements and Communications**

- i. Chair (*A. Kiefte*)
- ii. President and Vice-Chancellor (*J. Hennessy*)
- iii. Vice-President Academic (*K. Ashley*) ([\*attached, pages 3-5\*](#))
- iv. Associate Vice-President Research, Innovation, and Graduate Studies (*S. Currie*) ([\*attached, pages 6-10\*](#))
- v. Vice-President Student Experience (*S. Duguay*)
- vi. Acadia Students' Union (*S. McAlear and B. Morris*)
- vii. Acadia Divinity College and Faculty of Theology (*A. Robbins*) ([\*attached, page 11\*](#))
- viii. Other announcements

**3) New Business**

- a) Senate Curriculum Committee (Administrative) Report and Motion: "It is moved that all curriculum proposals submitted by ENGL in February 2024 and reviewed by the Senate Curriculum Committee (Administrative) be approved." (*A. Walker*) ([\*attached, pages 12-35\*](#))
- b) Approval of Honourary Degree Recipients as recommended (*Strictly Confidential - Report from Awards Committee circulated separately to members of Senate – all discussion and voting will occur in-camera*) (*J. Hennessy*)
- c) Approval of Professor Emeritus/a Recipients as recommended (*Strictly Confidential - Report from Awards Committee circulated separately to members of Senate – all discussion and voting will occur in-camera*) (*J. Hennessy*)
- d) General (non-major) degrees (*K. Ashley*)

- e) Ad Hoc Committee on Microcredentials Report and Motion: “It is moved that all microcredential programs offered by Acadia University, as defined in this motion, fall under the jurisdiction of Senate. Furthermore, it is moved that all policies related to the creation, approval, discontinuance, and oversight of microcredential programs be vested in the authority of the Board of Open Acadia Committee, excepting those offered by the Acadia Divinity College. These policies shall be presented to the Senate for approval. Furthermore, it is moved that the Board of Open Acadia shall present annually to Senate a report containing details of these programs, including but not limited to information regarding the creation, elimination, or redevelopment of microcredential programs, registration and completion rates, and participant feedback.” (*J. Sachs*) ([attached, page 36](#))
- f) Discussion Item: Changes to the School of Education’s admittance criteria and enrolment (*J. Sachs*)
- g) Discussion Item: Hiring for and admittance to the School of Nursing (*J. Sachs*)

**4) Question Period – President/Provost and Vice-President Academic**

**5) Other Business**

**6) Adjournment**

Sincerely,  
ORIGINAL SIGNED

J. Peckham,  
Recording Secretary of Senate and University Secretary

## Announcements

### **PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – MARCH 2024**

No announcements received as of March 4<sup>th</sup>, 2024.

### **VICE-PRESIDENT ACADEMIC REPORT TO SENATE – MARCH 2024**

## ACADEMIC UPDATES

### MOU and Strategic Alignment Proposals

Acadia has submitted its final Outcome Agreement reporting in relation to its current MOU with the province. We have not yet received further details on the Strategic Alignment proposals that we must submit this summer. Of paramount importance during the coming months will be for Acadia to articulate what its vision is and to emphasize what we already do educationally that aligns with the government's priorities. This can only be supported by data, so in the next few weeks we will be proactively collecting information from units to convey to the government our excellence in programming and collaborative and shared educational initiatives. All post-secondary institutions in the province are facing similar pressures – some more than Acadia – and this data collection will help safeguard institutional autonomy and counter assumptions and misperceptions regarding the sector and the purpose of higher education.

### Africentric B.Ed

Acadia's School of Education has been chosen by the Delmore Buddy Daye Learning Institute to host an innovative Africentric B.Ed cohort. Students will be selected from among African Nova Scotians who are currently school support workers. The initiative is designed to both increase the number of African Nova Scotian teachers in the school system and to incorporate Africentric perspectives into teaching and learning. The Department of Education and Early Childhood Development is providing financial support for the project, which is being led by Dr. Késa Munroe-Anderson.

### B.Ed/Teacher Certification Changes

Premier Houston announced changes to the minimum requirements for teacher certification that will have implications for B.Ed delivery across the province. The proposal is for teacher certification to become possible on completion of 60 academic credit hours and 60 B.Ed credit hours. Although the Premier indicated that the changes would be implemented in time for September, the process is likely to take longer. Teacher licensing is done pursuant to the *Teacher Certification Regulations* under the *Education Act* (s 98). Any proposed change to these regulations begins with discussions with the Nova Scotia Teacher's Union, since certification requirements must be mutually agreed by the NSTU and the Department of Education and Early Childhood Development (*Teachers' Provincial Agreement*, article 15). Once there is agreement, legislative change can take place. The precise nature of the certification changes, and the timeline for any changes, is therefore unknown. Regardless of what is agreed by the NSTU and EECD, universities continue to control their B.Ed degrees and there is no plan at the moment in the School of Education for any changes to be made to Acadia's B.Ed in response to this announcement.

### Certificate in Applied Science (Engineering)

The MPHEC's new *Maritime University Certificate and Diplomas Framework* stipulates that "undergraduate and post-baccalaureate diplomas are 30-60 credit hours". As a result, the 69-credit hour Diploma of Engineering ("DE") offered by Dalhousie as well as Acadia, CBU, Saint Mary's and St. Francis Xavier – collectively referred to as the Associated Universities – is out of compliance (n.b. the DE is called the Certificate in Applied Science at Acadia). Since the DE is based on a long-standing collaboration in delivering engineering education in the Maritimes, the Associated Universities will be submitting a joint request to the MPHEC for an exception to be made so that all DE students can complete comparable programming during their first two years and can continue to meet the stringent requirements set by Engineers Canada for a B.Eng.

### Nursing

Acadia has begun discussions with the Nova Scotia College of Nurses regarding stand-alone approval for a Bachelor of Science in Nursing. There are four phases to the approval process:

- Phase 1: preliminary approval to admit students to the program;
- Phase 2: occurs before the first class of students graduates;
- Phase 3: occurs just after the first class graduates;
- Phase 4: full approval.

Acadia is preparing the official notification of our intention to apply for approval. Once this has been received by the College, it will be forwarded to the Canadian Association of Schools of Nursing (CASN), as CASN accreditation occurs simultaneously. The College will then share documentation on specific requirements for Phase 1 approval, which includes curriculum mapping to competencies identified by the College. On submission of our application for approval, the College will appoint a program review team. The review generally takes 12 months to complete. Preparation for Phase 1 approval will begin in earnest once a Director of the School of Nursing is appointed. The Senate Ad Hoc Steering Committee on Nursing met on March 5th and discussed the establishment of a search committee for a Director of the School of Nursing under the terms of the MOA with AUFA.

The search for two tenure-track Assistant Professors of Nursing is underway, and the advertisement can be found on both Acadia's and CBU's websites. The Senate Ad Hoc Steering Committee on Nursing provided input into the creation of the job posting and will be involved in the search process. It is increasingly likely that the Assistant Professors will initially be appointed under the terms of the CBU/CBUFA Collective Agreement. They will then transition to become Acadia employees once our Nursing program has Phase 1 approval from the College of Nurses. Advertisements for two-year limited term Nursing Practice Educators (NPE) will be posted shortly. Nursing Practice Educators do clinical and laboratory work with students. The intention is for these positions to be readvertised as Acadia Instructors once we have Phase 1 approval.

The two CBU faculty members currently assisting with the Acadia transition are Steve Iduye, Chair of the CBU/Acadia Nursing Campus Expansion, and Sue Venter, a Nursing Practice Educator who is overseeing clinical placements, the set-up of the lab spaces, and coordinating purchasing of equipment and materials for those labs.

### Paused Programs

Further to discussion at the last Senate meeting about the two-year pause on admissions into the 2-year B.Ed program, I can confirm that there are two other paused programs: the B.A. in Spanish and the Certificate of French Proficiency. The latter was last offered in 2018-2019 and was paused following feedback from students that it was not meeting their needs. The faculty member who spearheaded the program has retired.

## **PEOPLE UPDATES**

Dr. Juan Carlos Lopez has been appointed Assistant Dean of Equity, Diversity and Inclusion in the Faculty of Pure and Applied Science for a three-year term beginning on July 1, 2024.

The posting for the Associate Vice-President – Inclusion, Diversity, Equity and Accessibility closed on 16 February and the search committee is reviewing the applications.

## **TEACHING and LEARNING UPDATES**

### **AI**

On February 20, 2024, the Vice-Provost Teaching and Learning Excellence hosted a full-day event, “The Future of Artificial Intelligence in Teaching and Learning”. Funded by the Evans Innovation in Teaching and Learning Fund, the day engaged 41 faculty members in learning, hands-on activities, and conversation about AI and Teaching.

### **Moodle (Acorn)**

In May 2024, Learning Technologies and Instructional Design (LTID) and Tech Services will be doing a major system upgrade of the Learning Management System (LMS) Moodle to version 4.1. Acadia has been using Moodle as its LMS since 2007, but when it was first introduced chose to refer to it as ACORN (Acadia Courseware Online Resource Network). With this upgrade, we would like to stop referring to our Moodle system as ACORN and we will be taking the necessary steps to update websites, emails, and other communications to reflect this. Moodle is now a common LMS and known brand in higher education and is used by all 4 institutions in the Maple League. Referring to our LMS by its proper name, Moodle, will improve the experience of new faculty members, students, and institutional partners. Increased communication about this upgrade and transition is to come, including training and drop-in support opportunities.

Respectfully submitted,

Dr. Kate Ashley  
Vice-President Academic (Interim)

# ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION AND GRADUATE STUDIES REPORT TO SENATE – MARCH 2024

## *STRATEGIC RESEARCH PLAN RENEWAL*

The Office of Research, Innovation, and Graduate Studies (RIGS) and the Senate Research Committee are excited to embark on Acadia's Strategic Research Plan (SRP) renewal over the next few months.

THE RIGS Office has hired an external consultancy, Stiletto (<https://thinkstiletto.com/>) to project manage for us and to help with administrative tasks involved in crafting a plan (e.g., data collection, facilitating faculty and student consultations).

A SRP Working Group with representation from the Senate Research Committee, each faculty, the Library, and students will be working with Stiletto and broadly consulting with faculty and students on research, innovation, and creative works at Acadia in the coming weeks. Thank you, in advance, for your engagement with the SRP process!

## *INTERNAL GRANTS AWARDED TO FACULTY*

**Acadia University Research Fund (Article 25.55) Winter Competition; Total Awarded \$93,150. Congratulations!**

- **Dr. Justin Beaudoin** (Economics) - *Effectiveness of Incentives in Electric Vehicle Adoption* - **\$4,993**
- **Dr. Daniel Blustein** (Psychology) - *Virtual reality cognitive rehabilitation for stroke survivors* - **\$4,954**
- **Dr. Marie Edwards** (Education) - *Investigating Pre-Service Teachers' Stress Praxis* - **\$5,000**
- **Dr. Stephanie Gauvin** (Psychology) - *Towards Accessible Syntheses of Evidence Based Practices for Treating Sexual Dysfunctions: A Needs Assessment with Knowledge Users* - **\$5,000**
- **Dr. Sazia Mahfuz** (Computer Science) - *Human Activity Recognition from IoT Data using Graph Neural Network Models* - **\$5,000**
- **Dr. Andrew McIntyre** (Computer Science) - *Grammatical Evolution for Efficient Deep Learning Neural Architecture Search* - **\$5,000**
- **Dr. Matthew McSweeney** (Nutrition & Dietetics) - *Nutritional composition and sensory properties of a novel co-fortified (thiamine-iodine) salt premix* - **\$4,552**
- **Dr. Zoë Migicovsky** (Biology) - *Investigating fruit shape variation in apple* - **\$5,000**
- **Dr. John Murimboh** (Chemistry) - *Analysis of Nanoparticles by Single Particle – Inductively Coupled Plasma – Mass Spectrometry* - **\$5,000**
- **Dr. Nelson O'Driscoll** (Earth & Environmental Science) - *Mercury in Nova Scotia Surface Soils: Relationships with Mineralogy and Vegetative Bioindicators*- **\$5,000**

- **Dr. Zoe Panchen** (Biology) - *Tundra plant resilience and vulnerability to Arctic climate extremes* - **\$5,000**
- **Dr. Shelley Price** (Business Administration) - *Decolonizing Management Education through Intersectional Trauma-Informed Frameworks: A CRGBA Approach to Understanding the Embodied Trauma Experiences of Tokenized Indigenous Scholars* - **\$5,000**
- **Dr. Anne Quéma** (English & Theatre) - *Experimental Poetry in Montreal* - **\$4,240**
- **Dr. Julia Rombough** (History & Classics) - *Gender and Race in Renaissance Italy* - **\$5,000**
- **Dr. Todd Smith** (Biology) - *Characterisation of a potentially new species of Hepatozoon blood parasite from the blood of Common Garter Snakes, *Thamnophis sirtalis*, from Nova Scotia* - **\$5,000**
- **Dr. Mo Snyder** (Earth & Environmental Science) - *Correlating Carboniferous stratigraphy across Nova Scotia using marine fossils* - **\$5,000**
- **Dr. Tanya Surette** (Education) - *Deconstructing Space: Embracing Shared Stories* - **\$5,000**
- **Dr. Deanne van Rooyen** (Earth & Environmental Science) - *Deformation and metamorphism of the northeastern Meguma terrane, Canso NS* - **\$5,000**
- **Dr. Barry Watson** (Economics) - *Are Populists Worried about their Children's Futures? Intergenerational Economic Insecurity and U.S. Voting Behavior* - **\$4,411**

### **EXTERNAL GRANTS TO FACULTY**

#### **Department of Natural Resources – Energy Innovation Program**

- **Dr. Anna Redden** (Biology) was awarded **\$300,000** in funding for the project entitled: *First Steps Towards Reducing Uncertainty in Environmental Effects of Tidal Energy Device Installations in Minas Passage.*

#### **Department of Education & Early Childhood Development – Inter-University Research Network**

- **Dr. Deborah Toope** (Education) was awarded **\$22,516** in funding for the project entitled: *Inclusive Literacies: Engaging in culturally responsive literacy practices in rural Nova Scotia.*

#### **Nova Scotia Health Research Fund**

- Master's student **Summer Fox**, working with **Dr. Dan Blustein** (Psychology) has been awarded **\$9,826** for the project entitled: *Investigation of Attitudes Towards Emerging Health Technology in Rural Older Adults*

## Ducks Unlimited Canada

- **Dr. Mark Mallory** (Biology) was awarded **\$10,000** in funding as part of the *DUC-AU Partnership Research Grant Program 2023-24*.

## McMaster University/SSHRC Insight Grant – Funding Sub-Agreement

- **Dr. Katie Mazer** (Environmental and Sustainability Studies) received **\$7,000** in funding as a co-investigator for the SSHRC Insight Grant project entitled: *The future of work and inter-regional migration to Canada's resource peripheries*.

## RESEARCH & SERVICE AGREEMENTS

### Parks Canada – Services Agreement

- **Alain Belliveau** (K.C. Irving Environmental Science Centre and Harriet Irving Botanical Gardens) received **\$8,573** in funding for the project entitled: *Seed Collection in Kouchibouguac National Park and Greater Ecosystem & Beach Pinweed Growth*.

### SC2.0 Stepped Care Solutions Inc.– Services Agreement

- **Dr. Kathryn Bell** (Psychology) received **\$79,925** in funding to continue work on the project entitled: *Technology-Enhanced Training and Supervision for One-At-A-Time (OAAT) Psychotherapy: A Quality Improvement Evaluation - Part 2*

### Michelin Tire Canada – Waterville Plant – Services Agreement

- **Alain Belliveau** (K.C. Irving Environmental Science Centre and Harriet Irving Botanical Gardens) received **\$6,375** in funding for the project entitled: *Preparing native species seed packets for Michelin's Earth Day celebrations*.

## OTHER AWARDS/RESEARCH FUNDING

### Acadia Laboratory for Agri-food & Beverage (ALAB) - Update

In January and February 2024, ALAB conducted analytical testing for 26 clients in the Atlantic region (**\$5,179**). These tests are in addition to testing conducted under an annual \$200,000/y Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

## OTHER EVENTS & ACTIVITIES

**Acadia Laboratory for Agri-food & Beverage (ALAB)** renewed its ISO/ICE 17025:2017 Accreditation by the Canadian Association of Laboratory Accreditation (CALA) and added one more accredited testing method to its scope of accreditation.

### Experience Acadia Day – Student Experience Presentations

On February 23, 2024, Katrin Sommerfeld from Acadia's Office of Industry & Community Engagement (ICE) gave three presentations about the unique opportunities Acadia students have when participating in industry &



community research projects, enriching their university education by gaining tremendous hands-on, life-changing experiences. Each 20-minute session had about 25 students attending.

### **Looking Beyond Your Horizons: Sources of Alternative Research Funding – NSERC Alliance Grants**

On February 29, 2024, Acadia’s Office of Industry & Community Engagement (ICE) hosted the third information session in the Looking Beyond Your Horizons: Sources of Alternative Research Funding Series. During this session, Shirine Jeradi, Manager Research Partnerships and Alexandra Merckx Jacques, Research Partnerships at the Natural Science and Engineering Research Council (NSERC), joined us to present information about NSERC’s Alliance Grants (Advantage, Societal and International) and the recent changes to this programming community.

### ***RESEARCH FUNDING PROGRAMS – UPCOMING APPLICATION INTERNAL SUBMISSION DATES***

#### **Internal**

- Harrison McCain Foundation Grants - anticipated in Spring, date TBA
- SSHRC Institutional Grants (SIG) - 2024 (TBA)
- Summer undergraduate student research awards (HSRA, USRA, Donor) – Closed for 2024

#### **External**

- [SSHRC Insight Grants](#) – September 24
- [SSHRC Connection Grants](#) – October 30, January 29, April 29, July 30
- [SSHRC Partnership Development Grants](#) - November 8
- [SSHRC Partnership Engage Grants](#) - June 13, September 13, December 13, March 13
- [NSERC Research Tools and Instruments](#) - October 18
- [NSERC Discovery Grant](#) - October 25
- [NSERC Alliance \(partnership\) Grants](#) – Open Call
- [Canadian Foundation for Innovation \(CFI-JELF\)](#) - October 8, February 8, June 8
- [NS Habitat Conservation Fund](#) - October 13
- [MITACS](#) (student and post-doc internships; various programs) – Open
- [CLARI \(Change Lab Action Research Initiative\)](#) – Open Call
- [Research NS](#) – “Intentional” Research Funding - Open Call (contact RIGS for additional information)

### ***GRADUATE STUDIES***

#### **External Funding**

- ResearchNS has provided Acadia with \$86,250 as part of their Scotia Scholars competition ([Master’s and Doctoral](#)). These funds will support the growth, acquisition, and retention of highly skilled individuals who are advancing and translating knowledge in disease detection, diagnosis, treatment, and prevention, strengthening health care delivery systems, caring for vulnerable populations, and preventing negative impacts to health and wellbeing. The deadline to apply is April 25<sup>th</sup>.

## Other Activities

Graduate Studies, with the support of the **Senate Graduate Studies Committee**, has revised the *Leave of Absence Policy* to the following:

A leave of absence is a way for students who are experiencing out-of-the-ordinary circumstances to take time off during their degree program. Common reasons include maternity/parental leave; compassionate leave; illness; or employment.

1. Graduate students taking leave of absence must do so in the manner prescribed by the Division of Research, Innovation & Graduate Studies ([https://gradstudies.acadiau.ca/Leaves\\_Extensions.html](https://gradstudies.acadiau.ca/Leaves_Extensions.html)).
2. Students must complete and submit the signed "Leave of Absence" form to the Graduate Studies Officer, Division of Research, Innovation & Graduate Studies.

Leaves may have student loan consequences. Students considering taking a leave should contact Student Accounts for further details.

The student is responsible for withdrawing from courses during the approved leave period. Graduate Studies will ensure that the thesis course (if applicable) is removed from the record.

If applicable, the person responsible for payment of funds (e.g., Scholarship, RA, or TA) is required to initiate a stop pay on the funding source for the duration of the approved leave.

**SPECIAL NOTE:** Leaves should be requested before a semester begins. If that is not the case, the student is subject to refund and course withdrawal penalties based on the date the leave of absence form is received in Graduate Studies, and in accordance with the "Academic, Student, Residence and Meal Plan Withdrawal/Cancellation Fees" section of the current University Academic Calendar (<https://registrar.acadiau.ca/AcademicCalendars.html>).

Any approved leave of absence will result in a reduction in months of study on a student's T2202 (Tuition and Enrolment Certificate) to reflect the timeframe of the leave.

Respectfully submitted,

Dr. Suzie Currie, Associate VP Research, Innovation & Graduate Studies (interim)

## **VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – MARCH 2024**

No announcements received as of March 4<sup>th</sup>, 2024.

## **ACADIA STUDENTS' UNION REPORT TO SENATE – MARCH 2024**

No announcements received as of March 4<sup>th</sup>, 2024.

## **ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE – MARCH 2024**

Rev. Dr. John McNally, Assistant Professor of Practical Theology, resigned on December 17, 2023, as he has accepted the position of Senior Pastor of Kingsway Baptist Church in Toronto. His last day with the College is May 31, 2024.

ADC faculty held their bi-annual all-day assessment meeting on February 26, 2024. The day focused on data from an observational study of our hybrid pedagogical approaches, and ways we are integrating AI into the curriculum. We also spent time evaluating our main experiential learning course, which is the two-year mentored ministry practicum, in the context of student and supervisor feedback.

Rev. Dr. Lennett Anderson was Host for Acadia's inaugural Black Excellence Gala on February 29, 2024.

A joint symposium of the New Leaf Network and Acadia Divinity College will be hosted on March 9, 2024, from 1-6pm at Acadia Divinity College. The symposium title is "Co-creating Plausible Futures for the Canadian Church" and will be keynoted by Joel Murphy, who leads the Hub of Trend Research and Analysis of the Futuring Lab of Acadia Divinity College. <https://www.newleafnetwork.ca/events/cocreatingfutures>

**Senate Curriculum Committee (Administrative)  
2023-2024 Curriculum Change Proposals  
Report to Senate  
4 March 2024**

Committee Members: Allison Walker (Committee Chair, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Roxanne Seaman (Chair SCC Policy), Jennifer Richard (Library), Sonia Hewitt (FA), Inna Viriasova (FA), Chris Killacky (Theology), Krissy Keech (FPS), Ashley Doyle (FPS), Andrew Mitchell (FPAS), Benjamin Morris (Student Rep)

Guest: Shawna Singleton

Overview

A late submission received 22 February 2024 from the Department of English & Theatre was reviewed and passed by our committee on 28 February 2024. This included proposals for 3 new courses, a program change to incorporate a new Indigenous Literatures course as part of the core, and 1 course deletion.

The updated number of curriculum proposals submitted by faculties for consideration by the Senate Curriculum Committee (Administrative) from Dec 2023 – Feb 2024 is summarized below:

Type of Proposal	Faculty			Total
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	26	8	8*	42
Course Deletion (Form 2)	2	6	4	12
Course Modification (Form 3)	23	20	18**	61
Program Modification (Form 4)	10	15	9	34
New Program (Form 5)	0	0	1	1
Program Deletion (Form 6)	1	0	0	1
<b>Totals:</b>	<b>62</b>	<b>49</b>	<b>40</b>	<b>151</b>

\*One Form 1 used for 25 new Nursing program courses

\*\*Excludes forms received for Graduate-level courses, which are not considered by this committee.

The Committee reviewed these 5 proposals and discussed them over email during the week of Feb 23, 2024. All instances requiring consultation with the academic unit have now been resolved. The Chair will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2024/25 Academic Calendar and within Colleague.

## Motion

1. That all curriculum proposals submitted by ENGL in February 2024 and reviewed by the Senate Curriculum Committee (Administrative) be approved.

Summary Listing; Proposals for Curriculum Changes received in February 2024

### Faculty of Arts

#### English & Theatre, Faculty of ARTS Curriculum Revisions 2023-2024

#	Program or Course Number & Title	Modification	Rationale
1.	ENGL 2803 Introduction to Indigenous Literatures of Turtle Island	Form 1: New course	For far too long, Indigenous representation in literature has been defined by non-Indigenous writers and academics. To understand this country, this land, our shared history, it is essential that we know the stories of the first peoples.
2.	ENGL 3623 Literary Animals	Form 1: New course	As the climate changes, students care more about the natural world, and they want to know how to think in careful, critical ways about animals. English can offer something invaluable here. Teaching students how to read animals in literature and culture gives them a lens through which to think and to care about animals.
3.	ENGL 3653 Postcolonial Cultures	Form 1: New course	A broader focus on postcolonial literature that moves beyond national boundaries allows us to think about what connects colonization, decolonization, and anti-colonial movements across the world, while also preserving what makes each place and history unique.
4.	ENGL 3693	Form 2: Course deletion	The faculty member who developed and taught this course has left the university and the literature of

			Australia and New Zealand is not a specialty in which the department foresees seeking a replacement position.
5.	English	Form 4: Modification to a program	English faculty propose to add two new courses to the English Core, one an Introduction to Indigenous Literatures of Turtle Island (ENGL 2803) and the other an upper-level course in Postcolonial Cultures (ENGL 3653). At the same time, we propose to remove from the core but retain as electives two courses in Writing by Women (ENGL 3833 and ENGL 3843), and to delete altogether a course titled Postcolonial Literature 3: Australia and New Zealand (ENGL 3693).

**Acadia University Senate Curriculum Committee (Administration) 2023-2024**

**Form 1: New Course Proposal**

***ENGL 2803 Introduction to Indigenous Literatures of Turtle Island***

Department or School:	English and Theatre
Presented to Faculty Council?	Yes
Date presented (or will be) to Faculty Council	2023-11-06

**Proposed Course Information & Rationale**

Course code - discipline & number (e.g. HIST 2223):	ENGL 2803
<i>Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?</i>	Yes
Proposed course title:	Introduction to Indigenous Literatures of Turtle Island

Abbreviated title for transcripts (if needed): <b>MAXIMUM 30</b> characters	INTRO INDIG LIT	
<p>Provide Calendar description for the course below. (MAXIMUM 60 words)</p> <p>This course will introduce students to the Indigenous literatures of Turtle Island with a focus on Canadian writers combined with a few seminal works from the United States. Topics may include gender and sexuality, impacts of colonization, the land and the environment, identity, culture and spirituality, family and kinship.</p>		
Prerequisites:	ENGL 1483/1493 or ENGL 1413+1423 with a minimum grade of C-	
Corequisites:	None	
Antirequisites:	None	
Requirement for a major?	No	
Open to non-majors?	Yes	
Can the course be repeated more than once for credit (e.g. special topics courses)?	No	
<p>If you chose 'Yes', please explain.</p> <p>Click or tap here to enter text.</p>		
<p>Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used).</p> <p>This will be a discussion-based course in which students explore how a range of assigned readings address such topics as the environment, gender and sexuality, culture and spirituality. We will also look at Indigenous literatures and the impact that traditional literary criticism has had. In addition to participating in guided discussion, students will complete written assignments such as essays and personal response papers. Since this is an introductory course, the text will be an anthology of Indigenous literatures in English. Any further readings will be provided in pdf. On occasion guest lecturers (Indigenous writers) will be invited to join the class.</p> <p>Click or tap here to enter text.</p>		
<p>Explain the rationale for proposing this course below. Please be specific.</p> <p>For far too long, Indigenous representation in literature has been defined by non-Indigenous writers and at times, academics. The issue with this is that the representations have been largely</p>		

false, relying on harmful tropes and stereotypes. Too often, Indigenous stories have been replaced by those of the colonizers and the voices of Indigenous peoples have been silenced. Indigenous creators are telling their stories as they have always known them and telling their truths as they have never really been told before. To understand this country, this land, our shared history, it is essential that we know the stories of the first peoples.

Is a course with similar content offered at other universities?	Yes
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If you chose 'Yes', at which universities, and at what level?

Many universities in Canada now offer courses in Indigenous literature. A review of curriculum at Dalhousie, Saint Mary's, Mount Saint Vincent, Mount Allison, and Saint Francis Xavier shows that Indigenous literature courses are offered at various levels. While Saint Francis Xavier and Mount Allison appear to have no courses dedicated to Indigenous Literatures, Saint Mary's has six courses at all levels and Dalhousie offers a course at the 4000 level. Mount Saint Vincent has three courses ranging from Introduction to senior level courses. Topics from Saint Mary's and Mount Saint Vincent include Introductory courses in North American Indigenous Literatures, Mi'kmaq Storytelling and Literature, Representations of Indigenous Womanhood and Indigenous Feminisms and Sexualities.

### Enrolment

Estimated Enrolment:	32
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Will the enrolment be limited?	Yes
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If yes, please explain how enrolment will be limited.

Upper-level English courses have limited enrolment to enable discussion and to ensure that instructors can provide adequate support for students' development as effective writers.

### Course Deletions?

Are any courses being deleted in conjunction with the proposed addition of a course?	No  If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.
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If you chose 'No', please provide justification for this imbalance.



As the CanLit Guides website notes, “The rich diversity of contemporary Indigenous works raises many important questions. Some questions reflect issues regarding how Indigenous ways of being adapt colonial languages and practices to assert alternative perspectives, thereby disrupting dominant assumptions.” Canada needs to understand its history, including its literary history, in a more holistic way with the inclusion of stories about Indigenous people, told by Indigenous people.

### Anticipated Impacts & Consultations

Has the proposal been discussed with students of the department/school?	Yes
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If you chose ‘Yes’, to what extent and what was the response?

All English majors and Honours students were canvased by email. Student survey results indicate strong interest among those who have encountered Indigenous literature would like to learn more. Student attendance and enthusiastic participation at campus readings by Indigenous authors are also indicative of interest on campus.

Will the course be cross-listed or form part of a multidisciplinary program?	No
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Briefly outline the impact this course will have on other courses or programs within your unit and others.

None

Has the proposal been discussed with other appropriate units?	No
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If you chose ‘Yes’, to what extent and what was the response?

Click or tap here to enter text.

### Teaching Resources & Course Offerings

Initially who will be teaching the course?	Amanda Peters
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Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession
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	<input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input type="checkbox"/> Every year <input checked="" type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

<b>Library Resources (as applicable)</b>	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	Yes
<p>Provide a list of available materials in the library that would be suitable for use in this course.</p> <p>Hargreaves, A. (2017). <i>Violence against Indigenous women : literature, activism, resistance</i>. Wilfrid Laurier University Press.</p> <p>Joe, R. (1988). <i>Song of Eskasoni : more poems of Rita Joe</i>. Ragweed Press.</p> <p>Justice, D. H. (2018). Why Indigenous literatures matter. In <i>Why Indigenous literatures matter</i>(1st ed.). Wilfrid Laurier University Press.</p> <p>Momaday, N. S., &amp; Momaday, A. (2019). <i>The Way to Rainy Mountain, 50th Anniversary Edition</i>. University of New Mexico Press.</p> <p>Momaday, N. S. (1999). <i>House made of dawn</i> (1st Perennial Classics ed.). Perennial Classics.</p> <p>Neuhaus, M. (2015). <i>The Decolonizing Poetics of Indigenous Literatures</i> (1st ed.). University of Regina Press.</p> <p>Ruffo, A. G., &amp; Macfarlane, H. (Eds.). (2016). <i>Introduction to indigenous literary criticism in Canada</i>. Broadview Press.</p> <p>Silko, L. M. (2006). <i>Ceremony</i>. Penguin Books.</p> <p>Simpson, L. B. (2017). <i>This accident of being lost : songs and stories</i>. House of Anansi Press.</p>	
Provide a list of desirable materials for acquisition by the library.	

Liaison Librarian Erin Patterson will continue to be consulted on designing a list of appropriate materials which may include the following:

Erdrich, L. (2017). *LaRose* (First Harper Perennial edition.). Harper Perennial.

Erdrich, L. (2013). *The Round House* (First Harper Perennial edition.). Harper Perennial.

Moses, D. D., & Goldie, T. (2020). *An anthology of Indigenous literatures in English : voices from Canada* (A. G. Ruffo & K. Vermette, Eds.; Fifth edition.). Oxford University Press.

Simpson, L. B. (2020). *Noopiming : the cure for white ladies*. Anansi.

Truer, David. (2006) *Native American Fiction: A User's Manual* Macmillan.

Welch, James. (2008) *Winter in the Blood*. Penguin classics. New York: Penguin.

### Technology Support (as applicable)

Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
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What technological resources or assistance, if any, will be required?  
Currently available resources are sufficient.

## Acadia University Senate Curriculum Committee (Administration) 2023-2024 Form 1: New Course Proposal

### *ENGL 3623 Literary Animals*

Department or School:	Department of English and Theatre	
Presented to Faculty Council?	Yes	
Date presented (or will be) to Faculty Council	2023-11-06	

### Proposed Course Information & Rationale

Course code - discipline & number (e.g. HIST 2223):	ENGL 3623
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Yes
Proposed course title:	Literary Animals
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Literary Animals
Provide Calendar description for the course below. (MAXIMUM 60 words)	
This course will examine the roles that animals play in literature and introduce students to key concepts in the field of animal studies.	
Prerequisites:	ENGL1483/1493 or ENGL1413 + 1423 with a minimum grade of C-
Corequisites:	None
Antirequisites:	None
Requirement for a major?	No
Open to non-majors?	Yes
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
If you chose 'Yes', please explain. Click or tap here to enter text.	
Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used).	
As the interdisciplinary field of Animal Studies grows, scholars have opened a space for considering pressing questions centered around sympathy, compassion, care, ethics, violence, and kinship in relation to literary engagements with animals. This course engages a range of literary texts from children's stories and short stories to novels and memoirs in order to unpack how animal presences animate our stories. This course will teach students how to analyze the various ways that animals are represented in literature, and they will learn to connect these representations to real animals, as well as human-animal relationships. By paying close and critical attention to literary animals, not simply as symbols and metaphors of human concerns but as agential beings	

that reveal important insights into human-animal relationships, it may be possible to cultivate a more reciprocal relationship between human and non-human animals.

Class time will balance lectures, discussions, and in-class exercises (individual and group), and assignments that focus on close reading, personal, and academic writing.

Possible texts include:

J.M. Coetzee's *The Lives of Animals*

Munro Leaf's *The Story of Ferdinand*

Rudyard Kipling's *The Jungle Book*

Ceyda Torun's *Kedi*

Karen Joy Fowler's *We Are All Completely Beside Ourselves*

Explain the rationale for proposing this course below. Please be specific.

Animals are a significant part of our lives, whether we learn from them in the stories we read as children that orient us to the world, or encounter them in our everyday lives. As climate change becomes an escalating presence, students care more about the natural world, and they want to know how to think in careful, critical ways about animals. English can offer something invaluable here. Teaching students how to read animals in literature and culture gives them a lens through which to think and to care about animals in the world, and shows them how they can channel their concerns through scholarship.

Is a course with similar content offered at other universities?

Yes

If you chose 'Yes', at which universities, and at what level?

Brock University, McGill University, McMaster University, Mount Royal University, University of Ottawa, York University, University of Calgary, and University of Toronto offer courses ranging from 1<sup>st</sup> to 3<sup>rd</sup> year courses on the topic of animals in literature.

### Enrolment

Estimated Enrolment:

32

Will the enrolment be limited?

Yes

If yes, please explain how enrolment will be limited.

Upper-level English courses have limited enrolment to enable discussion and to ensure that instructors can provide adequate support for students' development as effective writers.

### Course Deletions?

Are any courses being deleted in conjunction with the proposed addition of a course?

No

If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.

If you chose 'No', please provide justification for this imbalance.

This new course, grounded in the insights of Animal Studies, is a timely addition to the department's elective offerings. It will complement, rather than replace, such current offerings as the "The Writer and Nature."

### Anticipated Impacts & Consultations

Has the proposal been discussed with students of the department/school?

Yes

If you chose 'Yes', to what extent and what was the response?

The students, from a range of disciplines, were very excited about the prospect of a course that focuses on animals in literature. The course is unique and captures their interests in the environment broadly and in animals specifically.

Will the course be cross-listed or form part of a multidisciplinary program?

No

Briefly outline the impact this course will have on other courses or programs within your unit and others.

This course will nicely complement the two courses that are offered called "Writer and Nature 1 & 2." It will offer students across the university a unique space to think critically about animals, which will be appealing especially to ESST students.

Has the proposal been discussed with other appropriate units?

No

If you chose 'Yes', to what extent and what was the response?

Click or tap here to enter text.

### Teaching Resources & Course Offerings

Initially who will be teaching the course?	Dr. Nandini Thiyagarajan
Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input type="checkbox"/> Every year <input checked="" type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

<b>Library Resources (as applicable)</b>	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	Yes
<p>Provide a list of available materials in the library that would be suitable for use in this course.</p> <ul style="list-style-type: none"> <li>-Homeless Dogs and Melancholy Apes: Humans and Other Animals in the Modern Literary Imagination by Laura Brown</li> <li>-The Palgrave Handbook of Animals in Literature, edited by Susan McHugh, Robert McKay, and John Miller</li> <li>-Animals and Society: An Introduction to Human-Animal Studies by Margo DeMello</li> <li>-Animals and the Human Society: A Companion to Animal Studies edited by</li> <li>-Postcolonial Ecocriticism: Literature, Animals, Environment, edited by Graham Huggan and Helen Tiffin</li> <li>-Animals, Animality, and Literature edited by Bruce Thomas Boehrer, Molly Hand, and Brian Massumi</li> <li>-Ethics and Animals: An Introduction, edited by Lori Gruen</li> <li>-Ecofeminism: Feminist Intersections with Animals and the Earth, edited by Carol J. Adams &amp; Lori Gruen</li> <li>-Animacies: Biopolitics, Racial Mattering, and Queer Affect by Mel Y. Chen</li> </ul>	

<ul style="list-style-type: none"> <li>-Unthinking Mastery: Dehumanism and Decolonial Entanglements by Julietta Singh</li> <li>-Animal Subjects: An Ethical Reader in a Posthuman World, edited by Jodey Castricano</li> <li>-The Lives of Animals by J.M. Coetzee</li> </ul>
<p>Provide a list of desirable materials for acquisition by the library.</p> <p>Nothing at the moment. The library already has a good foundation of Animal Studies books.</p>

<b>Technology Support (as applicable)</b>	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
<p>What technological resources or assistance, if any, will be required?</p> <p>Currently available resources are sufficient.</p>	

<b>Additional Information</b>
<p>Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below.</p> <p>Click or tap here to enter text.</p>

**Acadia University Senate Curriculum Committee (Administration) 2023-2024  
Form 1: New Course Proposal**

*ENGL 3653 Postcolonial Cultures*

Department or School:	Department of English and Theatre	
Presented to Faculty Council?	Yes	
Date presented (or will be) to Faculty Council	2023-11-06	

<b>Proposed Course Information &amp; Rationale</b>
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Course code - discipline & number (e.g. HIST 2223):	ENGL 3653
<i>Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?</i>	Yes
Proposed course title:	Postcolonial Cultures
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Postcolonial Cultures
Provide Calendar description for the course below. (MAXIMUM 60 words)	
<p>This course will introduce students to the fields of postcolonial literature and scholarship through a focus on a range of literary texts, from novels and poetry to film and art alongside history, politics, and culture. Students will learn about colonization, decolonization, settler colonialism, race, nation, empire, and the diaspora.</p>	
Prerequisites:	ENGL 1483/1493 or ENGL 1413+1423 with a minimum grade of C-
Corequisites:	None
Antirequisites:	None
Requirement for a major?	No
Open to non-majors?	Yes
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
<p>If you chose 'Yes', please explain.</p> <p>Click or tap here to enter text.</p>	
Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used).	

This course will empower students to think critically about colonialism, postcolonialism, settler colonialism, and decolonization. Through a focus on literature, poetry, film, art, photography, food, language, and scholarship, this course will teach students about how nation, empire, and power work to shape our world. The course will engage students in interactive class time that combines lectures, in-class discussions, and group work. The assignments for this class could include presentations, reading responses, personal reflections, and a research essay.

Explain the rationale for proposing this course below. Please be specific.

Currently, the postcolonial literature courses are organized according to geographical location. This was initially an important way to teach postcolonial literature and studies. As the field has grown and developed, it has become clear that the field is much bigger than a place-based focus alone allows for. A broader focus on postcolonial literature that moves beyond national boundaries allows us to think about what connects colonization, decolonization, and anti-colonial movements across the world, while also preserving what makes each place and history unique. A more global focus also includes important sites of colonization, such as Ireland, Taiwan, and South America, which are not included in the current focus on South Asia, Australia & New Zealand, Africa, and the Caribbean. In a broader approach to postcolonial literature, this course will also be able to explore the diaspora in a substantial way, alongside major concepts and practices, like settler colonialism.

Is a course with similar content offered at other universities?

Yes

If you chose 'Yes', at which universities, and at what level?

Every major Canadian university offers a similar course that takes a broader, less geographically-specific approach to the study of postcolonial literature. Titles range from "Postcolonial Literature" and "Postcolonial Literary Studies" to "Reading Empire and the Postcolonial". Most often, they are second- or third-year courses.

## Enrolment

Estimated Enrolment:	32
Will the enrolment be limited?	Yes
<p>If yes, please explain how enrolment will be limited.</p> <p>Upper-level English courses have limited enrolment to enable discussion and to ensure that instructors can provide adequate support for students' development as effective writers.</p>	

<b>Course Deletions?</b>	
Are any courses being deleted in conjunction with the proposed addition of a course?	<p>Yes</p> <p>If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.</p>
<p>If you chose 'No', please provide justification for this imbalance.</p> <p>Click or tap here to enter text.</p>	

<b>Anticipated Impacts &amp; Consultations</b>	
Has the proposal been discussed with students of the department/school?	Yes
<p>If you chose 'Yes', to what extent and what was the response?</p> <p>Students who have taken the postcolonial literature courses currently available at Acadia have expressed enthusiasm about the creation of a course less limited to specific nations. They said that a course like "Postcolonial Cultures" would help them conceptualize the complexities around nations and borders, as well as the forces of colonization that were similar across different countries. More than this, students said that a focus on culture would engage their interest in language, literature, and culture, as well as power and history. They have said that they enjoy the geographical specificity of the current offerings, but that they do not get an adequately universal sense of colonization and anti-colonial movements unless they take multiple postcolonial literature courses, which is not always practical for them.</p>	
Will the course be cross-listed or form part of a multidisciplinary program?	No

<p>Briefly outline the impact this course will have on other courses or programs within your unit and others.</p> <p>This course will work towards refining and updating the postcolonial literature courses in our unit. Currently, they focus on specific nations exclusively, which limits students' ability to understand the diaspora and the ways in which colonization and postcolonial life work in similar and unique ways across place. This course will also teach students important terms, such as settler colonialism and decolonization, as well as the relationship between them. This could also be included as part of some of the Multidisciplinary Minors offered in the Arts.</p>	
Has the proposal been discussed with other appropriate units?	No
<p>If you chose 'Yes', to what extent and what was the response?</p> <p>Click or tap here to enter text.</p>	

<b>Teaching Resources &amp; Course Offerings</b>	
Initially who will be teaching the course?	Dr. Nandini Thiyagarajan
Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input checked="" type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

<b>Library Resources (as applicable)</b>	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	Yes

Provide a list of available materials in the library that would be suitable for use in this course.

The Location of Culture by Homi Bhabha

The Postcolonial Studies Reader, edited by Bill Ashcroft, Gareth Griffiths, and Helen Tiffin

Settler Colonialism: A Theoretical Overview y Lucia Lorenzi

Postcolonial Ecocriticism: Literature, Animals, and Environment by Graham Huggan and Helen Tiffin

Orientalism by Edward Said

Black Skin White Masks by Frantz Fanon

The Wretched of the Earth by Frantz Fanon

Provide a list of desirable materials for acquisition by the library.

Currently available resources are sufficient.

### 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?

Currently available resources are sufficient.

### Additional Information

Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below.

Click or tap here to enter text.

**Acadia University Senate Curriculum Committee (Administrative) 2023-2024**  
**Form 2: Proposed Course Deletion**

***ENGL 3693 Postcolonial Literature 3: Australia and New Zealand***

Department or School:	English & Theatre
Presented to Faculty Council?	Yes
Date presented (or will be) to Faculty Council:	2023-11-06

<b>Course Information &amp; Rationale</b>	
Course code to be deleted – discipline & number:	ENGL 3693
Title of course to be deleted:	Postcolonial Literature 3: Australia and New Zealand
<p>Reasons for requesting the deletion. Please be specific.</p> <p>The faculty member who developed and taught this course has left the university and the literature of Australia and New Zealand is not a specialty in which the department foresees seeking a replacement position.</p>	

<b>Anticipated Impacts &amp; Consultations</b>	
Was the course a requirement for a major?	No
Is the course currently cross-listed?	Yes
Has the proposed deletion been discussed with the concerned programs or departments?	Yes
<p>What is the effect of deleting the course on other courses and programs of the department/school or of other departments/schools?</p> <p>This course is listed as part of the multidisciplinary minors in Cultural Studies, World Literatures, Diaspora Studies, and Ethnocultural Diversity Studies. A new course titled "Postcolonial Cultures," which will cover texts from a broader range of communities, has been suggested as a replacement.</p>	
Has the deletion been discussed with students of the department/school?	No

<p>If yes, to what extent and what was the response?</p> <p>Click or tap here to enter text.</p>	
<p>Will any resources be made available by this deletion?</p>	<p>Yes</p>
<p>If yes, how will these be used?</p> <p>Deleting this course will allow Dr. Nandini Thiyagarajan, the department's only expert in postcolonial studies, to develop and add to her teaching rotation a new course, "Postcolonial Cultures," which will introduce students to texts from a broader range of communities.</p>	

<p align="center"><b>Related Changes</b></p>	
<p>Are any new courses being added in conjunction with this course deletion?</p>	<p>Yes</p> <p>If yes, please complete the corresponding Form 1 (New Course Proposal)</p>
<p>Is this part of an extended change in a program?</p>	<p>Yes</p>
<p>If yes, please explain.</p> <p>With the support of the department, next year Dr. Thiyagarajan plans to continue to reconfigure the postcolonial offerings by deleting older offerings based on regional literatures and proposing a new course tentatively titled "Postcolonial Environments."</p>	

<p align="center"><b>Additional Information</b></p>
<p>Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below.</p> <p>Click or tap here to enter text.</p>

**Acadia University Senate Curriculum Committee (Administrative) 2023-2024**  
**Form 4: Proposed Modification to a Program**

***Modification of a Program: The English Core***

Department/School:	English & Theatre
Presented to Faculty Council?	Yes
Date presented to Faculty Council:	2023-11-06

<b>Program / Rationale</b>	
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Program being modified:	The English Core (30 credit hours)
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Briefly (in one paragraph) outline the nature of the changes you are requesting to your program.

English faculty propose to add two new courses to the English Core, one an Introduction to Indigenous Literatures of Turtle Island (ENGL 2803) and the other an upper-level course in Postcolonial Cultures (ENGL 3653). At the same time, we propose to remove from the core but retain as electives two courses in Writing by Women (ENGL 3833 and ENGL 3843), and to delete altogether a course titled Postcolonial Literature 3: Australia and New Zealand (ENGL 3693).

Briefly state the reason for requesting this modification. Please be specific.

These modifications are a significant step in the ongoing process of curriculum renewal in the department as they reflect important developments in the discipline of English, as well as the expertise and interests of recently hired tenure-track faculty. Until now, Indigenous authors, texts, and traditions have been included in our program only on an ad hoc basis at the initiative of individual faculty members. Now that Amanda Peters, a writer of Mi'kmaq and settler ancestry, has joined our department, we are excited to be able to place a course dedicated to the study of Indigenous literature in the English Core for the first time. We are also excited to be able to renew our postcolonial offerings thanks to the recent hiring of Nandini Thiyagarajan, a scholar of Postcolonial Literature, World Literature, and Asian Diasporic Studies. This year we propose to introduce a new course in Postcolonial Cultures and to delete an older one focused on the settler colony literature of Australia and New Zealand. Since we must limit the number of courses in the core in order to ensure each is taught frequently, we are proposing to remove from the core two courses in Writing by Women. When these courses were introduced in the early 1990s, very little literature by women was being taught in the department and these courses provided an essential opportunity for students to encounter voices



from whom they could not otherwise learn. Thirty years later, women writers are much better represented in many of our courses, and, though we will continue to offer Writing by Women regularly, we are prepared to cede vital space in the core to new voices.

### Anticipated Impacts & Consultations

Will this modification alter, in any substantive way, the way your program is currently delivered?

No

**If you chose ‘No’, you may skip the rest of this section.**

If you chose ‘Yes’, briefly state how the modification will change the nature of your program below.

Click or tap here to enter text.

Are the effects of this program restricted to your own Department/School?

Yes

Has the proposed modification been discussed with students?

Yes

Do students approve of the modification?

Yes

If you answered ‘No’ to any of the last three questions, please explain.

Click or tap here to enter text.

### New Calendar Description

Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements.

THE ENGLISH CORE (30 credit hours)

All programs in English require students to complete 30 credit hours (30h) as follows:

6h from ENGL 1483 and 1493 or ENGL 1413 and ENGL 1423

ENGL 2083 and ENGL 2093

3h from ENGL 2163, ENGL 2173, ENGL 2273

3h from ENGL 2223 and 2233\*, ENGL 2183, ENGL 2193, ENGL 3283, ENGL 3293

3h from ENGL 2283, ENGL 2383, ENGL 2393, ENGL 2773

3h from ENGL 2323 and 2333\*, ENGL 2353, ENGL 2363, ENGL 2473 and ENGL 2483\*, ENGL 2413, ENGL 2423, ENGL 2783, ENGL 3483

3h from ENGL 2563, ENGL 2573, ENGL 2683, ENGL 2693, ENGL 2803

3h from ENGL 3653, ENGL 3663, ENGL 3673, ENGL 3683, ENGL 3773, ENGL 3793

- The extra 3h in a 6h course will be subsumed in the 18h of English at the 2000/3000/4000-level.

### Impacts on Courses

Will this program change result in the **addition** of any new courses?

Yes

If you chose 'Yes', please list all new course numbers below, and fill out a **Form 1 New Course Proposal** for each.

ENGL 2803 Introduction to Indigenous Literatures of Turtle Island

ENGL 3653 Postcolonial Cultures

Will this program change result in the **deletion** of any existing courses?

Yes

If you chose 'Yes', please list all deleted course numbers below, and fill out **Form 2 Proposed Course Deletion** for each.

ENGL 3693 Postcolonial Literature 3: Australia and New Zealand

Will this program change result in **substantive modifications** to any existing courses?

No - 2 courses have been moved out of the core but the substance of their content will not change at all

If you chose 'Yes', please list all the affected course numbers below, and fill out **Form 3 Proposed Course Modification** for each.

Click or tap here to enter text.

### Additional Information

Give any additional information that you feel may be useful to the Curriculum Committee in its deliberation.

Click or tap here to enter text.

### **Motion on Microcredentials**

*Whereas* the Senate of Acadia University has directed this committee to examine the matter of microcredentials from the perspective of Senate jurisdiction, and to determine the role of Senate in the creation and on-going supervision of microcredential programs;

*And Whereas* the committee was directed to determine whether these programs fall under the jurisdiction of Senate, and if so, whether they fall under the jurisdiction of an existing standing committee, or whether a new standing committee needs to be created;

*And Whereas* the provincial government has established a Microcredential Framework, which emphasizes the importance of developing a process to ensure quality assurance;

*It is moved that* all microcredential programs offered by Acadia University, as defined in this motion, fall under the jurisdiction of Senate.

*Furthermore, it is moved that* all policies related to the creation, approval, discontinuance, and oversight of microcredential programs be vested in the authority of the Board of Open Acadia Committee, excepting those offered by the Acadia Divinity College. These policies shall be presented to the Senate for approval.

*Furthermore, it is moved that* the Board of Open Acadia shall present annually to Senate a report containing details of these programs, including but not limited to information regarding the creation, elimination, or redevelopment of microcredential programs, registration and completion rates, and participant feedback.

#### **Definitions:**

A microcredential is a certification offered by Acadia University that:

- Recognizes a competency or skill earned through a short-duration or applied learning experience that aligns with sector, employer, profession, community, or learner needs;
- Involves a formal assessment that participants have achieved a level of competence or met a particular standard of performance;
- Includes a Letter of Completion that verifies to the public that the learner has achieved a level of performance in completing all tasks as part of the microcredential program that would indicate proficiency;
- Does not confer on the learner any credit nor contribute toward the completion of an Acadia University certificate, degree, or diploma;
- Is not being offered by Acadia University at the direction of an accreditation or regulatory body; and
- Is not a learning activity offered by academic or administrative units of Acadia University to employees for the purposes of professional development, training, or other similar opportunities