



Minutes of the Senate Meeting of Monday February 12, 2018.

A meeting of the Senate of Acadia University occurred on Monday 12th February, 2018 beginning at 4:00 p.m. with Chair A. Kieft presiding and 36 present. The meeting took place in BAC 132.

Approval of Agenda

The Chair called the meeting to order, noting that there was quorum at present.

Motion to approve the agenda as circulated. Moved by B. Anderson, seconded by R. Raeside.

MOTION TO APPROVE THE AGENDA CARRIED.

Minutes of the Meeting of
15th January, 2018

Motion to approve the Minutes of Monday 15th January, 2018 as distributed. Moved by M. Robertson, seconded by G. Wooden.

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

MOTION TO APPROVE THE MINUTES CARRIED WITH ONE ABSTENTION.

3) Announcements

a) From the Chair of Senate

Regrets were received from Z. Whitman, S. Thomas, B. Robinson, R. Haley, S. MacLean, G. Bissix and G. Hamilton-Burge. D. Benoit and A. Quema would be arriving late.

b) From the President

President Ricketts apologised for being unable to attend the January meeting of Senate noting that he had been attending a workshop for new presidents organised by Universities Canada.

President Ricketts noted the passing of the Rev. Dr. James Perkin recently, and also one of Acadia's most recent Alumnus, Jeremy Ingham in the New Year. The final sad event for the community, also early in the year, was the passing of first year Music student Morghan Krieger. President Ricketts noted that in mourning their passing Acadia was grateful that they had chosen to spend part of their lives at Acadia and contributed so much to the Institution while here.

President Ricketts had just returned from the Maple League event held at Bishop's University during the weekend. He found it to be a very interesting event with some good debating competitions and he reported that the team of Business students won the Case Competition.

President Ricketts reported on four items. The first was significant because the Board of Governors had now ratified the 15th Collective Agreement and he noted that a formal signing would take place with AUFA later in the week.

The second item related to the review of the Enrolment and Student Services portfolio that was being undertaken prior to moving forward with any replacement staffing. President Ricketts reported that during part of January, David McMurray, VP Student Affairs, Wilfred Laurier University; had spent time on campus meeting with a number of individuals and was now in the process of writing up a report for Acadia. President Ricketts felt that there would be aspects of the report that would be of interest to Senate and offered to share this with the Acadia community.

President Ricketts referred to the December report from the President's Advisory Council on Decolonization, which was a set of recommendations as to how Acadia should move forward in the area of indigenization. President Ricketts has since met with the Council and discussed his responses to the report and he noted that the Council had focused the report on long, medium and short-term recommendations. President Ricketts felt able to accept the majority of the recommendations with a certain amount of nuancing.

President Ricketts was now intending to hold discussions with some external Mi'kmaq community members to ensure that Acadia was being respectful and moving forward in a way that they felt to be appropriate. President Ricketts stated that by early March he would be making an announcement of his formal response to the recommendations and noted that this would be done in such a way as to reaffirm Acadia University's strong commitment to moving forward on indigenization, and on making Acadia a more welcoming, respectful and supportive institution both for indigenous students and indigenous faculty and staff. He noted that it would be important to put in place mechanisms that would serve to guide and advise when it came to working with the Mi'kmaq community and the First Nations in Nova Scotia as Acadia moves forward on a path to reconciliation. Some of the recommendations would be very specific to academic matters and would come to Senate for deliberation and debate.

President Ricketts was very pleased to announce that Z. Whitman had agreed to co-chair the President's Advisory Council as J. Hennessy was on Administrative Leave. It was important that any advisory body was either chaired or co-chaired by an external member of the Mi'kmaq community.

President Ricketts' final item was the Strategic Planning Process. He reported that he would be publishing a framework document that would layout a process to lead to the development of a Strategic Plan for the University. At the moment, he was looking at ways in which the Acadia community could be engaged in a meaningful dialogue and the creation of ideas and thoughts about aspirations for the University.

President Ricketts noted that Senate had already been engaged in creative thinking about strategic ideas and what constituted an Acadia education and that he would be incorporating the work that Senate had done into the document, which would serve as a starting point to launching the community discussion about where Acadia wanted to go strategically.

c) From the Vice-President Academic

H. Hemming reported that in the Faculty of Science the Acadia Robotics Competition was in its 13th year and would be taking place on February 17th, 2018. She encouraged Senators to attend the event and noted that Junior and Senior competitions focus on youth engagement in Science, Technology, Engineering, Art and Math (STEAM) as the students develop skills that center around problem solving and teamwork.

H. Hemming noted that the top teams would advance to the World Championships in Michigan with some teams having the opportunity to advance to International Festivals at LEGOLAND in California and Washington, DC.

H. Hemming stated that during Accessibility Week the Engineering students took part in a build-a-thon sponsored by the Neil Squires Society. The event was to build 18 Lip Sync devices that could be used by quadriplegics to operate a touchscreen device with their mouths. 24 students from the Wolfville School were supervised by the engineering students.

H. Hemming reported that R. Karsten had recently received a Mitacs Accelerate Award for \$15,000 with matching funds from FORCE to support a graduate student. This project was investigating the use of radar data to accurately derive surface flow velocity in regions where tidal turbines are being deployed in the Minas Passage and the Bay of Fundy.

In the Faculty of Professional Studies, Sara Baxter, a fourth year honours student in the School of Business, had been awarded the Frank H. Sobey Award for Excellence in Business, valued at \$25,000. This award was established in 1992 and Sara is the 19th recipient from the School of Business. 11 of the 19 Acadia recipients have been women.

H. Hemming commented that, also in the School of Business, the inaugural Women in Finance Conference had been hosted on February 3rd by the School's Finance Society in Patterson Hall. Two accomplished Acadia Alumna, L. Lewis and S. Lynch, gave presentations which provided insightful accounts of their experiences and provided motivational messages to the attendees.

H. Hemming reported that the School of Education was currently involved in the process of reviewing applications for the B.Ed. program and the M.Ed. (Counselling) program.

H. Hemming stated that faculty in the School of Kinesiology were providing regional and national academic and community leadership in their areas of research. J. Holt would be giving the keynote address at the Atlantic Undergraduate Philosophy Conference at the UPEI and J. Fowles would be giving an invited talk at the Provincial Physical Activity Stakeholder Summit.

In Research and Graduate Studies an agreement had been signed between Acadia and Perennia Food and Agriculture which had resulted in the establishment of a Wine Quality Specialist position for Nova Scotia. N. Ivit had been hired for a two year period and will be based at Acadia. This was a unique collaboration and was being funded by ACOA and the NS Department of Agriculture.

H. Hemming also stated that M. Corbett had returned from a three year term at the University of Tasmania and had received research funding from the Research Council of Norway. M. Corbett was a co-applicant on a large collaborative project and would be receiving \$15,000 a year for the next four years to conduct research on Spatial Inequalities and Spatial Justice in Education.

e) **From the ASU President**

S. Nixon reported that elections for ASU positions were underway and that results would be available by next week.

S. Nixon stated that the ASU Cupboard was now in operation and that a soft lunch was being offered from Monday – Thursday in the Students' Union Building. The official launch date would be February 28th, 2018.

4) **New Business**

a) **Motion from the Library Committee Re: Article VIII Standing Committees, (f) (*attached*)**

Motion from the Senate Library committee Re: Article VIII Standing Committee, (f): Delete the following: A Chair appointed for a three-year term from the membership of Senate, nominated and elected under the provision of VIII (b) (ii). Moved by P. Rigg and seconded by B. Anderson.

P. Rigg reminded Senators that the Library was the only standing committee of Senate that had its chair elected through the Senate Nominating committee. It was felt that this was no longer necessary and that electing a chair from within the committee members on an annual basis, similar to many other standing committees, would ensure that the chair had committee experience on the actual committee before serving as the chair.

P. Rigg explained that the three areas of concern had been looked at carefully. The committee would still have 12 members and good varied representation.

P. Rigg also noted that the University Librarian always served on the Library committee and could be the only Senator but that there were other standing committees with similar membership structure.

Finally, P. Rigg had consulted with the By-laws Committee and it was felt that there would be no problem as a result of this change.

MOTION APPROVED UNANIMOUSLY.

b) **Motion from the T.I.E. Committee to approve the 2018-2019 Calendar Dates (*attached*)**

Motion from the T.I.E. Committee to approve the 2018-2019 Calendar Dates. Moved by S. Nixon and seconded by R. Raeside.

M. Bishop drew Senators' attention to the fact that the Fall study days would be a full week of November 11th – 15th, 2018. This was a recommendation from the T.I.E. committee this year.

S. Nixon reported that there had been surveys in the past and that opinions in the past had been split 50/50 between having a full week for Study Break or two shortened weeks or extra-long weekends. It was felt that this had not yet been tried and that feedback would be requested from the students.

D. Holmberg asked whether faculty would be surveyed and S. Nixon noted that she was only working on a student based survey.

J. Hooper had concerns because there was a 10 day window at the end of term during which no major tests could be scheduled. He felt that the one week break in November would end very close to this window and asked whether this had been discussed.

M. Bishop agreed that this had been discussed, as had the choice of October or November for the full week break, and that this was the recommendation that the committee finally voted upon.

S. Landry stated that when the break was in October it cut into the mid-term exam scheduling so that many mid-terms were given in the week preceding the break and the week after.

B. Anderson was interested to see the responses of the students and asked when the most stress occurred during the term. If the break was designed to be a stress reducer and to help students there would only be 2.5 weeks of classes remaining after the break. She felt that six weeks into the term tended to be the most stressful time for many students. She also asked what opportunity faculty would be given to input their concerns and observations.

N. Clarke asked whether the October full week had been tried before and J. Banks confirmed that a full week in late October had been held before. The following year the Break was split into October and November.

J. Banks noted that when a survey was last done the responses were split evenly between wanting two short breaks, one full week break and no break at all.

J. Guiney Yallop pointed out that in future the Education students will be required to do 18 weeks of Practicum instead of 15 weeks and asked whether they would be exempted from the Study Break.

The Chair asked Senators whether there was a policy with respect to students that were on Practicum.

President Ricketts stated that at other universities some students were exempted from the Fall Break because of the programs that they were enrolled in, for example, engineering or graduate programs. It would not be unusual therefore to have a program exempted.

The Chair asked whether other programs like Music or Nutrition approached this in the same way.

B. Anderson responded that when Nutrition students were out on practicum they did not get the days off.

D. Charke agreed to ask about the Music therapy students.

J. Guiney Yallop stated that although the Education students might not be out on Practicum at that point they would be very close to going and that therefore it would be difficult to give them a Study Break and still get the instructional course hours completed. He would like to know how to apply for an exemption for the Education students.

S. Nixon stated that this would bring Acadia in line with other institutions.

D. Holmberg pointed out that Psychology graduate students are on practicum at that time and continue regardless of the break.

R. Raeside noted that Co-op students also continue in their co-op work terms.

P. Callaghan felt that the full break earlier in the term had been quite disruptive especially for the first year students. He pointed out that the best way to release stress was to get their work done and believed that the later dates for the break would be better.

J. Richard confirmed that in 2014-15 the Fall Break was from October 27th – 31st, 2014.

B. Anderson questioned the decision to tie the break to a Holiday and felt that the end of October was a better time to schedule the break and more in keeping with the timing of the study break in the Winter term.

S. Landry pointed out that this would mean three Mondays would be missed and that it would be difficult for lab classes.

J. Banks stated that in 2014 there was no leeway because the exam schedule was going right up to December 22nd.

MOTION APPROVED WITH FIVE ABSTENTIONS.

c) **Nominating Committee Nominations and Election for Senate Lay Person (*circulated previously*)**

J. Richard stated that she had contacted the four people who had been nominated last year and not elected to ask if they would be interested in being nominated again this time. One of these candidates agreed to let his name go forward. A call for nominations was widely circulated and a further four nominations were received. Information on the five nominations had been previously circulated by email to all Senators.

A number of rounds of voting took place.

R. Prentice was elected to serve as Senate Lay Person until June 2019.

d) **Motion from the Philosophy Department for Senate to approve title changes for two courses: PHIL 2813 and PHIL 2823 (*attached*)**

Motion from the Philosophy Department for Senate to approve title changes for two courses: PHIL 2813 and PHIL 2823. Moved by A. Wilks and seconded by B. Moody.

A. Wilks stated that these titles would change to Logic I and Logic II which would be more appropriate titles and more consistent with similar courses at other institutions.

MOTION APPROVED UNANIMOUSLY.

e) **Motions from the Admission and Academic Standing (Policy) committee (*attached*)**

H. Hemming introduced the two motions from the Admission and Academic Standing (Policy) committee.

Motion from the Admissions and Academic Standing (Policy) Committee: Senate approve the adoption of the policy listed below regarding application fraud. Moved by H. Hemming and seconded by L. Aylward.

Application Fraud

Students who through the application process misrepresent their credentials, or fail to provide complete and accurate information,

including not disclosing attendance at another institution, will have committed an academic offence. If it is reasonably determined that such an offence has occurred, Acadia University has the authority to immediately reject the application, to cancel an offer of admission, or to terminate an active registration, with a permanent notation placed on the student's record.

H. Hemming stated that this was a process that the committee wished to introduce formally.

D. Benoit asked why it was necessary for a student to disclose attendance at another institution.

H. Hemming responded that there would if the university was not aware of attendance elsewhere there would be an academic record that the university was not aware of.

President Ricketts asked what actions would be taken if a student had already graduated and whether the degree would be rescinded in that case.

H. Hemming stated that the committee had not considered that option.

L. Aylward spoke strongly in favour of the motion and felt that the change was needed.

D. Holmberg asked what the permanent notation would be on the student record and whether this would go onto their official transcript.

M. Bishop confirmed that this would be the case. This could state 'academic offense' or 'academic fraud' as having been committed depending on the circumstances.

J. Guiney Yallop spoke in favour of the motion and also questioned what would happen if the student had already graduated from Acadia.

President Ricketts stated that this situation had occurred at a previous university and that the degree was rescinded because of a misrepresentation of false credentials by the student.

G. Wooden asked about the wording 'has the authority...' and whether this was a case of the Senate granting the University the authority?

H. Hemming explained that with Senate creating the policy, Acadia would then have the authority, through the Registrar's Office, Admissions Office, and Graduate Studies.

R. Raeside pointed out that he had several students that transferred to Acadia as the result of a Memorandum of Understanding, from a college in Ontario. He asked that the Admissions Office make the requirement very clear on the application form that all previous colleges and post secondary institutions must be included because he knew of students that would have been tripped up by this rule.

M. Bishop confirmed that this request was already clearly included on the Acadia application form.

B. Moody asked why the wording the policy had the wording ‘Acadia University has the authority to immediately reject...’ rather than ‘Acadia University will reject ...’.

H. Hemming’s interpretation from the committee was that there could be a student that had a degree or certificate from many years earlier and that had not understood the requirement to report this. The current wording allowed for a bit of leeway and discretion before making a final decision.

J. Grant felt that if an honest mistake had been made by a student, this was a heavy handed approach, and he asked whether there was a separate appeal process for a student to go through.

The Chair asked Senators who had computers in front of them to check the terms of reference for the Academic Discipline Appeals Committee and the Admissions and Academic Standing (Appeals) Committee to see whether this matter could fall under the mandate of one of these two committees.

J. Banks asked whether the University should be concerned that if this happened to a student they might bring a case against the University, especially if there was not a clear appeals process.

H. Hemming stated that the committee had not taken this policy to a lawyer but noted that it was quite common at many universities to have a policy such as this. She commented that if there was not an appeals process in place at present, the University should put one in place, through the Admissions & Academic (Appeals) committee.

D. Holmberg read the terms of reference for the Admissions and Academic (Appeals) Committee: ‘to hear appeals against academic regulations or the interpretation of such regulations that have not been resolved at the Departmental, School, or Faculty level or through the Registrar’s Office’.

L. Aylward stated that in the School of Education admissions process this policy was needed. This was particularly important in the case of advanced level students.

J. Grant noted that there was serious and less serious fraud at the University and that it was difficult to approach the two in the same manner.

A. Vibert felt that discretion was built into the motion and the policy and that Academic Appeals was the route for appeal, should a student feel that they have been treated unfairly.

D. Holmberg suggested that by way of an amendment the wording be changed to say ‘the **Registrar’s Office** has the authority to immediately reject the application, to cancel an offer of admission, or to terminate an active registration, with a permanent notation placed on the student’s record. **Decisions may be appealed to the Admission & Academic Standing (Appeals) committee.**

M. Bishop responded that if the authority was placed under the Registrar’s Office, Graduate Studies would not be able to exercise authority during their admission review process. This was why the wording had been kept broad.

J. Banks agreed that some language demonstrating that there was a clear appeals process would be helpful.

H. Hemming expected that during the communication to a student about the offence there would be an opportunity to notify the student of the appeal process.

J. Grant felt that a student needed to know why they were being rejected from the University.

D. Benoit pointed out that if a student had been rejected from the University based on their application, they would not yet be a student and might not therefore have any access to the appeals process.

D. Holmberg felt that an appeal would still be possible.

The Chair asked the Registrar to confirm that a student was immediately assigned a student ID once they had submitted an application. M. Bishop confirmed that a student received a student ID as soon as they applied for Acadia.

H. Hemming noted that the committee was called the Admission and Academic Standing (Appeals) Committee, and based on its name and the terms of reference stated, it was safe to assume that appeals around admissions and this policy could be made to that committee.

D. Holmberg stated that she supported the motion but felt that enough questions had been raised for the motion to be referred back to the committee for further consideration.

The Chair confirmed that a majority vote would be needed.

Motion that the policy proposal be referred back to the Admissions and Academic (Policy) committee in order to consider the issues that had been raised by Senate. Moved by D. Holmberg and seconded by J. Grant.

D. Holmberg was looking for clarification as to who would have the authority to reject an application and also felt that there needed to be an appeals process described in the policy, through the Admission and Academic (Appeals) committee.

L. Aylward preferred not to delay the vote because she felt that this policy needed to come into force for programs such as Education as soon as possible.

S. Nixon felt that there was a need to clarify the language.

MOTION TO REFER THE MOTION BACK TO THE COMMITTEE CARRIED. ONE ABSTENTION.

President Ricketts commented that if the application form clearly stated that a student should detail all previous institutions, and if a student wilfully chose not to do that, there should be some discretion for the Registrar to address the issue with a department, since this would contravene what was on the admission form. A violation of any part of the application process should

technically give the University the ability to determine whether or not that constituted something to render the application invalid.

Motion from the Admissions and Academic Standing (Policy) Committee: That Senate approve the language changes and three policy changes embedded in the 2018 revised *Academic Policies and Regulations* section of the University Calendar (*attached*). Moved by H. Hemming and seconded by J. Hooper.

H. Hemming stated that the A&AS (Policy) committee had looked through the *Academic Regulations and Policies* as they currently exist in the Calendar and that language and three policy changes were coming forward to Senate.

H. Hemming described the three policy changes, two of which were on Page 13 of the agenda. The first related to students that had been placed on dismissal or probation and stated '*Students registered in Intersession or online courses prior to receiving a notice of probation or dismissal will be permitted to complete these courses*'. H. Hemming explained that the timing was such that intersession courses had sometimes started at Acadia before a student had been made aware that they were being dismissed.

The second policy change applied to dismissal from the BEd Program. Under the heading '***Dismissal from the BEd Program*** *Failure in any two courses (including field placement courses) in the BEd program will result in dismissal from the program.*' would be changed to read '***This includes***

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

The third policy change was on page 16 of the agenda. This related to the earlier discussion about the scheduling of tests. The committee wished to introduce different wording that was not previously in the Calendar. Under the heading '**Scheduling of Tests**' the following wording was to be inserted: '*Tests may not be held during the last six hours of instructional activity in a term, with the exception of routine weekly, end-of-chapter, or laboratory tests, and oral examinations in the languages. No tests may be held on the study day(s) prior to the formal examination periods*'.

H. Hemming felt that with respect to intersession courses that might not be following the term based approach to delivery that this would be more inclusive and would apply to instructional time rather than to classes in the term.

M. Lukeman asked whether the phrase 'instructional activity' was defined anywhere.

H. Hemming confirmed that it was not.

M. Lukeman did not feel that a lab or tutorial would count in the above definition and asked whether class time should be specified.

H. Hemming asked if he preferred to go back to the more traditional class time definition.

M. Lukeman felt that there were a number of activities that would allow faculty to cram mid-terms until the last days of the semester.

H. Hemming stated that the change was an attempt to be inclusive of different approaches to teaching, besides class time.

J. Guiney Yallop pointed out errors on the formatting on Page 13 of the agenda under item '**Progression in the Teaching Profession**'. This was discussed at length and the following motion was proposed:

Motion to re-format the current wording:

Progression into The Teaching Profession

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

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

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

into the following:

Progression into The Teaching Profession

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

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

Moved by J. Guiney Yallop and seconded by L. Aylward.

Request from D. Holmberg to introduce a colon ':' after the words 'following a coursework term.'

AMENDMENT APPROVED UNANIMOUSLY.

The Chair returned to the main motion and asked whether anyone wished to amend the wording around tests not to be held during the last six hours of instructional activity in a term, addressing M. Lukeman's concerns.

D. Benoit shared these concerns and felt that a course with three hours of scheduled labs during the week and therefore six hours of instruction would allow an Instructor to give a mid-term during the penultimate week before the end of classes. This was not really the spirit of the new policy. Instructional activities needed to be defined to say 'regular classroom teaching hours' or 'excluding labs' to ensure that this situation didn't arise. D. Benoit pointed out that intersession courses with three hours of class in the morning and three hours of lab in the afternoon would be able to schedule a test or mid-term on the second to last day of class.

The chair asked M. Lukeman whether he would prefer to see anything other than labs be excluded.

M. Lukeman asked that tutorials also be excluded. He felt that there could be a number of activities in other disciplines and suggested that the wording could say that mid-terms could not be scheduled in the final one sixth of scheduled classroom activities.

J. Hooper shared the concern and felt that faculty could creep past what was intended by the policy.

D. Benoit asked whether there was official wording that differentiated between the instruction time spent in front of the class teaching and the time spent in the labs. Different disciplines had different words for teaching activities.

A. Quema felt that this was a problem for the Faculty of Science because Arts students did not have labs. She suggested that a separate section in the policy could be applied to Science programs.

J. Banks asked whether the Calendar could state that the last day for mid-terms would be a certain day/date.

H. Hemming stated that the wording was trying to be inclusive of Spring/Summer intersession courses.

J. Banks felt that most of the concerns were more likely to manifest themselves during the regular term schedules.

G. Gibson was in favour of an amendment.

J. Hooper stated that the language had been changed from the last two weeks of term to the last six hours of instruction and it could now be taken to read that tests could not be held in class but could be held outside of class.

Motion to amend the main motion with the following language: tests may not be held after the first 30 of 36 hours of instruction. Moved by J. Hooper and seconded by B. Moody.

President Ricketts asked whether this wording created the same problem around lab time in the last six hours of instruction.

The Chair asked whether '30 of 36' would alleviate the problem because any class activities and term duration could be divided up and a ratio applied.

H. Hemming pointed out that the Faculty Support Committee was currently looking at the definition of a course and whether a course still needed to fit into a 36 credit hour format. H. Hemming suggested that this be referred back to the committee.

Motion to refer the item back to the A&AS (Policy) committee. Moved by A. Quema and seconded by D. Holmberg.

D. Benoit asked whether the whole motion from the A&AS (Policy) committee was being referred back to the committee, or was it just the one policy change described above.

A. Quema agreed that just the section referring to the scheduling of tests should be referred back to the committee.

The Chair asked H. Hemming how she would like the remainder of the motion to be worded and suggested that the main motion could be split.

A. Quema withdrew the motion to refer the matter back to the committee.

Motion to split the scheduling of tests from the remainder of the main motion from the A&AS (Policy) committee. Moved by D. Benoit and seconded by A. Quema.

MOTION TO SPLIT THE MOTION APPROVED.

Motion from the Admissions and Academic Standing (Policy) Committee: That Senate approve the language changes and two policy changes embedded in the 2018 revised *Academic Policies and Regulations* section of the University Calendar as identified on page 13. Moved by H. Hemming and seconded by D. Holmberg.

The Chair noted that it was now 6:04 p.m. and asked whether a member of Senate would like to make a motion to extend the meeting.

Motion to extend the Senate meeting to 6:15 p.m. Moved by P. Callaghan and seconded by J. Guiney Yallop.

MOTION TO EXTEND MEETING APPROVED.

MOTION APPROVED.

Motion to refer the scheduling of tests back to the A&AS (Policy) committee. Moved by H. Hemming and seconded by A. Quema.

MOTION APPROVED.

f) Report and Motion from the Curriculum committee (Administrative) (attached)

P. Callaghan reported that there were 131 proposals for curriculum changes as detailed in the agenda. He noted that one of the substantive changes was that the Department of Economics was proposing a new degree and four variants which would be a B. Sc. in Economics.

P. Callaghan also noted that the School of Music had revised almost all of its course descriptions in order to make them more descriptive of the courses and also in anticipation of an accreditation process.

P. Callaghan stated that in the Faculty of Arts a number of smaller changes were being made across all departments.

P. Callaghan described the process of review adopted by the Curriculum committee including feedback provided to the programs before bringing proposals forward to Senate for approval. He noted that these changes were now ready for the 2018-19 Calendar and that every department would have a final opportunity to review these changes before the Calendar went live. 18 new courses were being introduced and needed to be incorporated into the timetable and the Calendar.

P. Callaghan noted that extensive work was involved for staff in the Registrar's Office to make the necessary changes on the EDEN system.

P. Callaghan noted that the proposal for the B.Sc. Economics had yet to go to MPHEC for approval so the Senate vote would lead to the addition pending MPHEC approval.

Motion that Senate approve the Curriculum Proposals from the various academic units and contained in the report from the Curriculum committee. Moved by P. Callaghan and seconded by R. Raeside.

A. Quema stressed the importance of having a motion because Senate was the body that approved, or did not approve, changes to the curriculum. A. Quema chaired the Curriculum committee for many years and noted that some members were of the impression that the committee was the body making the decisions. A. Quema commented that the Curriculum committee makes recommendations but does not make decisions and leaves Senators to approve whatever is coming forward to Senate. A. Quema noted that this was important because faculty in the units sometimes were concerned that the Curriculum committee was making binding decisions.

A. Quema's second question referred to the distinction between the cross-listed and cross-coded courses. She asked what procedure should be followed if a unit was applying for courses to be cross-listed or cross-coded and whether a form should be completed or a note sent to the Curriculum committee.

The Chair pointed out that based on correspondence earlier in the week with P. Callaghan she had expected that a motion was being made at Senate related to these curriculum changes and that they were not simply being presented.

P. Callaghan agreed that this was the committee's intent. He also agreed that there was no intention to suggest that the Curriculum committee was doing anything other than enabling the process and bringing forward recommendations to Senate.

The Chair noted that it was now 6:15 p.m.

Motion to extend the Senate meeting to 6:30 p.m. Moved by A. Wilks and seconded by M. Robertson.

The Chair noted that there was still quorum.

MOTION APPROVED.

P. Callaghan addressed A. Quema's question about cross-listing. He noted that in a number of instances the department that was being listed as having courses cross-listed had not been informed and that the Curriculum committee had ensured that each department was made aware of any cross-listing or cross-coding.

A. Wilks pointed out an error from Philosophy, that PHIL 2023 needed to change in number to PHIL 3023, but P. Callaghan noted that it had already been corrected on the curriculum forms.

A. Quema asked whether there was still time for her to submit to the Curriculum committee as the Coordinator of Women and Gender Studies.

P. Callaghan responded that the requests for cross-coding had been received from WGST and were detailed on page 40 of the report.

MOTION APPROVED.

g) Adjournment

There being no more business, the Chair called for a motion to adjourn at 6:20 p.m. Moved by D. Benoit.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Motion

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

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

Rationale

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

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

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

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

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

CALENDAR DATES

2018	
August	
Monday, 27	Last day to submit honours thesis for external review for Fall Graduation.
Friday, 31	Last day to apply to for Fall Graduation.
	Residences open for new international students.
September	
Saturday, 1	Residences open for all new students.
	New student orientation activities begin.
Monday, 3	Labour Day.
	Residences open for returning students.
Tuesday, 4	Graduate student registration.
Wednesday, 5	Classes begin for Fall and Fall/Winter (full-year) courses.
	Fee payment deadline.
Friday, 14	Last day to add/change any Fall or Fall/Winter course sections.
	Last day to withdraw from a Fall or Fall/Winter course without a "W" appearing on the transcript.
Monday, 17	Deadline for approved honours theses for Fall Graduation.
Friday, 28	Last day to receive grades for Fall Graduation.
	Last day to opt out of ASU Health Plan or add dependents.
	Last day to decrease meal plan for Fall term.
October	
Tuesday, 2	Faculty meeting for approval of Fall graduates.
Monday, 8	Thanksgiving Day - no classes.
Tuesday, 9	Senate meeting to approve Fall graduates.
Tuesday, 9	Exam schedule posted for December examinations.
Friday, 26	Last day to withdraw from a Fall term course and receive a "W". Any Fall course withdrawals after today will receive an "F" grade.
November	
Monday, 12	Remembrance Day observed - no classes.
Tuesday-Friday 13-16	Fall study days.
December	
Wednesday, 5	Last day of classes.
Wednesday, 5	Last day for undergraduate students to apply for Spring Convocation.
Thursday, 6	Examination study day.
Friday, 7	Fall term examinations begin.
Thursday, 20	Fall term examinations end.
Friday, 21	Residences close (12:00 noon).

2019	
January	
Thursday, 3	Residences open for new international students.
Friday, 4	Residences open for all new students (12:00 noon).
Sunday, 6	Residences open for returning students (12:00 noon).
Monday, 7	Fall/Winter (full-year) courses resume. Winter term courses begin.
	Fee payment deadline.
Tuesday, 15	Last day to add/change any Winter course sections.
	Last day to withdraw from a Winter course without a “W” appearing on the transcript.
	Last day to withdraw from Fall/Winter (full-year) courses and receive a “W”. Any courses withdrawn after today will receive an “F” grade.
Friday, 25	Last day to apply for Spring Convocation for graduate students.
	Last day to decrease meal plan for Winter term.
Thursday, 31	Last day to opt out of ASU Health Plan or add dependents – Winter term students.
February	
Monday, 11	Final exam schedule posted for April examinations.
Monday, 18	Heritage Day - no classes.
Tuesday-Friday, 19-22	Winter study break - no classes.
March	
Friday, 1	Last day to withdraw from Winter term courses and receive a “W”. Any course withdrawals after today will receive an “F” grade.
Monday, 25	Last day to submit honours thesis for external review for Spring Convocation.
April	
Monday, 8	Last day of classes.
Tuesday, 9	Examination study day.
Wednesday, 10	Winter term examinations begin.
Monday, 15	Last day to submit completed honours thesis for Spring Convocation.
Friday, 19	Good Friday – no exams.
Tuesday, 23	Winter term examinations end.
Wednesday, 24	Residences close (12:00 noon).
May	
Friday, 3	Last day to receive grades for Spring Convocation.
Tuesday, 7	Faculty meeting to approve Spring graduates.
Wednesday, 8	Senate meeting to approve Spring graduates.
Sunday, 12	Baccalaureate Service.
Sunday/Monday, 12/13	Spring Convocation ceremonies.
Monday, 13	Classes begin for Spring (6wk) and Spring 1 (3wk) intersession courses.
Friday, May 17	Students placed on academic dismissal will be notified.

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

Senate Curriculum Committee (Administrative)

2017-18

Proposals for Curriculum Changes

Report to Senate

February 12th, 2018

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

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

Contents

Overview	22
SUMMARY LISTING; PROPOSALS FOR CURRICULUM CHANGES 2017/18	22
FACULTY OF PURE & APPLIED SCIENCE (alphabetical by Department / School)	23
FACULTY OF PROFESSIONAL STUDIES (alphabetical by Department / School)	25
FACULTY OF ARTS (alphabetical by Department / School)	32
APPENDIX 1 - Agenda & Minutes of Senate Curriculum Committee (Administrative) Meetings	36

Overview

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

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

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

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

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

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

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

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

SUMMARY LISTING; PROPOSALS FOR CURRICULUM CHANGES 2017/18

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

Department of Biology

Form 1 – New Course proposal:

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

Form 3 - change in course number and level

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

Department of Economics (Faculty of Arts)

Form 5 –New Program Proposals (4X)

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

Form 4 – Modification to a Program (4X)

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

Department of Math

Form 3 - Modification to an existing course:

MATH 2013 Advanced Calculus

MATH 2243 Statistics for Life Sciences 1

Removal of C- requirement from prerequisites.

Other changes; no forms required:

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

“Precalculus” to “Precalculus 12”. This will affect the prerequisites of the following courses

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

School of Nutrition and Dietetics

Form 1 - New course proposals:

Nutr 3933 - Advanced Sports Nutrition

Nutr 4306 - Applied Sports Nutrition

Form 3 - Modification to an existing course:

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

Department of Psychology

Form 3 - Modification to an existing course:

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

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

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

FACULTY OF PROFESSIONAL STUDIES (alphabetical by Department / School)

Department of Community Development

Form 1 – New Course Proposals:

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

CODE 1963 Introductory Topics in Community Development

CODE 285A Special Topics in Community Development

Form 4 – Modification to a Program:

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

School of Business

Form 3 - Modifications to existing courses:

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

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

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

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

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

School of Kinesiology

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

KINE 4763 Intro. To Canadian Health Care System			
KINE 4773 S.M.I.L.E. Programming			

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

New Courses:

EDUC 42M3 Principles and Practices II (Secondary)
This course draws on pre-service teachers’ field experiences in order to address a range of professional issues including educational law, professional roles, duties and responsibilities of teachers, ethics, professional relationships and communities of inquiry, the role of teachers’ unions and associations, school-based technology, and school/community partnerships including school transitions and communication with parents/guardians.

NEW: EDUC 42N3 Principles and Practices II (Elementary)
Tied to pre-service teachers’ field experiences, this is a highly interactive course through which participants co-create the curriculum by drawing upon school-based case studies in order to inquire into those vital issues in professional knowledge and deportment which inform the course. Professional and policy manuals, case study texts, and current scholarly articles provide the readings base, and evaluation will be based upon written assignments and completion of a professional portfolio.

Modifications to Existing Courses:

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

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

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

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

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

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

<p>This course introduces students to the fundamentals of the sound system (phonetics, phonology), and the word system (morphology) of English. Although it may be taken by all interested students, it is primarily designed to be taken with Educ 4693 as a foundation course for those who wish to teach English as a second or foreign language.</p>	<p>New description: This course introduces students to the fundamentals of linguistics: the sound system (phonetics and phonology), word system (morphology), syntax, grammar, discourse analysis, and sociolinguistics. Although it may be taken by all interested students, it is primarily designed to be taken with Educ 4673 and Educ 4863 of the Acadia TESOL Certificate program for those who wish to teach English as a second or foreign language.</p>
<p>EDUC 4863 Acquisition of Language This course is foundational. The focus is on how language is acquired. There will be a sociological and a psychological analysis of language acquisition. Semantics, syntax, phonology and pragmatics will be explored.</p>	<p>EDUC 4863 Acquisition of Language New description This course focuses on how language is acquired, and how different theories of language learning have shaped the way that teachers teach English as an additional language. There will be sociocultural, physiological, and psychological analysis of language acquisition. The course may be taken as part of the TESOL Certificate Program.</p>

FACULTY OF ARTS (alphabetical by Department / School)

Replicating; Arts Faculty Curriculum Committee Report November 15, 2017

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

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

Category A

1. Canadian Studies

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

2. Comparative Religions

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

3. English & Theatre

- a. New course proposals
 - i. ENGL 2033 Print Culture and History of the Book
 - ii. ENGL 3953 Visual Verbal Meaning Making
- b. Course modifications
 - i. ENGL 1406 Reading and Writing Critically
 - ii. IDST 1433 Epic Tradition – change in prerequisite of a cross-listed course to conform to English & Theatre requirements
 - iii. THEA 2753 Performance Voice and Speech I – change in course title and calendar description
 - iv. THEA 2763 Performance Voice and Speech II – change in course title and calendar description
 - v. THEA 2883 Theatre Histories Origin to the Pre-Mod – change in course title and calendar description
 - vi. THEA 2893 Theatre Histories 2 – change in course title and calendar description
 - vii. THEA 4313 Performed Violence 1 – change in prerequisite
 - viii. THEA 4323 Performed Violence 2 – change in prerequisite

4. Ethno-Cultural Diversity Studies

- a. Modification to a Program

- i. Based on student demand, the Program is up-dating the list of cross-listed courses to include:
HIST 1913 The African Canadian Experience, POLS 2783 Global Issues, and POLS 3063 Indigenous Law and Governance in Canada.

5. Environmental and Sustainability Studies

- a. Modification to a Program
 - i. Definition of requirements for those cases where ESST is the second major.

6. History & Classics

- a. New Course Proposal
 - i. HIST 1693 Themes in History
- b. Course Modification
 - i. HIST 1003 The Practicing Historian – change in course number
- c. Modifications to Programs
 - i. Calendar changes are being made because HIST 1003 The Practicing Historian is a required course; therefore, the requirements are now 6 hrs at the 1000 level and HIST 1003.
 - ii. Up-date of cross-listed courses in the Classics program consequent on course deletions and modifications to the Philosophy program

7. Material and Visual Culture

- a. Modification to a Program
 - i. Adding ENGL 2033 as a cross-listed course

8. Music

- a. Course modification
 - i. MUSI 43A3 Introduction to High School Instrumental Music – change in prerequisite
 - ii. MUSI 43B3 Introduction to Elementary Classroom Music – change in prerequisite
 - iii. MUSI 1563 Music, Body, Mind, Spirit – change in course title, change in calendar description, change in prerequisite
 - iv. MUSI 1813 Comprehensive Keyboard – change in prerequisite
 - v. MUSI 2573 Clinical Practice in Music Therapy 1 - change in course title, change in calendar description, change in prerequisite
 - vi. MUSI 2701 Ensemble for Non-Music Majors - change in course title, change in calendar description
 - vii. MUSI 3560 MT Practicum with Seminar 1 - change in course title, change in calendar description, change in prerequisite
 - viii. MUSI 3563 Skills and Resources in MT - change in course title, change in calendar description, change in prerequisite
 - ix. MUSI 3570 MT Practicum with Seminar 2 - change in course title, change in calendar description, change in prerequisite
 - x. MUSI 3573 Clinical Practice in MT - change in course title, change in calendar description, change in prerequisite
 - xi. MUSI 4560 MT Practicum with Seminar 3 - change in course title, change in calendar description, change in prerequisite
 - xii. MUSI 4563 Advancing Clinical Practice in MT - change in course title, change in calendar description, change in prerequisite
 - xiii. MUSI 4570 MT Practicum with Seminar 4 - change in course title, change in calendar description, change in prerequisite

- xiv. MUSI 4573 Professional Issues in MT - change in course title, change in calendar description, change in prerequisite
- b. Program Modification
 - i. Change of prerequisite standard and procedure to confirm entrance/continuation in the BMT program. Also change in course number for accuracy.
 - ii. Add a program fee of \$50 to each BMT/CMT Practicum.
 - iii. Because we have been delivering our methods in a three year cycle instead of a 2 year cycle, we need to reduce the certificate 'secondary instrument' hours by three hours if it is to fit within 2 years. Also, two labs have been added to pedagogy courses (MUSI 3310/3320 have been added as corequisite to MUSI 43A3/43B3) and there is an error in a conducting course number (4543 should read 4143). Collectively, these changes allow room for one music elective added to the CME student's program.
 - iv. Correct a typo in one psychology course number. Currently the calendar states that students need PSYC 2103. This should instead offer the selection of an elective from a range of PSYC courses, to be selected by the student.

9. Philosophy

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

10. Sociology

- a. New course proposals
 - i. SOCI 2033 Writing in the Social Sciences
 - ii. SOCI 3503 Power Games: A Critical Analysis of Sport
- b. Course modifications
 - i. SOCI 1033 Social Problems – change in calendar description
 - ii. SOCI 2333 Technology & Society – change in calendar description

- iii. SOCI 3803 Queer Studies – change in prerequisite and cross-coding with WGST 3803
- iv. SOCI 3133 Ethnic & Race Relations – change in calendar description
- v. SOCI 4003 Senior Seminar – change in grading to pass/fail

11. Women and Gender Studies

- a. New course proposals
 - i. WGST 4923 Contemporary Feminist Issues
- b. Course modifications
 - i. WGST 3123 Feminism and Popular Culture – change in prerequisite
 - ii. WGST 3803 Queer Studies – change in prerequisite, change in calendar description, and cross-coding with SOCI 3803
 - iii. WGST 4913 Women of the African Diaspora – change in prerequisite
- c. Modification to a Program
 - i. Addition of WGST 4923 as an optional requirement alongside WGST 4913 for students majoring and honouring in WGST. The rationale is to have more course offerings.
 - ii. Cross-coding SOCI 3803 with WGST 3803 will enhance offerings and widen the pool of instructors for this course.
 - iii. Cross-list SOCI 3633 Issues of Health and Environment and Poverty with the WGST program.
 - iv. Cross list SOCI 3503 A Critical Analysis of Sport with the WGST program, which is a new course proposal from Sociology.

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

12/08/2017 & 12/11/2017

2017/18 Curriculum Proposals

Acadia University

Senate Curriculum Committee (Administrative) Meetings

Friday, December 8th, 2017, 9:00 a.m. - Noon

... continued on Monday, December 11th, 2017 @ 9:00 a.m.

Location: Patterson Hall – Room 320

AGENDA

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

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

MEETING #1; Friday, December 8th, 2017, 9:00 a.m. – Noon

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

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

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

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

MEETING #2; Monday, December 11th, 2017, 9:00 – 11:30 a.m.

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

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

Summary of SCC Curriculum items from December 8 and 11 meetings

Faculty of Arts (and IDST)

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

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

Form 4: Program Modification	Women's and Gender Studies	Add a comma after WGST 1413 in Item 1 of the Program Requirements.
------------------------------	----------------------------	--

Faculty of Professional Studies

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

Faculty of Pure and Applied Science

Form	Program/Course	Committee Notes/Comments
		Ensure "Program " used throughout, not "programme"

Form 5: New Program	B.Sc. in Economics	Work with Dean and Head of economics to ensure documentation to be submitted to MPHEC detailing program requirements is clear and accurate for all 4 degree variants.
Form 4: Program Modification	Bachelor of Science with Honours and Second Major	Should "24h additional electives hours chosen in consultation with the departments in which the first and second Majors are taken" be included?
Form 4: Program Modification	Bachelor of Science with Honours AND Bachelor of Science with Major	See email from Duane Currie re: clarity in describing degree requirements.
Form 3: Course Modification	BIOL 4353	Forgot course code/number modified course code box.