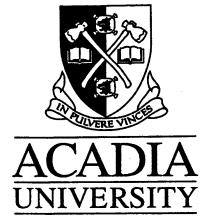


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Minutes of the Senate Meeting of Monday January 9th, 2017.

A meeting of the Senate of Acadia University occurred on Monday 9th January, 2017 beginning at 4:00 p.m. with Chair Anna Kiefte presiding and 32 present. The meeting took place in BAC 132.

Approval of Agenda

The chair noted that there was quorum at present. Before the motion to approve the agenda was moved, the second item 4) a) "Notice of Motion.." was changed to 4)f) as the numbering was incorrect.

Motion to approve the agenda as revised. Moved by D. MacKinnon, seconded by R. Seale.

MOTION CARRIED.

**Minutes of the Meeting of
14th November, 2016**

Motion to approve the Minutes of Monday 14th November as distributed. Moved by J. Hooper, seconded by R. Raeside.

The Chair asked for any errors, omissions or changes to the Minutes.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements

a) From the Chair of Senate

Regrets were received from S. Sena, J. Hennessy, R. Ivany, J. MacLeod, S. Sproule, H. Hemming, J. Richard, H. Gardner, C. Rushton, P. Connelly, L. Elshof, G. Bissix and E. Patterson. J. Leidl would be arriving late.

b) From the President

President Ivany was not in attendance so no report.

**c) From the Vice-President
Academic**

H. Hemming was not in attendance so no report.

**d) From the ASU Vice-
President Academic**

S. Sproule was not in attendance but B. Jarvin reported that in December at a Acadia Student Representative Council meeting a motion was passed to allow the Theology Senator to become a voting member on the SRC.

4) New Business

- a) Graduate Studies Proposed Curriculum Changes
(attached)

Motion that the Graduate Studies Proposed Curriculum Changes be Approved by Senate. Moved by D. MacKinnon and seconded by B. Brackney.

D. MacKinnon noted that these were housekeeping items and had been approved by the Graduate Studies Curriculum committee and invited any questions.

An increase in the number of Math courses to be taught was questioned.

N. Clarke explained that for many years versions of these courses had been offered as 'Special Topics' courses.

MOTION CARRIED.

- b) Proposed Calendar Dates for 2017-2018 (attached)

Motion that the proposed Calendar Dates for 2017-18 be approved by Senate. Moved by J. Banks and seconded by J. Grant.

The Chair pointed out that the original Senate agenda that had been circulated included Calendar Dates that only extended to April 2018 and that an updated Senate agenda had been circulated earlier in the day which now included Calendar Dates up to and including July 2018.

The Chair asked whether Faculty Council meeting dates would be added to the Calendar Dates document.

J. Banks responded that this document was only detailing academic dates that pertained to students in the University Calendar.

D. Holmberg pointed out that no deadline dates had been included for Honours Thesis and asked whether that was intentional.

J. Banks agreed that those dates should be included and offered to speak to the TIE committee and Research and Graduate Studies with the expectation that those dates would be added later.

B. Jarvin asked why the Fall Break was being split into two separate breaks rather than a one-week break period.

J. Banks stated that there had not been enough time to conduct a survey of the students and faculty to see how the two mini breaks were liked compared to a one week break. The previous year a survey had been conducted and it was found that opinion split down the middle in favour of one or the other. He stated that another survey will be conducted but that in order to move forward it was decided to go with the two mini breaks for 2017-18.

G. Poulter asked whether faculty would be included in the survey.

J. Banks agreed that this would be the case, as it was last time.

J. Hooper asked why there was now only one study day before final exams, noting that in the past there were always two study days at least. J. Hooper

also discussed first year courses in Science that scheduled a second major test during the week between the second mini-break and the 10 day limit (only a five day period existed in that time frame).

J. Banks responded that the guidelines had been changed several years ago to only allow for one study day prior to final exams commencing. He stated that the inclusion of the Fall break(s) had compressed the calendar but that the guideline had anyway changed prior to that.

J. Banks stated that the Registrar will send out a notice to faculty and students detailing what date would be the last date that a major test can be scheduled in the classroom. He noted that the Registrar interprets this date as being the number of weekdays as opposed to the number of days to the end of term.

R. Worvill was not in favour of the change to the regulations, reducing the study days to only one before final exams. She felt that this was not fair on the students because in many courses they were expected to hand in important pieces of work on the final day of term. Any students finding themselves with one or more exams on the first day would be put under a lot of pressure. R. Worvill noted that this could happen to a student several times over the course of their program whereas other students might never have only one day in which to study. She also felt that this was unfair on the faculty because those that planned to have an exam had planned for that and needed the students to have time to prepare, because otherwise they were likely to underperform.

R. Worvill felt that this was a mental health issue and that although giving days off during the term was important, it was equally important to have two days at the end of term to prepare for the exams in order to get over the end of term and have time to focus on examinations. She felt that this was a student oriented university and that the place to demonstrate this was in the processes and systems. R. Worvill pointed out that in the Winter term the exam period was shown as ending on the 23rd April but that there was no reason for it not to end a couple of days later.

J. Banks agreed with R. Worvill but noted that in the Fall term it was essential to get 36 credit hours of lecture time into the term and that examinations had to end by December 20th. The start of term was tied to Labour Day. He stated that by providing the two mini breaks instead of a study week they were able to fit everything into the term. He agreed to check on the Winter term.

J. Grant asked for examination of some literature that might support the study break in the Fall term. He stated that other universities had adopted this as a mental health issue to be addressed.

J Banks agreed that the TIE committee could look for literature that supported the study break. When the survey was offered the fourth option was to have no study break and that was the second choice by the respondents.

J. Grant felt that the decision therefore needed to be made based on evidence rather than on opinions.

J. Banks asked Senators to forward any written evidence that they were able to find to him for the TIE committee to consider.

R. Seale stated that at a recent Faculty of Arts Steering Committee meeting there had been general agreement across all disciplines that students were being caught out by there being only one rather than two study days at the end of the term.

J. Banks asked whether a return to the two study days at the end of term should come at the expense of the study break during the term.

R. Seale cited other institutions that provide a one week study break in the middle of the term regardless of where Thanksgiving falls. He pointed out that November 14/15th fell in the 11th week of a 14 week term and he asked what the purpose of this break was. R. Seale felt that if the break was consistently held in the third week of October it would be a mid-term break.

D. Holmberg felt that although it could be difficult to offer two study days before exams in the Fall term, it shouldn't prove difficult in the Winter term to do so. The university could consider one day in the Fall and two in the Winter and then survey students and faculty for feedback.

D. Holmberg asked about the significance of breaks spanning certain days of the week and was concerned about labs.

J. Banks agreed that the two Statutory holidays fell on Mondays and that nothing could be done about that. Using a Friday/Monday and then a Monday/Tuesday/Wednesday was the only way this year to get the semester hours to work out. Taking out a full week at Thanksgiving would present the same problem.

J. Banks stated that extending exams in the Winter term also had implications for students trying to get their marks before going into Inter-session courses. He stated that this was a complex process.

A. Quema noted that she had made these same points last year. She sympathised with J. Banks but also noted that Senate decides on the dates and could certainly re-visit this issue and consider extending Fall term exams to December 21st.

A. Quema was concerned that in November the second break ran from Monday to Wednesday and that there was every possibility that students would decide not to return to Acadia until the following week.

A. Quema had an early exam this year and found that students handed in essays on the 6th December and then took their exam on the 8th December. A. Quema felt that because the students were required to read a lot of difficult text prior to the exam they found that a one day study break was insufficient. As a result A. Quema had to alter the content of the exam.

The Chair asked when the decision was made that December 20th, 2016 had to be the end date for the examination period, and whether that ruling was made prior to the decision to introduce a Fall study break.

J. Bank did not know the answer.

No other Senators had anything further to add in response.

M. Lukeman stated that if the one day study break before exams was a direct result of the Fall study break during the term it should be possible to tell the examination software to minimise the number of exams held on the first day of the schedule.

J. Banks stated that anything was possible if the time could be taken to input this but he noted how complex it was to put the exam timetable together. Faculty requesting exceptions cause more complexity. Students do not want to write two or three exams in a short period of time. J. Banks felt that allowing one change could create a different problem.

M. Lukeman noted that he never expected a large paper to be due on the last day of class so that from his point of view only having one study day before exams was not a concern.

J. Banks suggested that faculty members could provide the reason for not wanting their exam on the first day which would block out that day for the students.

P. Callaghan asked whether 11 days was definitely needed for the examination period and J. Banks agreed that this was the case.

D. Holmberg pointed out that in asking for feedback, faculty could also be asked to indicate whether they were fine with having their exam scheduled on the first day of the exam period.

A. Quema wondered whether a consideration had ever been made to organise the exam schedule by Faculty, because of the differing pedagogies.

J. Banks agreed that this was possible but that he would need to speak to the programmers who were already very busy. This could allow for both exceptions and allowances for exams on the first day.

P. Callaghan noted that because so many students would be taking courses outside of the Business School there would be many variants that came into play or would be ideal.

G. Poulter recalled that faculty used to be asked whether they wanted their exams to be offered early, middle or late.

D. Holmberg pointed out that first year PSYC, which was a large course, could be offered early.

The Chair asked whether Senators were ready to vote on the motion.

G. Poulter preferred to wait for J. Banks to report back from Tech Services.

J. Banks was keen to proceed and noted that the exam schedule could possibly be shortened anyway which would allow for no exams on the first day.

G. Poulter reminded J. Banks that the same conversation had been held a year ago and that nothing had resulted from it.

MOTION CARRIED. 2 OPPOSED. 4 ABSTENTIONS.

c) Senate Curriculum Committee (Administrative) Undergraduate Curriculum Change Proposals for 2017-2018 (attached)

Motion that Senate approve the Senate Curriculum Committee (Administrative) Undergraduate Curriculum Change Proposals for 2017-2018. Moved by P. Callaghan and seconded by R. Raeside.

P. Callaghan pointed out that a summary report was attached to the Senate agenda but that if any Senator wanted to read through the detailed curriculum submission forms (520 pages in total) he suggested that they contact S. Singleton who would then provide access to a SharePoint site that had been set up.

P. Callaghan noted that the Curriculum Committee had completed its work and he noted that even apparently minor course modifications were often important from the point of view of catching up and providing relevant content. He noted that the Department of Sociology had undertaken a detailed review of the pre-requisites for Sociology courses.

P. Callaghan stated that a few final changes would be made on the SharePoint site as he continued to work with the Registrar's Office.

The Chair noted that the VP Academic and two of the three Deans were not in attendance but that questions could be addressed by other members of the Curriculum Committee.

J. Banks commented that this was a lot of work for the Curriculum committee and particularly for the Chair of the committee (P. Callaghan). He thanked P. Callaghan for his work on this and also S. Hewitt for her work on this during last year. J. Banks also noted that S. Singleton and L. Davidson played a large role in the Registrar's Office.

P. Callaghan agreed that everyone on the Curriculum committee did a lot of work but also acknowledged that S. Singleton and L. Davidson were instrumental in programming these changes into the Calendar.

MOTION CARRIED UNANIMOUSLY.

d) Senate Research Committee Report on Senate Motion regarding Student Research (attached)

D. MacKinnon stated that the Senate Research Committee report was in response to a request from Senate at the October meeting to highlight and celebrate current student research. He noted that this was part of the work that the Senate Research committee was already undertaking, and that the Strategic Research Plan included a substantial section aimed at celebrating and enhancing research at Acadia. This included undergraduate and graduate student research in addition to faculty research.

D. MacKinnon stated that a second point related to the dissemination of student research and he noted that R. Seale would be offering a workshop with the graduate students at the end of January which would focus on presentation skills, with particular emphasis on presentation of research results at professional conferences and other platforms. This had been a request by the

Acadia Graduate Student Association and this year would be offered to graduate students. Next year the workshop may be extended to include undergraduate students.

e) **Senate Curriculum Committee (Policy) Report (*attached*)**

R. Raeside, Chair of the Curriculum Committee (Policy), noted that it had been invited to report to Senate at the January meeting on progress that had been made during the fall term on a number of issues.

Motion to Receive the Report from the Senate Curriculum Committee (Policy). Moved by R. Raeside and seconded by C. Dexter.

R. Raeside noted that five directives had been given to the Curriculum committee when the mandate was established. R. Raeside pointed out that some of the directives first required attention and feedback from other Senate committees, but that the first two items could be dealt with immediately by the committee. To date, there had only been time to deal with one item which was ‘to develop a clear and consistent mechanism/process for degree and program changes, including program creation or closure’.

R. Raeside stated that the report before Senate indicated the progress that had been made to date, rather than being a final report. Many issues still needed to be considered during the winter term.

G. Poulter asked for item one to be dealt with by the committee – ‘consider how our classroom practises and academic programs support our definition of an Acadia Education’, and stated that it was important to know what an ‘Acadia Education’ was.

R. Raeside agreed that item number one would be part of the work to be done but noted that Senate already had a definition of an Acadia Education. This had been previously approved by Senate.

The Chair sought clarification that Senate was not being asked to approve this policy but that the report was merely for information at this stage.

A. Quema was concerned about comments under Program Closure – 2)d) and the suggestion that the Dean(s) could be called upon to deal with an urgent situation arising from losses of staffing, funding, etc., noting that this had happened in the past.

P. Doerr did not think it was necessary to vote on receiving the report.

The Chair stated that she agreed it was not necessary, and that while a previous report had been received without a motion, she did not feel there was a particularly strong reason not to have the motion if the Chair of the committee giving the report wished to do it in this way.

D. Holmberg pointed out that Robert’s Rules recommended not having a motion to receive a report because it could create confusion in that Senators might consider that they were approving the report.

M. Lukeman stated that there was a distinction between a department and a program. He asked whether the committee deliberations would comment on

the departmental structure. A department with a program could experience a big impact if that program changed or was terminated. Some programs were inter-disciplinary and not attached to a department.

R. Raeside responded that the committee had only been considering the programs. Anything further would be outside of the terms of the Curriculum committee (Policy).

P. Callaghan stated that the first meeting of the committee had been spent determining the mandate of the committee itself. One of the tasks that P. Callaghan undertook was to understand what programs are currently offered and to understand the language that was used to define majors and minors.

P. Callaghan pointed out to Senators that this language should not be interpreted to mean that the curriculum committee (Policy) had a mandate to close programs; only that they were describing a process for doing so, should the need arise.

J. Hooper noted that in the examples of programs provided by the committee, the programs were rejuvenated into different and stronger more successful programs.

A. Quema drew attention to the Classics program which was now administered by the Department of English and Theatre, History and Classics. A. Quema felt that if a program such as Classics was to be closed, it would not be possible for it to be transformed into something else.

G. Poulter quoted Fine Arts and Comparative Religion which both had majors at one time but that now were only offered as minors. G. Poulter felt that this was the result of attrition.

D. Holmberg noted that it was complicated work for the committee to take on but she felt that it would be good to have a process that had been agreed upon and could be approved by Senate, rather than 'death by a thousand cuts'.

R. Raeside recognized that Item number 2 had been expected to catch the attention of Senators, and agreed that an eighth reason for termination of a program might be attrition. He stated that the more important part of the document was the list of issues still to be considered. This included: Who starts the process? Should there be some guidelines set that control the process of program closure? Should Acadia adopt the regulation that any program closure must go through a review first of all.

R. Raeside noted that the committee had been looking at documentation from other institutions to determine best practises and noted that they would continue to examine those policies that had been adopted elsewhere in order to define some best practises for Acadia to follow.

The Chair reminded Senate that they were approved receipt of the report, not approving the contents of the report as future policies.

MOTION TO RECEIVE CARRIED UNANIMOUSLY.

- f) Notice of Motion that the Mandate/Duties of the Admission and Academic Standing Committee (Policy) be changed (*attached*)

Notice of Motion that the Mandate/Duties of the Admission and Academic Standing Committee (Policy) be changed to read as follows: Duties: to interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, *evaluation methods* and academic regulations.

A. Mitchell explained that he wished to bring this forward to Senate because he was dealing with an issue that involved appeals from students. It became unclear to A. Mitchell as to how academic regulations were made at Acadia with respect to evaluation methods for courses.

A. Mitchell hoped that one of the Senate committees could be tasked with monitoring the issue of fairness around evaluation methods for students. A. Mitchell had felt that the appeal should go to the Appeals committee but then found that the Appeals committee only rules on University regulations.

A. Mitchell felt that the A&AS (Policy) committee was the place to determine this and then put a policy in front of Senate to debate.

A. Mitchell offered as an example the fact that there were rules and regulations with respect to re-reads of examinations, but that if a student appealed some facet of the grading scheme there was nothing that the Department Head could do other than attempting some mediation. If this could not be achieved it was not clear where to go next.

The Chair reminded Senators that this could be discussed but that a motion would come to the next Senate meeting.

G. Poulter felt that this would involve a discussion about academic freedom and involve the Collective Agreement.

A. Mitchell felt that a review was needed if a complaint came forward.

J. Hooper noted that there were guidelines in the regulations that allowed a unit to have discussion and set parameters for evaluation. The danger would be a situation where a faculty member created a new wrinkle that a policy hadn't covered. With respect to the assessment piece a professor could fail all of the class if they came up with an exam that was much too hard. There didn't seem to be a process for dealing with appeals.

A. Quema felt that if this was to address dealing with a trend then it should be looked at. If however, this was an isolated case it would not be useful to start the process.

- 5) Adjournment

There being no more business, the the Chair called for a motion to adjourn at 5:25 p.m. Moved by P. Doerr.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Graduate Curriculum Changes

Approved by the Senate Committee on Graduate Studies

NEW COURSES - MSc in MATH and STATS

MATH 5113 Probability

Elementary set theory, outcome spaces, probability spaces, laws of probability (discrete and continuous), independence, conditionality, random variables, random vectors, distributions of functions of random variables, moments and moment generating functions, special distributions, law of large numbers, central limit theorem.

MATH 5133 Regression

An introduction to the methodology and theory involved in multi-linear regression. Topics include: variable selection, indicator variables, correlation analysis and general linear hypothesis testing.

MATH 5153 Nonparametric Statistical Inference

Nonparametric statistical inference and statistical methods based on ranks. Topics include rank and sign tests, linear rank statistics, nonparametric analysis of variance, measures of concordance, relative power and efficiency.

MATH 5163 Sampling Theory

Statistical surveys, simple random sampling, sampling proportions and percentages, estimation of sample size, ratio and regression estimators, stratified random sampling, cluster sampling, probability sampling.

MATH 5173 Design and Analysis of Experiments

Single and multi-factor analysis of variance, fixed and random effects models, analysis of co-variance, experimental design, including randomized block designs, balanced incomplete block designs, and factorial designs. Other topics may include repeated measures, split plot designs, response surface models, and fractional factorial designs.

MATH 5183 Time Series

Seasonal effects, trends, descriptive methods. Stochastic processes, moving average and autoregressive processes. Autocorrelation. Model fitting and Box Jenkins models. Forecasting. Regression based procedures.

MATH 5193 Statistical Learning

Modern statistical methods for supervised and unsupervised learning with large and complex data. Topics include: linear regression, classification, resampling methods, model selection and regularization, smooth regression, tree-based models, support vector machines, principal components and dimension reduction, clustering and statistical graphics.

MATH 5213 Mathematical Statistics

Sampling distributions, elementary decision theory, estimation, testing hypotheses.

Reasons for requesting the courses: For nearly every undergraduate offering of these courses since 2004, the department has offered corresponding graduate courses, using “topics” course numbers such as MATH 5823 or MATH 5883. Listing these as graduate courses reflects our current practice and indicates to prospective and current students what graduate offerings might be expected. Proposed numbering maps 3000 level courses to 5100s and 4000 level courses to 5200s.

COURSE DELETIONS – MSc in MATH and STATS

MATH 5243 Applied Stochastic Processes
MATH 5623 Discrete and Combinatorial Optimization

Reason for requesting deletions: Our graduate courses parallel our upper level undergraduate courses. The undergraduate versions, MATH 4243 & MATH 4623 were deleted from the calendar several years ago, and thus the graduate version is no longer officially offered.

PROPOSED MODIFICATION TO EXISTING COURSES – MSc in MATH and STATS

Current Course Title and Calendar Description

MATH 5223 Applied Statistical Methods
The course offers a survey of advanced statistical methods including advanced modelling techniques, survival analysis, analysis of contingency tables and nonparametric methods. Computer based empirical evaluation methods are introduced. The use of SAS and other statistical software will be emphasized.

Proposed New Course Title and Calendar Description

MATH 5223 Generalized Linear Models
Review of least squares linear regression and maximum likelihood estimation. Generalized linear models, including binomial (logistic) regression, Poisson regression, contingency tables, and log-linear models. Other topics in regression modeling such as survival analysis.

Reason for requesting this modification: Our graduate courses parallel our upper level undergraduate courses. The undergraduate version, MATH 4223, was modified several years ago. At that time, the corresponding change was not made to the calendar description of MATH 5223, so we are now rectifying this omission.

PROPOSED MODIFICATION TO A PROGRAM – MSc in MATH and STATS

The preamble to the listing of graduate courses currently reads (on page 352 in the Calendar): Credit cannot be obtained both for a graduate course and for the undergraduate course with the corresponding number (4xxx instead of 5xxx) and title.

The new preamble to the listing of graduate courses should read: Credit cannot be obtained both for a graduate course and for the undergraduate course with the corresponding number (4xxx instead of 5xxx, or 32yy instead of 51yy) and title.

Reason for requesting this modification: Bookkeeping change to accommodate new courses

NEW COURSE – MSc in GEOL

GEOL 5743 Topics in Soil Science

An examination of soils from a mineralogical and geochemical perspective, including dissolution, hydrolytic and oxidative soil forming processes, soil evolution and maturity, the effect of substrate composition on soil type, organic matter composition and decomposition, adsorption, desorption, controls on permeability, and essential nutrient and micronutrient cycling.

Prereq: Permission of instructor

Reason for requesting new course: Needed by graduate students for background in this subject.

COURSE DELETION – MSc in PSYC

PSYC 6063 Internship in Community Psychology

Reason for requesting deletion: PSYC6063 has not been offered for many years and is not a required course for our MSc Program. It was an elective available for graduate students at one time but there is currently no one available to teach this course, and there are no plans to offer the course in the future.

PROPOSED MODIFICATION TO EXISTING COURSES – MEd Program

Current Calendar Description

EDUC 5143 – Educational Explorations

This course provides an opportunity for the exploration of a variety of educational issues through participation in formats such as institutes, workshops, and mini-courses. Evidence of 3h equivalency (120 hours of approved voluntary professional development activities), program relevance, and appropriate academic standards are to be submitted for prior approval to the Director. Evaluation is on a pass/fail basis.

Proposed New Calendar Description

This course provides an opportunity for the exploration of a variety of educational issues through participation in formats such as institutes, workshops, and mini-courses. Evidence of 3h equivalency (120 hours of approved voluntary professional development activities), program relevance, and appropriate academic standards are to be submitted for prior approval to the Graduate Coordinator. Evaluation is on a pass/fail basis. Available only to students enrolled in an Acadia University M.Ed. program or Director-approved extension programs (example: the NSAC technology program)

Reason for requesting this modification: The Explorations course credit is intended to provide flexibility for program students to supplement their MEd with specialized electives. It was never intended to be a

standalone course but furthermore directly related to the ongoing development of an Acadia MEd program student.

Current Course Title and Calendar Description

EDUC 50D3 Professional Issues in Counselling

This course engages students in critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes to ethical dilemmas. Prerequisite: 12 hours of coursework in the program

Proposed New Course Title

EDUC 50D3 Ethics in Counselling Practice

This course engages students in critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes to ethical dilemmas. Prerequisite: 12 hours of coursework in the program

Reason for requesting this modification: Ethics is a major competency in our accredited program. The current title does not reflect this. The change in title better reflects the current content of this course.

Current Course Title and Calendar Description with Prerequisite

EDUC 5563 Career Counselling

This course is for students who wish to expand their career counselling competencies. It includes a major practical component and will cover such topics as career education and exploration, planning and decision making, and incorporation of computer-based programs. Students are introduced to selected interest and other preference assessment tools. Equity and diversity are taken up as central concerns in career counselling. Prerequisite: EDUC 5543

Proposed New Calendar Description

EDUC 5563 Career Counselling

This course is for students who wish to expand their career counselling competencies. It includes a major practical component and will cover such topics as career education and exploration, planning and decision making, and incorporation of computer-based programs. Students are introduced to selected interest and other preference assessment tools. Equity and diversity are taken up as central concerns in career counselling.

Reason for requesting this modification: Dropping the prerequisite allows for greater selection of courses by independent students; allows for students in other MED programs other than Counselling to pick up an elective; and, allows students in Counselling Programs at other universities to take the course. This change was discussed extensively with the instructor who has taught this course for over 20 years and with other program faculty. All agree to the change.

PROPOSED MODIFICATION TO PROGRAM – MEd in COUN

The proposed changes to the MEd Counselling program admissions criteria clarify the two-year work experience. The changes also reflect questions asked by incoming applicants and make the process more transparent. Finally, the changes clarify overall admission requirements for all applicants to all MEd programs.

Delete the following text from pp 161-162, Acadia University Academic Calendar 2016-17

Admission Requirements

1. A Bachelor of Education degree or its equivalent (e.g., NS Teachers College plus an undergraduate degree) for the School Stream in Counselling or a relevant undergraduate degree for those pursuing the Agency Stream in Counselling, with at least a B (73 - 76%) average in the BEd program or in the final two years of full-time equivalent study is required.
2. Two years of paid, full-time equivalent, post-degree teaching or related experience is required. Related experience for the MEd Counselling program includes work in a social service capacity.
3. Two arm's length references from persons conversant with the applicant's academic and professional abilities are required. One is to be an academic reference from a recent instructor/teacher/professor. The other is to be a professional reference from an individual familiar with the applicant's professional performance. If the applicant has not taken a course (undergraduate or graduate) in the last five years, two professional references may be submitted. This is the only circumstance in which two professional references are acceptable.

MEd (Counselling) Additional Admission Requirements:

- a) Applicants who do not hold a Bachelor of Education degree or its equivalent and seek admission to the MEd (Counselling) program for purposes other than school counselling must hold a minimum of a four-year undergraduate degree with at least a B (73-76%) average in the final two years of full-time equivalent study and fulfill all other requirements.

Proposed New Calendar Info:

Admission Requirements

All applicants must meet the minimum graduate admission criteria as outlined below:

- Applicants to all MEd programs must have at least a B average (73-76%) in the final two years of full-time equivalent (60 credit hours) university study, including coursework in undergraduate degree(s) and any graduate work completed.
- Applicants to all MEd programs must possess a Bachelor of Education degree or its equivalent (e.g., NS Teachers College plus an undergraduate degree). Applicants to the MEd Counselling,

Agency Stream must possess a relevant four-year undergraduate degree or its equivalent.

- Two years of paid, full-time equivalent, post-degree teaching or related experience is required. Applicants to the M.Ed. Counselling program should carefully note the information under Additional Admission Requirement below.
- Two current arm's length references from persons conversant with the applicant's academic and professional abilities are required. One is to be an academic reference from a recent instructor/teacher/professor. The other is to be a professional reference from an individual familiar with the applicant's professional performance. If the applicant has not taken a course (undergraduate or graduate) in the last five years, two professional references may be submitted. *This is the only circumstance in which two professional references are acceptable.*

Med (Counselling) Additional Admission Requirement

- Applicants to the MEd Counselling must have a minimum of two years (full-time equivalent) of work experience in jobs that involve working in a helping capacity with children, adolescents and/or adults. The two years of relevant work history can include paid and volunteer positions held prior to, during, and subsequent to post-secondary study. All work experience must be documented. Preference will be given to those applications that document a minimum of two full years of paid work experience subsequent to post-secondary study.
- Applicants must provide a letter of intent outlining their motivations and aspirations in reference to the counselling program.
- Applicants must participate in an interview as part of the application review process.

Reason for requesting this modification: The current descriptions are inadequate.

Academic Calendar Dates 2017-2018

2017	
September	
Wednesday, September 6	Classes begin for Fall and Fall/Winter (full-year) courses. Fee payment deadline.
Friday, September 15	Last day to add/change any Fall or Fall/Winter course sections. Last day to drop a Fall or Fall/Winter course without a "W" appearing on the transcript.
October	
Friday, October 6	Fall term study day.
Monday, October 9	Thanksgiving Day - no classes.
Friday, October 27	Last day to drop a Fall term course and receive a "W". Any Fall courses dropped after today will receive an "F" grade.
November	
Monday, November 13	Remembrance Day observed - no classes.
Tues/Wed, November 14/15	Fall study days.
December	
Wednesday, December 6	Last day of classes.
Thursday, December 7	Examination study day.
Friday, December 8	Fall term examinations begin.
Wednesday, December 20	Fall term examinations end.
2018	
January	
Monday, January 8	Fall/Winter (full-year) courses resume. Winter term courses begin. Fee payment deadline.
Tuesday, January 16	Last day to add/change any Winter course sections. Last day to drop a Winter course without a "W" appearing on the transcript.
Friday, January 26	Last day to drop Fall/Winter (full-year) courses and receive a "W". Any courses dropped after today will receive an "F" grade.
February	
Monday, February 19	Heritage Day - no classes.
Tuesday-Friday, February 20-23	Winter study break - no classes.
March	

Friday, March 2	Last day to drop Winter term courses and receive a “W”. Any courses dropped after today will receive an “F” grade.
Friday, March 30	Good Friday - no classes.
April	
Monday, April 9	Last day of classes.
Tuesday, April 10	Exam study day.
Wednesday, April 11	Winter term examinations begin.
Monday, April 23	Winter term examinations end.
May	
Monday, May 7	Classes begin for Spring (6wk) and Spring 1 (3wk) intersession courses.
Monday, May 21	Victoria Day - no classes.
Friday, May 25	Examinations for Spring 1 intersession classes.
Monday, May 28	Classes begin for Spring 2 (3wk) intersession courses.
June	
Friday, June 15	Examinations for Spring 2 intersession courses.
Monday, June 18	Classes begin for Summer (6wk) and Summer 1 (3wk) intersession courses.
July	
Monday, July 2	Canada Day Holiday observed - no classes.
Friday, July 6	Examinations for Summer 1 intersession courses.
Monday, July 9	Classes begin for Summer 2 (3wk) intersession courses.
Friday, July 27	Examinations for Summer and Summer 2 intersession courses.

Senate Curriculum Committee (Administrative)

2016-17

Proposals for Curriculum Changes

Report to Senate January 4th, 2017

Committee Members: Jeff Banks (Acting Registrar), Paul Callaghan (FPS, Chair), Glenys Gibson (FPAS, Secretary), Brianna Jarvin (SRC – VP Academic), Diemo Landgraf (FA), Rob Raeside (Curriculum Committee Policy), Jennie Rand (FPAS), Patricia Rigg (FA), Ann Smith (Library), and John J. Guiney Yallop (FPS).

Note: Lisa Caldwell & Shawna Singleton of the Registrar's Office also participated in the process of reviewing curriculum change proposals.

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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	0	7
Course Deletion (Form 2)	12	2	0	14
Course Modification (Form 3)	64	49	5	118
Program Modification (Form 4)	12	6	0	18
Totals:	94	58	5	157

A summary listing of all proposals submitted to the Senate Curriculum Committee - Administrative (SCCA) follows, with the complete forms submitted for the proposals available upon request through SharePoint. Those interested in reviewing proposal forms should contact Shawna Singleton, Program Manager (Undergraduate) in the Registrar's Office @ shawna.singleton@acadiau.ca. Within the SharePoint site forms are organized within folders by Faculty > School / Department, and a master file is provided for each faculty (Arts, FPAS, and FPS).

In the case of the Faculties of Science and Professional Studies, the summaries of proposals that follow are presented in the format as submitted to the SCCA. No summaries were provided by the Faculty of Arts; for departments / school from Arts, the summaries have been prepared in a standard format by the Chair of the SCCA.

Two meetings were held to review proposals on 12/7/2016 and 12/12/2016 (lasting a total of 5 hours). The agendas and minutes for both meetings are provided within Appendix 1. The minutes for these meetings indicate whether proposals; (i) were deemed acceptable as is ("no issues"), (ii) were edited by the committee during the meeting to catch minor oversights in completing forms (e.g. grammatical errors, courses mis-numbered, etc.), or (iii) required clarification through consultation with the Director or Head of the relevant academic unit.

All instances requiring consultation with Departments / Schools have now been resolved. In turn, the SCCA has notified the Registrar's office of any edits to the proposals needed to incorporate input received from the Departments / Schools through these consultations. Working with the SCCA, the Registrar's office will ensure all proposed curriculum changes will be reflected in the 2017/18 Calendar and within Eden, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

SUMMARY LISTING: PROPOSALS FOR CURRICULUM CHANGES 2016/17

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

Summary of Applied Science (Engineering) Changes 2016-17

Course Modification;

APSC 1073 Introduction to Engineering (change in course description)

Summary of Curricular Changes –Dept. of Biology -2016 Program Changes:

- 1 Deletion of requirement for students to take at least one course from the “Biodiversity Stream”. This was not popular with current students or potential recruits. This requirement did not increase enrolment in undersubscribed 4th year “ologies”
- 2 Change in the prerequisites of 16 courses. Some prereqs were removed and others were changed to enhance flexibility in course selection for students.

Course deletion:

1. BIOL 2023 Principles of Genetics: the content of this course has evolved from classical genetics to modern genetics and genomics. We identified a need for students to have a background in molecular biology prior to taking this course (BIOL 2013 Cell and Mol. Biol). The content of this course will be moved to third year and be offered as BIOL 3613 formerly Molecular Genetics and Genomics). BIOL 2023 will be deleted.

Course Modifications:

1. BIOL 3613 Principles of Genetics (formerly Molecular Genetics and Genomics). This course will now contain the content of BIOL 2023. Content covered by Molecular Genetics and Genomics will now be offered in BIOL 3623 (formerly Genetics 2).
2. BIOL 3623 Molecular Genetics and Genomics (formerly Genetics 2) will offer content moved from BIOL 3613. The existing Genetics 2 has not been taught for several years.
3. BIOL 4153 Entomology will be moved to 3rd year and offered as BIOL 3193. The intent is to increase the attractiveness of this course for 3rd year students and increase enrolment. Students completing this course would then be prepared to conduct research in Dr. Hillier’s programs.
4. BIOL4673 Molecular Markers: changed course description to better reflect the nature of the course; changed prereqs to “Permission of Instructor”.

Summary of Chemistry Changes 2016-17

Program changes:

1 - Form 4 – Addition of CHEM 3990

We are listing CHEM 3990 as a requirement for the BSc Major and BSc honours degrees under program requirements. We have required this course in the past, although it has only been listed in the calendar under the CHEM 3990 course description. We are adding it explicitly to the program requirements to make it more clear to the students and advisors.

Course changes (Form 3)

2 - CHEM 4903 - We are adding CHEM 3823 as a prereq.

3 – CHEM 3513. Changing course description to reflect fact we no longer teach microscale techniques. 4

– CHEM 2303 – Changing title to ‘inorganic chemistry’ to match style of other 2nd year courses.

5 – CHEM 3113 – Changing title from ‘Physical Chemistry 3: Quantum Chemistry’ to ‘Quantum Chemistry’

6 – CHEM 3303 – Changed title from ‘Inorganic Chemistry 2: Main Group Chemistry’ to ‘Main Group Chemistry’

7 – CHEM 3313 – Changed title from ‘Inorganic Chemistry 2: Transition Metal Chemistry’ to ‘Transition Metal Chemistry’

8 – CHEM 3523 – Course description changed to better reflect material taught. Prereqs were relaxed to make course accessible to more students.

9 – CHEM3913 – Course description changed to indicate it is pass/fail. 10 – CHEM3923 - Course description changed to indicate it is pass/fail.

11 – CHEM4313 – Changed title from ‘Inorganic Chemistry 3: Transition Metal Chemistry’ to ‘Advanced Transition Metal Chemistry’.

12 – CHEM4323 – Changed title from ‘Inorganic Chemistry 3: Advanced Characterisation Techniques’ to ‘Advanced Characterization Techniques’.

Summary of School of Computer Science Changes 2016-17

Change 1) Modification to a Program (Passed at H&D on October 5)

- * Being made to meet the Computer Science Accreditation Council of Canada requirement to “fix the curriculum deficiency requiring the breath of 10 courses (30 hrs) outside of Math and Computer

Science”. Previously, students could take as few as 9 courses (27 hrs) outside of Computer Science, Mathematics, and Co-op Education. This change does not require MPHEC approval.

* Changed the following in the BCS program requirements:

** 12h from the Faculty of Pure and Applied Science (not Mathematics, Computer Science or Co-operative Education) or from the School of Business Administration

** 21h of electives (with at most 15h in Computer Science, Mathematics, or Co-operative Education)

* Changed the following in the BCSH program requirements:

1. 12h from the Faculty of Pure and Applied Science (not Mathematics, Computer Science or Co-operative Education) or from the School of Business Administration

2. 6h of elective courses (with at most 3h of Computer Science, Mathematics, or Co-operative Education)

* Changed the following in the BCSS program requirements [Note required if modification of BCSS to BCIS is approved]:

1. Removed general electives outside the description of each Specialization; and

2. Added 12h of electives (maximum of 9h of Computer Science, Mathematics, or Co-operative Education) to the Software Development Specialization

3. Added 15h with permission of the School (maximum of 12h from Computer Science, Mathematics, or Co-operative Education) and 12h of electives (not Computer Science, Mathematics, and Co-operative Education) to the Game Development Specialization

4. Added 12h of electives (maximum of 6h from Computer Science, Mathematics, or Co-operative Education) to the Mobile and Ubiquitous Computing Specialization.

Change 2) Modification to a Course (Yet to be passed at H&D)

Last year’s curriculum changes eliminated an important prerequisite for COMP 3703 (Operating Systems) that of COMP 2103 (Programming 3). This change clarifies that COMP 2103 remains a prerequisite for COMP 3703.

Change 3) Modification to a Program (Yet to be passed at H&D)

We would like to modify our current Bachelor of Computer Science with Specialization (BCSS) program to become a Bachelor Computing with Interdisciplinary Study (BCIS). This change will allow students with NS Grade 12 Academic mathematics to undertake a less theoretical degree in computer science mixed with studies in one or more other disciplines. The BCIS will also provide the School with the flexibility to Define Options similar to Dalhousie's Faculty of Computer Science without having to go through MPHEC. The Interdisciplinary Study alternative will allow students to tailor a mix of applied /

interdisciplinary domain courses (with permission of the School and including a Minor) and assist the School in identifying emerging new defined options. The Second Major alternative will provide a much needed opportunity for Computer Science majors to complete a second major from another department at Acadia. This does require MPHEC approval via a Program Modification application. This approach has been discussed with MPHEC and they see this as being the appropriate route versus the creation of a new program.

Summary of Earth and Environmental Science changes 2016/17

1. course I: Grad course GEOL 5743 - Topics in Soil Science- Cliff Stanley Rationale: Needed by graduate students for background in this subject.

Modification to a program: Added to each program description -A statement about the relevance of the degrees in Geology and Environmental Geoscience is being modified to state more precisely the nature of the professional registration requirements.

Summary of Mathematics and Statistics changes 2016/17

Form 1 – New Course Proposal

- * MATH 5113 Probability
- * MATH 5133 Regression
- * MATH 5153 Nonparametric Statistical Inference
- * MATH 5163 Sampling Theory
- * MATH 5173 Design and Analysis of Experiments
- * MATH 5183 Time Series
- * MATH 5193 Statistical Learning
- * MATH 5213 Mathematical Statistics

All of these courses have undergraduate counterparts that are in regular rotation. We currently teach the graduate version under a limited list of special topics numbers. This change prevents graduate students from having a transcript consisting mainly of such numbers with repeats.

Form 2 – Proposed Course Deletion

* MATH 5243 Applied Stochastic Processes

* MATH 5623 Discrete and Combinatorial Optimization

The corresponding undergraduate courses were deleted several years ago. The graduate versions are no longer offered.

Form 3 – Proposed Modification to an Existing Course

- * MATH 1013 Introductory Calculus 1
- * MATH 1613 General Linear Algebra and Calculus for Business and Economics
- MATH 1213, 1223, 2213, 2223, 2233, 2243 (Two-term stats sequences), 3223

Changes to prerequisites and antirequisites in order to more accurately reflect course content and also to increase flexibility for students.

- * Math 5223 change name and calendar description to match undergrad version

Form 4 – Proposed Modification to a Program

- * Preamble to MSc program

Add new graduate courses to the language which prevents credit for both graduate and undergraduate versions of courses.

Summary of School of Nutrition & Dietetics changes 2016/17

Form 1 - New course proposal:

Nutr 4103 - Food Analysis

Form 3 - Modification to an existing course: Change in calendar description:

Nutr 1313 - Human Nutrition 1

Nutr 1323 - Human Nutrition 2

Nutr 1333 - Food Commodities 1

Nutr 1343 - Food Commodities 2 Nutr 2323 - Food and People Nutr 3513 - Community Nutrition Nutr 3523 - Nutrition and Aging

Nutr 3713 - Introduction to Communication Nutr 3723 - Principles of Nutritional Assessment

Form 4 - Modification to an existing program:

Bachelor of Science in Nutrition with second major in Chemistry Bachelor of Science in Nutrition -

Consumer Food option

Summary of Psychology changes 2016/17

1. Title change for Psychology 1013 and 1023 to better reflect the content of each course and to parallel the names for Introductory Psychology for majors (Psyc1113 & 1123).

From: To:

PSYC1013 Introductory Psychology: Experimental Area Introductory Psychology 1

PSYC1023 Introductory Psychology: Applied area Introductory Psychology 2

2. Title and course description change for Psychology 4183 to better reflect course content and minimize course overlap with Psychology 3023 (Honours Seminar).

From: To:

PSYC4183 Advanced Seminar in History and Systems of Psychology History of Modern Psychology

3. Delete Psychology 6063: Internship in Community Psychology. The course has not been offered in years; there is currently no one to teach it and no plans to hire someone to teach it.

FACULTY OF PROFESSIONAL STUDIES (alphabetical by Department / School)

Summary of School of Business changes 2016/17

COURSE MODIFICATIONS:

All four proposed changes are simply modifications to the Calendar description of the course. The revised and current course descriptions follow;

BUSI 2993 – Professional Development

REVISED: The course develops professional competencies in verbal communication, interpersonal dynamics, and work ethic. Self-diagnostic frameworks such as career mapping are used to focus student learning on their own traits, aspirations and potential to manage and lead organizations. Participatory workshops and the contributions of guest speakers ensure an applied focus relevant to current workplace needs. Restricted to students in the BBA CORE year.

CURRENT: This course includes an introduction to business research methodologies, data analysis training, verbal communication skill development, and managing team based work assignments. The course is structured as a series of workshops, field work and visiting speakers that engage students in applied learning activities. The course is restricted to students enrolled in the BBA core, which typically occurs during students' sophomore year.

BUSI 3383 Taxation for Corporations

REVISED: This course focuses primarily on the taxation of corporate income, distributions to owners, commodity tax, and residency issues. Prerequisites: BUSI 2013 and BUSI 2033, with a C- or better.

CURRENT: This course focuses primarily on the taxation of corporate income, distributions to owners, rollovers, and the sale of a corporation. Other topics include the taxation of partnerships, trusts, and GST/HST issues. Prerequisite: BUSI 2013 and BUSI 2033, with a C- or better.

BUIS 4613 – Small Business Management

REVISED: This course is a topical seminar that introduces the context, theory, and practice of small business management.

CURRENT: The issues involved in the evolution and operation of the small business firm. Emphasis is on management, including such topics as starting new firms, purchasing existing firms, franchising, entrepreneurship, personnel, information systems, and marketing.

BUSI 4773 - Social Entrepreneurship

REVISED: This course explores the practices of social entrepreneurship and social innovation. A primary focus is the development of new products, services, and organizations that can address complex social and/or environmental problems. Students are introduced to key theories, concepts and issues related to the start-up and sustainability of social ventures.

CURRENT: This course considers the use of entrepreneurial skills to solve social problems through the creation and management of both not-for-profit and for-profit mission-driven ventures. Topics covered include: funding and financial sustainability; capital markets for social ventures; social leadership; measurement of performance with regard to social impact; innovation; leadership; opportunities for entrepreneurial social ventures (international development, education, environment, community development and other social issues); and opportunity identification and assessment. Learning media: guest speakers, case analysis, field projects.

Summary of School of Education Changes 2016/17

COURSE MODIFICATION – REMOVE PREREQUISITE

EDUC 40E3 – Human Geography

This course focuses on the teaching of human geography. Topics include population, cultural patterns and processes; political organization of space; agricultural and rural land use; industrialization and economic development; cities and urban land use.

Prereq: Educ 4113 or 4243

FACULTY OF ARTS (alphabetical by Department / School)

Summary of Economics changes 2016/17

Course Modifications (Form 3)

- ECON 2613, ECON 2623; change in antirequisites
- ECON 4033; change in prerequisites
- ECON 4613, ECON 4623; change in course titles

Summary of English & Theatre changes 2016/17

Course Modifications (Form 3)

- ENGL 2413 & 2423; to provide “split” 3h format for existing 6h course (ENGL2476)
- THEA 4833 & 4843; change in title, description & prerequisites

Program Modification (Form 4)

- Major in Theatre (Production) – addition of 9 existing courses to list of multidisciplinary credits students may draw from.
- Theatre – reinstate the threshold grade of C- in English 1406 (1413 / 1423) in all courses that this / these course(s) are a prerequisite (affects a total of 12 THEA courses; THEA 2803, 2883, 2893, 3133, 3243, 3883, 3893, 3923, 3973, 4013, 4023, 4313).

Summary of History & Classics changes 2016/17

New Courses (Form 1)

- CLAS 3133 Nature in Ancient Greece
- HIST 3753 The Age of Revolt & the Rise of Revolution
- HIST 3303 Genocide & Justice

Course Deletions (Form 2)

- HIST 3403

Course Modifications (Form 3)

- HIST 2633, 3543, 3713; change in prerequisites
- IDST 2503; change in title and description

Program Modification (Form 4)

- Classics; addition of 2 courses to the list of cross-listed courses that can be counted as credit towards Classics Studies.

- Minor in Material & Visual Culture; addition of HIST 3202 to the list of cross-listed courses that can be counted as credit for this minor.
- History; limiting number of 1000-level courses that may be counted, and changes in the thematic breadth requirement

Summary of Languages & Literatures changes 2016/17

New Course (Form 1)

- FRAN 4203 Traduction Generale

Course Deletions (Form 2)

- FRAN 2033, 3313, 4013, 4103

Course Modifications (Form 3)

- FRAN 3513; change in course title and description

Program Modification (Form 4)

- French Studies; four minor changes to program requirements within various degree options (Honours, Major, Double Major)
- German; changes in program description to add detail, include opportunities not previously listed, and remove an obsolete item (Bielefeld Exchange)

Summary of School of Music changes 2016/17

Course Deletions (Form 2)

- MUSI 2690L, 1263, 2133, 2143

Course Modifications (Form 3)

- MUSI 4953; change in number & description
- MUSI 2573; change in description
- MUSI 3573; change in description & prerequisite
- MUSI 3143, 4143; change in title, description & prerequisite
- MUSI 4153; change in prerequisite

Program Modification (Form 4)

- Bachelor of Music (concentration in Music Education); change in degree requirements in keeping with course modifications to MUSI 3143, 4143, 4153

Summary of Philosophy changes 2016/17

Course Modifications (Form 3)

- PHIL 2303, 3203 3212; change in course titles

Summary of Politics changes 2016/17

New Courses (Form 1)

- POLS 3173 Model United Nations Simulation,
- POLS 3563 Women, Gender and the Law in Canada (cross-listed with WGST)

Program Modification (Form 4)

- Double Majors in Politics; change in the credit hours required for a double major for students whose first major is POLS.
- Politics; “Politics Passport” POLS 2000 added as requirement for all Politics majors

Summary of Sociology changes 2016/17

Course Deletions (Form 2)

- SOCI 1023, 1106, 2333, 2623, 3453

Course Modifications (Form 3)

- SOCI 2003, 2103, 2113, 2153, 2223, 2233, 2263, 2323, 2363, 2403, 2533, 2553, 2563, 2713, 2723, 2753; change in prerequisites (to 6h 1000 level SOCI)
 - SOCI 2343, 2353, 2633; change in prerequisites (6h 1000 level SOCI) with qualification for Health Sciences Option
 - SOCI 2853; change title and prerequisites (to 6h 1000 level SOCI)
- SOCI 3013, 3033, 3043, 3093, 3103, 3113, 3133, 3143, 3163, 3223, 3253, 3363, 3373, 3403, 3433, 3543, 3553, 3593, 3663, 3703, 3743, 3803; change in prerequisites (streamlining)

Program Modification (Form 4)

- Sociology; change in program description to reflect core interests and course offerings of current faculty

Summary of Women's & Gender Studies changes 2016/17

Program Modification (Form 4)

- WGST Program; addition of POLS 3563 to the list of cross-listed courses

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

12/07/2016 & 12/12/2016

2016/17 Curriculum Proposals

Acadia University

Senate Curriculum Committee (Administrative) Meeting

December 7th, 2016, 9:00 a.m. KCIC Seminar Room

AGENDA

1. Call to Order (9:00 am)
2. Approval of the agenda
3. Review and approval of minutes from September 23rd, 2016 meeting (previously distributed)
4. Discuss curriculum review process; roles / timeline / communications / documentation
5. Review curriculum proposal forms in the following sequence;
 - Pure & Applied Science
 - Professional Studies
 - Arts

6. Schedule next meeting

7. Adjournment (by Noon)

Acadia University

Senate Curriculum Committee (Administrative)

Minutes of meeting, 9 a.m., 7 December 2016, KCIC Seminar Room

Present: Jeff Banks (Acting Registrar), Lisa Caldwell (Registrar's office), Shawna Singleton (Registrar's office), Paul Callaghan (FPS, Chair), Diemo Landgraf (FA), Jennie Rand (FPAS), Glenys Gibson (FPAS), Patricia Rigg (FA), John J. Guiney Yallop (FPS), Ann Smith (Library), Brianna Jarvin (student rep.), Rob Raeside (Curriculum Committee Policy)

1. Call to order

Paul called the meeting to order at 9.04 a.m.

2. Adoption of agenda – Rob moved, Glenys seconded approval. Carried.

3. Minutes of September 23 – Brianna moved, Ann seconded approval. Carried.

4. Business arising from minutes – none.

5. Examination of Curriculum Proposals

Our target for completing the review process is the January meeting of Senate meeting, or the February meeting if needed.

Improving the submission and review processes were discussed. Paul suggested that the CC Administrative meet after the proposals have been approved to discuss ways of streamlining the review process. Specific suggestions were: having first and second readers present the proposals from each faculty; and, emphasize use of Form 4 Program Change for inclusive coverage of small changes that are widespread in a program. Jeff suggested revising the forms to make the course number easier to find in the header or at least the first page. We also discussed how to refer to cross listed courses and the need to develop language that is consistent and clear across programs. Jennie noticed some copies of Form 3 had 31 questions while some had 32 questions (e.g., referring to course title).

There was unanimous and enthusiastic approval for Shawna to change language to 'a minimum of C- ' as a prerequisite for courses listed across the calendar.

Decisions on review of individual proposals are listed below – issues requiring follow up are identified by ***boldface, italicization***. Corrections in normal font are some of those being made by Shawna.

Faculty of Pure and Applied Science

a) Engineering

- i. APSC 1073- course description- no issue

b) Biology

- i. BIOL 2023- course deletion- no issues
- ii. BIOL 3613- course title & description (w related changes to other programs in the calendar)- no issues
- iii. BIOL 3623- course title & description- no issues
- iv. BIOL 4153 (old)- change in course level- no issues
- v. BIOL 4673- title, description & prerequisites – no issues
- vi. BIOL program change- ***delete Biodiversity Option. p. 351 Q. 13- states ‘minimum of 57 credit hours’ but as listed, adds up to 60 h- send back to Biology for revision.***
- vii. BIOL program change- change in prerequisites to several courses; also change in course title to BIOL 3413 to Research Topics 1- no issues

c) Chemistry

- i. CHEM 2303-change in title only
- ii. CHEM 3113- title & description- no issues

iii. CHEM 3303- change in title only

iv. CHEM 3313- change in title only

v. CHEM 3513- course description- no issues

- vi. CHEM 3523- course description and prerequisites- no issues
- vii. CHEM 3913/ 3923- change to pass/ fail. Discussion of how this grade will no longer be reflected in GPA. No other issues
- viii. CHEM 4313- change in title only
- ix. CHEM 4323- change in title only
- x. CHEM 4903- add prerequisite- no issues
- xi. Program change- add language formally requiring CHEM 3990 as a program requirement for majors and Honours students- no issues

d) Computer Science

- Verify with the School if they want to state 'a minimum grade of C- ' across all programs for consistency. (p. 410 and elsewhere).

- i. COMP 3703- change in prerequisite- no issue
- ii. Program change- change Bachelor of Computer Science with Specialization (BCSS) to Bachelor of Computing with Interdisciplinary Study (BCIS)- no issue
- iii. Program change- BCS- change number of courses outside major- no issue
- iv. Program change- BCSH- " – no issues
- v. Program change- BCSS " - no issues with the form

- Clarify why the BCSS program is being modified here (p. 409), if the program was renamed BCIS under d ii above. (p. 399)

e) Earth and Environmental Science

- i. GEOL 5743- Graduate courses not under the mandate of this committee. ***Verify with the Department that these have been submitted to Research and Graduate Studies.***
- ii. Program modifications (four programs)- wording changes to include professional registration requirements (requested by Geoscientists Nova Scotia)- no issue

f) Math and Stats

i. MATH 500 level courses- ***these appear to have been submitted to RaGS but please verify that this is the case.***

ii. MATH 1013- pre- and antirequisites- no issues

iii. MATH 1213, 1223 - change antirequisites to better fit with courses offered in Economics

iv. MATH 1613- change in antirequisite- no issues

v. MATH 2213/ 2233- change in description & antirequisites- no issue

vi. MATH 2233/ 2243- change antirequisites to better fit with courses offered in Economics

vii. MATH 3223- change antirequisites to better fit with courses offered in Economics

g) Nutrition and Dietetics

i. NUTR 4103- new course. ***Q14- can the course be repeated for credit? 'Yes' indicated; should this be 'no', check with department.***

ii. NUTR 1313- course description- no issues

iii. NUTR 1323- course description - typo in course description (life cycle misspelled)

iv. NUTR 1333- course description -no issues

v. NUTR 1343- course description -no issues

vi. NUTR 1423 course description -no issues

vii. NUTR 2323- #7- ***calendar description is over 60 words*** (if statement of availability to other programs is included).

viii- NUTR 3513- course description -no issues ix-

NUTR 3523 - course description- no issues

x- NUTR 3713- ***modified description removes previous language that this course “no longer counts as a science elective”- follow up with department head.***

xi- NUTR 3723- course description -no issues

xii- Program modifications- Bachelor of Science in Nutrition with second major in Chemistry-

Q13. # 3- 3h credit in Biochemistry- ask if the Department has thought about requiring that the

3h requirement be CHEM 2713 (with the lab) to open up options for students later on; 2773 should not be an option. Consult with Chemistry (Jeff Banks). (p. 487)

xiii. Program modification- Bachelor of Science in Nutrition (Consumer Food Option)-

no issues

h) Psychology

i. PSYCH 1013/ 1023- course title only

ii. PSYCH 4183- course description- no issues

Faculty of Professional Studies

i) School of Education

i. EDUC 40E3- remove prerequisite- no issues

j) School of Business Administration

i. BUSI 2993- calendar description- no issues; restrictions to enrolment will be in Eden

ii. BUSI 3383- confusion over course number. The current calendar lists BUSI 3383 Taxation for Corporations (as is listed on the program modification form). This fits the modified (Q. 7) and current course descriptions as provided (Q. 15) but not Q. 13 and 16. *Check with Paul that the course number and proposed changes (Q5 to Q8) are correct.*

iii. BUSI 4613- calendar description - *Q16- change 'senior' students to 'fourth year students or permission of the Instructor'.*

iv. BUSI 4773- calendar description - no issues

Faculty of Arts

k) Sociology

- Check with the Department:

- Graduate Studies has been advised of graduate courses to be deleted. SOCI 5203, 5223, 5333, 5343, 5413, 5423

- Is 'permission of Department' or "permission of Instructor' preferred, and can we be consistent.

- Are inconsistencies in the prerequisites in the 2nd and 3rd year courses intentional? This may cause a lot of problems for students advancing to upper level courses and will require a lot of individual advising for students.

i. Courses deleted: SOCI 1023, 1106, 2623, 3453

ii. SOCI 2333- course deleted- **Q. 7- course is cross listed, double check with cross listed programs (search in calendar)**

iii. Program Modification- calendar description of undergraduate degree program in Sociology.

- Typos (Shawna), plus add SOCI in front of all course numbers

- Q. 17- should SOCI 2623 be included as this course was deleted.

- SOCI 2353 is listed here as deleted but there is no course deletion form.

iv. SOCI 2003- **check with Department regarding prerequisites. Some courses (SOCI 2003) list 6h 1000 level SOCI courses as a sufficient prerequisite; others are more specific**

v. SOCI 2103, 2113, 2153, 2223, 2233, 2263, 2323, 2363, 2403, 2533, 2553, 2563, 2713, 2723, 2753, 2853 - change in prerequisites- **same comments as for SOCI 2003**

vi. SOCI 2343, 2353, 2633- open to students registered in Health Sciences Option without prerequisites. **Clarify if students taking this course without the SOCI 1000s prerequisites will be able use this course as a prerequisite for upper level sociology courses, without the additional 1000 level courses.**

vii. SOCI 2853- **Q. 11 short title one letter too long** (replace and with &)

viii. SOCI 3013 – prerequisite change- **discuss with Department that change in prerequisites may open up problems for students taking this course without the prerequisites, then following on to upper level courses without prerequisites.**

- *Should Q8 read 'including SOCI 2103'.*
- *Q. 8. Should 'permission of Department' be changed to "permission of Instructor" (to be consistent with SOCI 3043 and others)*

ix. SOCI 3033, 3093, 3143- prerequisite change – Q. 8. Should 'permission of Department' be changed to "permission of Instructor" (to be consistent with SOCI 3043 and others).

x. SOCI 3043, 3103, 3113, 3133, 3163, 3223, 3253, 3363, 3373, 3403, 3433, 3543, 3553, 3593, 3703, 3803 - prerequisites- no issues

xi. SOCI 3663 as listed ***should be SOCI 3633***- prerequisite change- no other issues

Next meeting scheduled for Monday, December 12, 1-3PM, Fountain Commons

6. Adjournment – Meeting adjourned at 12 p.m.

G. Gibson Secretary

Acadia University

Senate Curriculum Committee (Administrative) Meeting December 12th, 2016,

1:00 pm

Room 320 – Patterson Hall

AGENDA

1. Call to Order (1:00 pm)
2. Approval of the agenda
3. Review and approval of minutes from December 7th, 2016 meeting (previously distributed)
4. Review remaining curriculum proposal forms from the Faculty of Arts Schedule next meeting
5. Adjournment

Acadia University

Senate Curriculum Committee (Administrative) Minutes of meeting, 1 p.m., 12 December 2016,

Patterson Hall

Present: Jeff Banks (Acting Registrar), Lisa Caldwell (Registrar's Office), Shawna Singleton (Registrar's Office), Paul Callaghan (FPS, Chair), Glenys Gibson (FPAS), Patricia Rigg (FA), John J. Guiney Yallop (FPS), Rob Raeside (Curriculum Committee Policy), Diemo Landgraf (FA), Jennie Rand (FPAS), Ann Smith (Library)

Regrets: Brianna Jarvin (student rep.) (Due to inclement weather.)

1. Call to order

Paul called the meeting to order at 1.05 a.m.

2. Adoption of agenda – continuation of the last meeting with focus on proposals from the Faculty of Arts.

3. Minutes of December 7 – Rob moved, John seconded approval. Carried.

4. Business arising from minutes – Paul has started the process of contacting Heads of departments and schools in FPAS and FPS for clarification of proposals.

5. Examination of Curriculum Proposals

An additional suggestion was made for improving the process of submitting proposals- encourage use one form for program wide modifications (e.g., change in prerequisites for English & Biology).

Decisions on review of individual proposals are listed below – issues requiring follow up are identified by ***boldface, italicization***. Corrections in normal font are some of those being made by Shawna.

Faculty of Arts (continued; Dept. Sociology considered on Dec. 7)

a. Economics

i. ECON 2613- change in antirequisite (to match changes in Math and Stats) - no issues

ii. ECON 2623- course title & antirequisite

- update course description Q. 15, change “Econometrics I” to “Econometrics” to reflect change to ECON 2613.

iii. ECON 4033- prerequisite- no issues

iv. ECON 4613- course title

v. ECON 4623- course title

b. English and Theatre

i. ENGL 2476 split into two 3 h courses (ENGL 2476 is being kept on the books)

1. ENGL 2413- change in course number, title, description

2. ENGL 2423- course number, title, description

- List in calendar as three courses and put antirequisite in for each:

- ENGL 2476 (antirequisite ENGL 2413/2423)

- ENGL 2413 (antirequisite ENGL 2476)

- ENGL 2423 (antirequisite ENGL 2476)

- Change calendar description to: ENGL 2476 (ENGL 2413/ 2423) in the calendar.

ii. THEA 4833- course title, description, prerequisites reworded- no issues

- iii. THEA 4843- course title, description, prerequisites reworded- no issues
 - iv. Program modification- Major in Theatre (Production)- adding nine existing courses to the list of courses students can take- no issues
 - v. Program modification- Theatre- reinstate a C- in English for majors; affects prerequisites for THEA 2803, 2883, 2893, 3133, 3243, 3883, 3893, 3923, 3973, 4013, 4023, 4313- no issues
- c. History & Classics

i. New course- CLAS 3133- minor typo in calendar description (Q6, “Familiaritywith”)

- **Ensure that ESST knows that this course is available**

ii. New course- HIST 3303

- **Prerequisite should be more clearly stated. For example, change “15h of university of History and Classics” to “15h of university courses” or “History and Classics”, whichever is intended.**

- **Should this be cross listed with Politics (is cross listed with Sociology- updated form submitted)**

iii. New course- HIST 3753-**clarify why prerequisites are not “30h” to be consistent with other 3rd year History courses.**

- History & Classics provided an update stating this course is now cross listed with Sociology.

v. Course deletion- HIST 3403.

vi. HIST 2633-**Clarify prerequisites, which as proposed are, “less than 60h university courses”. Consider changing the program requirements to “first or second year standing, or by permission of the Department”.**

vii. HIST 3543- change prerequisite- no issues

viii. HIST 3713- modify prerequisite- no issues

ix. IDST 2503- modify title and description- no issues

x. Program modification- Classics- **Clarify with Politics and Theatre that courses are to be cross listed (Q. 11).**

xi. Program modification- Minor in Material and Visual Culture- add an existing history course to list that counts towards this minor; Q5 on form **should be HIST 3203**

xii. Program modification- History- limit number of 1000 level course that count towards major; include new courses

- **pg 70, Q 13. Requirement # 1, use commas (not ;)**

- **Requirement # 3, change to “An additional 6 h of History” for Honours and Double Major.**

- **Put all 4000 level courses on one line for Honours and Double Major.**

History & Classics provided updated forms with an update on Q20 which identifies that two courses (HIST 3753, 3303) are cross linked with Sociology.

d. Languages and Literatures

i. New course- FRAN 4203- no issues

ii. Course deletions- FRAN 2033, 3313, 4013, 4103

iii. FRAN 3513- modify title and description- no issues (**no '1' before course title & description, see pg. 77 Q 6 & 7**)

iv. Program modification- French Studies- Honours, Major, Double Major- clarify language, etc.- no issues

v. Program modification- German Studies- expand description, remove an obsolete item - no issues

e. School of Music

i. Delete MUSI 2690L- a lab that is no longer offered- no issues

ii. Delete MUSI 1263- not being offered- no issues

iii. Delete MUSI 2133- “- no issues

iv. Delete MUSI 2143 – “- no issues

v. MUSI 4953- modify title and description - no issues

vi. MUSI 2573- modify description- no issues

vii. MUSI 3573- modify description & prerequisite; **Description too long- suggest they delete “Theory, Practice and Research” from the 1st line.**

viii. MUSI 3143- modify title, description, prerequisite- no issues

ix. MUSI 4143- modify title, description, prerequisite- no issues

x. MUSI 4153- modify prerequisite- no issues

xi. Program modification- Bachelor of Music (concentration in Music Education); change sequence in which courses are taken - no issues

f. Politics

i. Program modification- Double Major in Politics- increase the number of credit hours if Politics is 1st major- no issues

ii. Program modification- Politics (Honours, Major, and Double Major)- clarifies major requirement to do the Politics Passport- no issues

iii. New course- POLS 3173- no issues

iv. New course- POLS 3563- no issues

Ask to consider course deletions, since two courses were added.

g. Women's and Gender Studies

i. Program modification- include POLS 3563 as a cross listed course- no issues

6. **Adjournment** – Meeting adjourned at 3 p.m.

G. Gibson Secretary

**Senate Research Committee
Response to Senate motion
January 2017**

At the October 2016 meeting of Senate, the Senate Research Committee (SRC) was asked to undertake the following, and report to Senate at the January meeting.

- o Highlight and celebrate current student research.
- o Develop additional strategies to strengthen student research opportunities and profiles.

The SRC met on two occasions (November 14th and December 5th) to discuss student research and possible celebratory/spotlighting events. The events identified below are a combination of ones that are or were already in the works, and others that are intended for yet-to-be-determined times in the future.

To place these in context, student (and faculty) research celebrations are outlined in the Strategic Research Plan (2015-2020) and were already part of the SRC discussions, beginning last summer. As well, the second-mentioned “in process” activity below is organized by the Acadia Graduate Students Association, and was already in the planning stages prior to the October motion.

Actions:

a) DONE

- November 30, 2016. Acadia Night at the Market. This is an annual event organized by Research & Graduate Studies and the Wolfville Market. It involves faculty members, and both graduate and undergraduate students.

b) IN PROCESS

- February, 2017. Ignite Acadia with Wild Ideas: Wild Ideas meets Pecha Kucha (<http://www.pechakucha.org/>). Pecha Kucha is a 20x20 presentation strategy where each (student) presenter has 20 slides to present his or her research idea, but is limited to 20 seconds per slide. This is in the planning stages, and is being led by Lesley Frank (Sociology), Danny Silver (Computer Science), and Hope Campbell (Acadia Graduate Students Association).
- March 3-4, 2017. Student research conference organized by the Acadia Graduate Students Association, but involving research posters and oral presentations by both graduate and undergraduate students. Awards are given for best presentations by graduates and undergraduates. Merchants in the Town of Wolfville offer financial and in-kind sponsorship.

c) DOWN THE ROAD

- Faculty and students research mixers. The intention here is to plan semi-regular coffeehouses that bring faculty and students together for discussions of the research they are doing. Possibly theme or topic focused, but intentionally interdisciplinary.
- Undergraduate Student Interdisciplinary Initiative on Rural Health and Wellness. While this can adopt multiple foci, the intention is to develop a stream of (primarily) undergraduate student research rural health. Embedded within the 2015-2020 Strategic Research Plan's rural and coastal focus, the stream might adopt a narrow focus on personal health, but could also include a multilateral focus on socio-cultural, environmental, and economic health.

Curriculum Committee (Policy): Report to Senate, 9 January 2017

The **Curriculum Committee (Policy)** was directed by Senate at its 12 September 2016 meeting to begin to take the following actions, and to report on their progress at the January 9, 2017 meeting of Senate.

1. Consider how our classroom practices and academic programs support our definition of an Acadia Education. Propose ways that this can be further enhanced on campus.
2. Develop a clear and consistent mechanism/process for degree and program changes, including program creation or closure.
3. Review outcomes from the APRC's review of the B.Sc. and B.A. programs (including but not limited to items listed above), and develop specific policy recommendations based on those outcomes.
4. Review outcomes from the TIE and Faculty Support Committees' work on course delivery options, credit hour system, etc, and develop specific policy recommendations based on those outcomes.
5. Changes related to graduate programs fall under the purview of the Senate Committee on Graduate Studies. However, there may be occasions when it would be judicious to have the two committees, or a subcommittee of the two committees, work together.

Items 3–5 require other committees to complete some deliberations, and were deferred until such time. The committee has spent most time considering item 2.

“To develop a clear and consistent mechanism/process for degree and program changes, including program creation or closure.”

The committee recognised that program closure is a relatively rare event, but the steps leading up to it commonly resemble the steps leading up to creation of a program. An overview of these steps was drafted:

1. Program creation

New programs or degrees can arise through several routes:

- a) Imposed from outside (directive from government, accrediting body, external working group, suggested by a unit review). Example: Education programs in the 1990s when the Teachers College in Truro and the Education programs in Dalhousie and St. Marys were rationalized, and relocated to Acadia and Mt St Vincent).
- b) Imposed from inside (directive from President, VP-Academic). Examples: Nursing program (ca. 2005), Biochemistry and Molecular Biology majors (ca. 2007)
- c) From a planning committee – a result of intentional planning by a body set up for that purpose. Examples: Environmental and Sustainability Studies (ca. 2004).
- d) From the Dean(s) – the deans have a broad overview of the registration numbers, enrolment pressures, areas of available space and opportunity. Example: Food Science (late 1980s), Environmental Science (1995), Arts interdisciplinary minors.

- e) From the units – this is the basic bottom-up model, commonly developed as a result of unit planning retreats, and probably the one most often employed. Examples: Electronic Commerce, Environmental Informatics streams in the BCS degree; neuroscience option in Psychology; Actuarial Science; Environmental Geoscience.
- f) From students – conceptually a group of students could devise a new program or option and suggest it a unit, dean, or the APC. Examples: none known.
- g) By metamorphosis – as need becomes apparent, and a common set of courses is taken by many students, it gets noticed that it would be beneficial to identify a particular stream for marketing purposes. Examples: BASc (Applied Science), Arts interdisciplinary minors, Community Development.

All of these routes are viable methods for the conception of a new program. Issues that need to be addressed include:

- Demand (market assessment)
- Cost (develop a 10-year business plan)
- Space
- Content (develop a program proposal)
- Home (which department will house it, or will it be its own department, or interdisciplinary?)
- MPHEC approval
- How well does the existing process work?

2. Program Closure

The termination of a program can be effected by several routes that mimic the program creation methods:

- a) Imposed from outside (directive from government, external working group, suggested by a unit review). Example: Education programs were closed by a Dept of Education rationalization exercise in the early 1990s at the Teachers College in Truro and Dalhousie and St. Mary's universities.
- b) Imposed from inside (directive from President, VP-Academic). Examples: possibly the BSA degree (Secretarial Administration), 1980s
- c) From a planning committee – a result of intentional planning by a body set up for that purpose. Examples: none known
- d) From the Dean(s) – the deans may be called upon to deal with an urgent situation arising from losses of staffing, funding, etc. Example: Food Science (1990s); Recreation Management (ca. 2012).
- e) From the units – individual units may recognise a program is no longer attracting students, or has become outdated or unnecessary. In many cases these closures result in retrenching with new programs being formed. Examples: Home Economics; Economics MA
- f) From students – less likely to happen, although student complaints might trigger the closure of a program. Examples: Biochemistry and Molecular Biology (ca. 2012) where insufficient courses were available for completion of program following departure of key faculty members.
- g) By metamorphosis – where a program gradually changes focus and a new program is developed out of a residue of courses. Examples: Recreation Management → Community Development; Physical Education → Kinesiology

Issues that need to be considered here are:

- Who starts the process? (APC, dean, unit, a unit review?)
 - General agreement that there are multiple methods of initiating a program closure, but that the APC and dean should monitor programs for possible candidates.
- Should there be initial attempts at remediation of a program, or putting the program “on probation”?
 - Agreed that some sort of notice needs to be provided, with a unit given the opportunity to address the issue.
- Should Acadia adopt a regulation that any program that is considered for closure must first be given an external review?
 - This proposal was strongly endorsed.
- Is there a student minimum threshold to make a program viable?
- Can program closures be staged (Honours → major → minor → service courses only)?
- What is the central authority? (Agreed that should be Senate)

These issues will constitute fodder for discussion in the winter term meetings of the committee.

Notice of Motion from a member of Senate – Dr. Andrew Mitchell

Motion that the duties of the Admission and Academic Standing Committee (Policy) be changed to read:

‘Duties: to interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, **evaluation methods** and academic regulations.’