



Minutes of the Senate Meeting of Monday February 11th, 2019.

A meeting of the Senate of Acadia University occurred on Monday February 11th, 2019 beginning at 4:00 p.m. with Chair A. Kiefte presiding and 42 present with one guest. The meeting took place in BAC 132.

1) Approval of Agenda

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

Motion to approve the agenda. Moved by D. Benoit and seconded by R. Seale.

MOTION TO APPROVE AGENDA CARRIED.

2) Minutes of the Meeting of Monday January 14th, 2019:

Motion to approve the Minutes of Monday January 14th, 2019. Moved by J. Hennessy and seconded by D. MacKinnon.

G. Philp asked that on page 11, paragraph two, the statement *both faculty members and students were adults* be changed to read *both faculty members and students are adults*.

G. Bissix identified a typo on page three, paragraph four, changing the word *to*, to the word *the*.

MOTION TO APPROVE THE REVISED MINUTES CARRIED.

3) Announcements:

a) From the Chair of Senate

Regrets were received from Z. Whitman, J. Leidl, A. Randhawa, N. Clarke, S. Dunn, S. Hayes, K. Winters, R. Newman and M. Robertson.

The Chair noted that D. Lametti was attending as a guest from Psychology due to R. Newman's absence and confirmed that there were no objections to this.

The Chair asked that Senators project their voices during the meeting as it had been brought up to her by a few Senators that it has been difficult to hear at times.

The Chair asked if there were any questions, comments, or requests for elaboration related to the President's written announcements.

P. Abela asked whether the financial budgets resulting from a new MOU would be reflected in the 2019-2020 Acadia operating budget and the President confirmed that this was the case.

The Chair asked if there were any questions, comments, or requests for elaboration related to the VP Academic's written announcements.

There were none.

The Chair asked if there were any questions, comments, or requests for elaboration related to the ASU's written announcements.

There were none.

Regarding the announcement from the By-laws committee, R. Raeside commented that a number of committees had responded to a recent request about their committee's work timing but that 10 committee responses were still expected.

D. Benoit announced that the Robotics competition would be held at the Acadia Gymnasium the coming weekend with 430+ in attendance. He encouraged Senators to attend and noted that the high school teams that were competing included students that were interested in all disciplines. This was a good occasion to get students on campus and attract them to Acadia.

P. Abela asked whether statistics were available to show how many students came to Acadia as a result of the Robotics competition.

D. Benoit responded that while certainly some of those students do enrol at Acadia there were no statistics to demonstrate how many come, unless they identify themselves. They may enter other disciplines. He noted that some very high profile students had been lost to other universities because they had been offered larger scholarships.

D. Benoit pointed out that the Robotics program is fully externally funded.

4) New Business

- a) **Motion that Senate approve the proposed undergraduate curriculum changes for 2019-2020 as reviewed by the Senate Curriculum committee (*attached*)**

Motion that Senate approve the proposed undergraduate curriculum changes for 2019-2020 as reviewed by the Senate Curriculum committee. Moved by P. Callaghan and seconded by P. Rigg.

P. Callaghan pointed out that 19 new courses had been added and 23 had been deleted. He felt that where the courses had been added or deleted was not especially balanced and in the future the Curriculum committee would look at courses that had not been offered for a long time and consult with the units to see whether they had any thoughts on those courses and continuing to list them. This may result in a future Academic Calendar that more accurately reflects what is being offered at Acadia.

G. Whitehall asked whether MUSI 3??3 Music Production Workshop now had a number for the Calendar.

P. Callaghan confirmed that this had been resolved and agreed that a certain amount of follow-up always took place after the Curriculum committee had met and the motion had come to Senate.

L. Aylward asked about the naming of three courses with the same title *Playing and Hearing Music 1,2 and 3*. She noted that the School of Education had been working through a process of improving clarity in the naming of courses in their professional programs so that a student's transcript would be clearer when the student presented it to another institution. L. Aylward asked whether the repeat title of *Playing and Hearing Music* was descriptive enough to describe what was happening in those three courses.

C. Rushton responded that traditionally in a Conservatory model this course would be called Musicianship, which was a well understood term and would be taken for 17 years by a student. In the School of Music a decision had been made to call it something different but it followed an identical model. C. Rushton noted that the description of the courses had been altered this year and stated that this was done intentionally to show that Acadia's Music program was not a Conservatory model.

M. Adam let Senators know that the number of the Music Production Workshop was now MUSI 3263.

P. Callaghan asked that Senators take it upon themselves to carefully check the Calendar to be certain that follow-up had taken place.

The Chair asked P. Callaghan to forward the curriculum document with the corrected or updated course numbers and descriptions to her and Rosie so that the minutes posted online and archived would be correct.

L. Aylward thanked P. Callaghan for the presentation with clear summaries and tables that made it easier to absorb a lot of information.

MOTION CARRIED.

**b) Notice of Motion:
Motion to Reconstitute
the Academic Planning
Committee (*attached*)**

The Chair pointed out that Senate could engage in some preliminary discussion about the notices of motion submitted for today's meeting but that the motions would not be voted upon until a later meeting of Senate.

G. Whitehall stated that significant changes had been made to the process to allocate permanent positions during the last several Senate meetings and that this motion was intended to address lack of representation on the Academic Planning committee. The motion maintained the spirit of the APC in terms of being sufficiently flexible but also gave a representative element back to the APC process. He stated that after discussions with the Faculty of Arts Steering committee, students and members of the APC, it was felt that a change of membership was needed to modify some of the elements of eligibility to reflect the committee's new weight and gravitas.

G. Whitehall explained that the ASU VP Academic would now serve on the APC because that person would be available on campus during the summer and had also been party to conversations of a similar nature throughout. G. Whitehall also stated that faculty members serving on the APC should have a continuing or tenured status, and that one faculty member from each of the three Faculties plus one member at large, would become the norm.

G. Whitehall anticipated that this change would take effect immediately which would result in the committee needing to be reconstituted, creating new membership.

H. Hemming commented that as Chair of the APC and as a Senator, she felt that this change could strengthen the APC. She noted that the previous structure did not ensure that each of the Faculties had a representative on the committee. She noted however that in the past the APC had always worked as a collective rather than any one member fighting for their individual Faculty. The committee had worked together to make the best choices that could be made around the allocation of permanent positions.

G. Bissix asked when these changes would become operational and whether the current terms of APC members would be allowed to expire.

The Chair stated that normally these changes would occur on July 1st, if no specific date was given in the motion.

G. Bissix asked whether all of the faculty members would be stepping down, since not all terms would have finished.

G. Whitehall pointed out that the rationale for the *Motion to immediately reconstitute the Academic Planning Committee* was because new elections would have to take place and the committee would be reconstituted immediately after the motion had been passed. This was important because of the new role that the APC would now be playing. G. Whitehall reminded Senators that the process that had been approved by Senate was also an experiment for just one year so that it was important to make the changes to the constitution immediately.

The Chair suggested that G. Whitehall add a date for the reconstitution of the committee to the motion before the March Senate meeting. She felt that the motion could come forward seven days in advance of the Senate meeting complete with minor changes but that anything substantive would need to be an amendment on the floor of Senate.

D. Seamone was surprised that there was no member representing IDST and asked how IDST would be represented on the APC.

G. Whitehall agreed that Senators could bring forward an amendment but he also noted that the current rationale included a Member at Large who could be from any number of different bodies on campus. Enlarging the committee beyond 10 individuals could become unwieldy.

J. Hennessy was comfortable with the Deans advocating for their Faculties but agreed that there were different perspectives that came from different sectors of the campus, and that there was a need for those different perspectives to be presented to the APC. The APC currently had no faculty member from the Faculty of Arts.

P. Callaghan asked whether the By-laws committee needed to be involved in a change such as this.

G. Whitehall responded that because of the urgency of the matter, he had written the motion and already taken it to the By-laws committee for

discussion and approval, noting that he was also a member of the By-laws committee.

President Ricketts noted that the current By-law for the APC indicated that the VP Academic was the Chair of the committee and so that should be indicated in the reconstituted committee; also the ASU VPA should become an ex-officio position and not an elected one.

B. Anderson asked why the APC had been constituted the way it had been in the past because this knowledge might be helpful in deciding how to vote on the proposed change.

A. Vibert understood that the historic reason for the faculty representation on the APC was the notion that faculty would not be representing their individual Faculties but would be placing the general welfare of the University as their first consideration in service on the committee. All were considered members at large.

D. Benoit agreed and stated that one issue with members advocating for their own particular Faculty was that it led to others such as IDST and other smaller under-represented groups also looking for representation. He noted that it was easy for a committee to become unwieldy as a result of too many members. Keeping the committee reasonably small and nimble was important.

D. Benoit stressed the importance of the APC members not just representing their Faculty as a whole and pushing for positions only in their own Faculty. He felt that during the last several years tenure track positions had all been approved where there was a need regardless of which Faculty the APC members were from.

A. Wilks wanted equal representation on the committee but believed that the members should always be thinking about the University as a whole when making decisions. Equal representation would ensure that people were more confident that decisions had been made in a democratic fashion. The process had been significantly altered and it was very important to have equal representation.

G. Whitehall commented that one of the rationales for changing the process to the APC process was so that broader discussions about planning at Acadia could take place, in addition to the allocation of tenure track positions. He felt that a Dean would represent certain things but it was also useful to have a faculty member from the same Faculty to represent other views.

J. Richards pointed out that from her experience on the Nominating Committee, there was always attention to representation and attempts were made to get a representative from each Faculty.

L. Aylward pointed out that the VP Academic position name would be changing shortly.

President Ricketts suggested an omnibus change on all committees once the new Provost and VP Academic was in place.

The Chair agreed to follow up with the By-Laws Committee about this once the new Provost and VP Academic position was in place.

D. Benoit asked whether the current APC had been approached and whether they had any concerns.

G. Whitehall stated that he had discussed these changes with some members of the committee.

c) The By-laws committee gives Notice of Motion for the establishment of a Senate committee on Equity, Diversity and Inclusion

R. Raeside stated that the By-laws committee was bringing forward a notice of motion for the establishment of a Senate committee on Equity, Diversity and Inclusion. This initiative arose from the Senate ad-hoc committee on Diversity and Inclusion. The final report from that ad-hoc committee had been received by Senate in October 2018, and part of that report was a recommendation to establish an on-going permanent committee. He noted that details would be brought forward to Senate in March.

P. Abela asked where the report from the Ad-hoc Committee on Diversity and Inclusion could be found.

The Chair stated that the report was presented to Senate by M. Neilson at the October 3rd, 2018 meeting and had been extensively minuted. The report was also included with the Senate agenda.

d) The By-laws committee gives Notice of Motion of an amendment to the By-laws, adding to section VI Committees, 11. If a committee member misses two consecutive meetings without sending regrets, an election will be triggered for a replacement.

R. Raeside pointed out that this initiative had also been sparked by a comment made from the Faculty Support committee at the October 3rd meeting of Senate. The committee had been having difficulty holding meetings due to lack of quorum and had some committee members who had never attended a meeting over a two-year period of supposedly serving on the committee.

R. Raeside stated that this item had been referred to Senate Executive, discussed, and sent on to the By-laws committee.

J. Hennessy asked whether this By-law would apply to all Senate sub-committees and R. Raeside confirmed that it would apply to all committees.

The Chair noted that a policy for absence was already in place for Senate itself and that if a Senator missed three consecutive meetings they could be replaced.

S. Currie asked whether another person could be sent to represent the member who was unable to attend.

R. Raeside stated that this policy would only apply to committee members who were not attending at all and not sending their regrets.

D. Benoit pointed out that a committee member could just routinely send their regrets and asked whether the By-laws committee had considered this likelihood.

R. Raeside agreed but commented that this was as far as the By-laws committee was prepared to go.

The Chair expected that chairs could work carefully to try to set their meeting times to be suitable for as many committee members as possible.

e) The Bylaws Committee gives notice of motion for an amendment to the membership of the Senate Disability Policy Committee, item VIII (u) i, where the member “One student appointed by the Student Representative Council” will be replaced with “One student who self-identifies as having a disability, appointed by the Student Representative Council.”

R. Raeside stated that the request for this change had been brought to the By-laws committee from the Acadia Student Union (ASU), and that the By-laws committee would be bringing it to Senate for consideration.

J. Hennessy was concerned that there could be a student with a disability who did not wish to self-identify but would be still interested in this committee because of their own situation.

M. Branch stated that the ASU had a number of students on different committees where it was necessary to self-identify (research student, honours student etc.). Students responded to a general call from the ASU Vice President Academic & External and she felt that this would allow for better representation on the Disability Policy committee.

P. Abela asked why the ASU wouldn't just place a student who self-identified with a disability onto the committee.

R. Raeside stated that the current wording in the Senate By-laws was 'one student appointed by the SRC' and that this would be an amendment to the Senate By-laws to be more specific.

The Chair pointed out a correction. The request had come originally from the chair of the Senate Disability Policy Committee due to feedback from a student and not from the ASU. It had since been discussed between her, the chair of the Disability Policy Committee, and the President and VPA&E of the ASU before being referred to the By-laws committee.

The Chair stated that this change clarified that in future any student joining the Disability Policy committee would have a self-identified disability and that the ASU would look at that requirement in the same way that they would for other sub-committees that had specified membership requirements.

P. Abela understood that this was an expression of a requirement of Senate.

L. Aylward commented she had served as the Chair of the Disability Policy committee for some years and was also a member of the By-laws committee where this was discussed. With respect to self-identification of a disability, that was all that would be required of the student and no details of the disability would be requested.

G. Whitehall pointed out that this wording would provide consistency from year to year.

M. Adam asked whether this would make it harder to fill this student position on the committee.

M. Branch did not expect that there would be any more difficulty filling the position.

J. Hennessy expressed concerns that the membership of the committee was in the public domain. He noted that in previous work on equity there had been efforts to remove the ability for people to ask questions (if, for instance a person had self-identified). He was concerned that the student might not want others to know that they had a disability.

D. Seamone asked about the membership of the Senate Disability Policy committee and whether any of the other members had disabilities.

The Chair described the current membership and representation on the committee. She stated that the terms of reference did not specify that other members of the committee must have self-identified disabilities, and that the idea for this change had come from a student. She also stated that this committee worked on academic policy related to students and not directly to faculty or staff.

L. Aylward felt that this was an important discussion and encouraged Senators to continue to engage in discussion related to this topic in the future.

5) Other Business

There was no other business.

6) Adjournment

Motion to adjourn at 5:20 p.m. Moved by G. Bissix.

ORIGINAL SIGNED

R. Hare, Recording Secretary

PRESIDENT'S REPORT TO SENATE – FEBRUARY 11, 2019

MOU Development

While there are no further details that I can report on at this time beyond what I reported to Senate in January, we do continue to work with the provincial government in a very positive manner on the development of the new MOU. We have been told that we should expect to hear some details on actual funding during the month of February or early March.

CONSUP Issues

In addition to continuing discussions on the MOU, CONSUP also addressed issues pertaining to Bill 59 (Accessibility Act) and nominating someone to represent the education sector at the Standards Committee table, and developing draft principles for PSE Sector. We also approved funding for a Campus Sexual Violence Survey to be conducted by Dr. Diane Crocker, Professor, Department of Sociology and Criminology, at Saint Mary's University under the auspices of the Provincial Sexual Violence Prevention Oversight Committee. The research will be in the form of a victimization/climate survey that is part of a SSHRC funded national study. Also, EduNova is planning a NS International Education Day in Ottawa on May 1, 2, or 8, the final date yet to be confirmed.

Acadia 2025

The Acadia 2025 Task Force continues to be very busy engaging with the Acadia community and developing the strategic directions document for guiding the development of the final strategic plan. The Task Force has added a couple of new members, and the full list of members is now as follows are:

- Erin Beaudin, Town of Wolfville
- Mark Bishop, Registrar
- Makenzie Branch, ASU
- Paul Callaghan (Chair), Business
- Dr. Alice Cohen, Environmental Science & ESST
- Dr. John Colton, Community Development
- Prof. Ann Dodge, Kinesiology
- Gary Doucette, Technology Services
- Dr. David Duke, History & Classics & ESST
- Dr. Glenys Gibson, Biology
- Len Harvey, Athletics
- Dion Kaszas, Indigenous Affairs
- Ian Murray, Alumni Affairs
- Dr. Can Mutlu, Politics
- Dr. Anna Redden, Research & Graduate Studies

- James Sanford, Student Services
- Ann Smith, Library
- Dr. Anna Robbins, Divinity College

Supported by: Scott Roberts & Michelle Coleman

The Chair and a number of members of the Task Force made a presentation to the Board of Governors at its meeting of February 8, which was followed by a good discussion session.

Black Students Initiative

On Friday Feb 1, the first day of African Heritage Month 2019, I was pleased to announce a new initiative to provide increased support for students of African descent and heritage at Acadia. This initiative includes the creation of a Black Student Advisor position within Student Services, and the establishment of a Black Student Working Group with the mandate to identify specific challenges faced by students of African descent on campus, create information portals they can easily access, and build academic career-path plans for success. In addition, the advisor will be key point of contact for external organizations in the African Nova Scotian and broader African descent communities within Nova Scotia and beyond, support Acadia's student recruitment efforts, and work with stakeholders to facilitate intercultural and inclusive events that promote diversity on campus, and improve student recruitment efforts in these communities. This initiative follows discussions and communications over the past year with the Black Students Association and other students on campus. One of the recommendations of the President's Advisory Council on Decolonization was to analyze the supports available to students of African descent. Given the important role people of African heritage have played in Nova Scotia's development and growth from its earliest days of existence as a province, and given the role that Acadia has played and continues to play in expanding access to university education to those of African descent, it is important that we take action now to improve supporting black students to ensure their success and wellbeing at Acadia. Here is a link to the announcement in case you missed it: <https://www2.acadiau.ca/home/news-reader-page/african-heritage-advisor-announcement.html>.

Decolonisation

On January 11, Dion Kaszas and I were delighted to host a meeting with the chiefs of the four Mi'kmaw communities in our region (Glooscap, Annapolis Valley, Bear River, and Acadia) and members of their respective staffs at Acadia. It was a wonderfully positive meeting, and we are so grateful for the support and advice we received. We are in the final stages of establishing an Indigenous Education Advisory Council which will create a formal liaison body between Acadia and the Indigenous communities and will provide advice to the President and the university. The Council will have a university-wide mandate to promote, guide and oversee the implementation of Acadia University's Decolonization Strategy and to provide guidance and advice to the university on the evolution and development of the strategy. The Council will strive to improve the level of support we provide to Indigenous students, broaden cultural understanding across campus and within academic disciplines, and deepen our already strong connection to Mi'kmaw communities. The establishment of such a Council was a major recommendation of the President's Advisory Council (PAC) on Decolonisation.

Also, on February 5 a Mid-Winter Mawioimi was held at Wheelock Hall, which was greatly enjoyed by everyone present, including our hungry students. This was the first event of Acadia's new Msit No'kmaq program, which is being supported through a very generous gift from TD Bank. Wela'lin TD Bank.

Minister of Agriculture Visit

On January 29, Acadia hosted a visit to campus by NS's Minister of Agriculture, the Honourable Keith Caldwell and a team from the Department of Agriculture. The Minister and his team visited Acadia's Laboratory for Agri-Food and Beverage (ALAB) and the Centre for the Sensory Research of Food, seeing both labs in action and

even getting to taste a little bit of wine along the way. The Government of NS has been a very important supporter and funder of these important initiatives for Acadia and our region, and we are extremely grateful for their past and continued support.

Executive Search Processes

The two search processes for the positions of Provost and Vice-President Academic and the Vice-Provost Students, Recruitment and Enrolment Management are proceeding on schedule. Both search committees are now reviewing applications and in the process of determining a list of candidates for the first round of interviews. These are being scheduled for late February, and we would be looking to hold second interviews for the final short-listed candidates in March.

Maple League

As Chair of the Maple League I am taking the opportunity to try to get back to its prime purpose, which was to use our collective strengths and characteristics as a way to raise our profile and improve student recruitment potential. The new Executive Director, Jessica Riddell, has been spearheading a strategic visioning and planning process to build a more coherent vision around the ML, identify our shared values and signature activities for collaboration and co-operation, based upon the principle of “What can we do together what we cannot do alone?”. Three pillars have been identified:

- Academic and Professional Collaborations
- Extraordinary Student Experiences
- Leadership and Citizenship through a Liberal Education

The aim of this is to create substance around what being a Maple League university means and promote and strengthen the ML and its shared vision. We need to reaffirm the primary purpose of the ML to promote the model of education, thereby making our universities more attractive to prospective students, parents, guidance counsellors, and others who influence decisions about choice of university. Student recruitment will be the fundamental metric that will be used to measure the success of the ML, as well as the goal of making the ML self-funding. The purpose of the plan is that the ML attracts more students than we can admit, to put demand above capacity, and establish our four institutions as the most sought-after undergraduate universities in Canada.

Last term, a Maple League course on Time was run successfully using the four telepresence rooms at each institution. Acadia’s own Jeff Hennessey was one of four co-instructors who delivered the course to students in all four Maple league universities. The annual Up for Debate competitions at Bishops was held over the weekend of February 9-10.

Advisory Committee on the Framework to Prevent & Address Gender-Based Violence at Post-Secondary Institutions

I have been appointed through Universities Canada as one of two university presidents to sit on the Advisory Committee to the Minister for Women and Gender Equality. The Department of Women and Gender Equality established the Advocacy Committee to support the Government of Canada in its commitment to develop a harmonized framework to ensure consistent, comprehensive and sustainable approaches in addressing gender-based violence at post-secondary institutions across Canada. The first face-to-face meeting was held in Montréal on January 16-17, 2019 and the work of the committee is scheduled to continue over the coming months and is the initial phase of a five-year strategy to develop the framework.

The link to the announcement of the formation of the Advisory Committee is as follows:

<https://www.canada.ca/en/status-women/news/2019/01/minster-monsef-establishes-new-advisory-committee-to-support-efforts-to-end-gender-based-violence-at-post-secondary-institutions.html>.

VICE PRESIDENT ACADEMIC'S REPORT TO SENATE – FEBRUARY 11, 2019

FACULTY OF ARTS:

Dr. Wanda Campbell of the Department of English and Theatre contributed a chapter to *Maternal Geographies: Mothering In and Out of Place* published by Demeter Press, May 2019. Stephen Ahern has an essay collection published, *Affect Theory and Literary Critical Practice: A Feel for the Text*, by Palgrave Macmillan, 2019.

Acadia Theatre graduate Andrea Switzer, 2018, has been admitted to the Masters Programme in Applied Theatre at Goldsmiths College, University of London. Andrea is the third Acadia Theatre student to be admitted to this prestigious programme, following Hartley Jafine ('04) and Lindsay Joseph ('10). Acadia Theatre graduate, Janice Dickson, 2012, is a political reporter for the Globe & Mail on Parliament Hill.

Six students from the HIST 1003 class, the Practicing Historian, presented Volume 1 (of two) of the class project, "An Oral History of Kentville" (265pp) to the meeting of the Kentville Historical Society on 30 January. This project involved interviewing sixteen members of the Kentville seniors' community in October and November 2018 on the history of the town and community. This will be a valuable resource for future generations of scholars who examine the history of Kentville in the mid-twentieth century. The Press will be in attendance and CBC did a story on it the previous week.

Dr. Robert Proulx from the Department of Languages and Literatures presented a paper at the American Council for Québec Studies, Biennial Conference titled, "L'intertextualité dans la chanson québécoise et francophone" (Intertextuality in Quebec and francophone popular song in New Orleans) held in October 2018 in New Orleans.

Dix-Neuf, a refereed journal, published a paper by Dr. Janice Best, Department of Languages and Literatures, "Power and propaganda: theatrical representations of Napoleon Bonaparte during the Second Empire," in Vol. 22, 2018. Dr. Best also presented a paper at the 44th Annual Nineteenth-Century French Studies Conference, *Célébrité / Obscurité* in Los Angeles, in October. 2018.

Dr. Rebecca Casey, et. al., of the Department of Sociology has four articles in published journals forthcoming. The journals include the University of Toronto Press, "Closing the Employment Standards Enforcement Gap: Improving Protections for People in Precarious Jobs"; two articles in The International Journal of Labour Law and Industrial Relations, "Enforcing Employment Standards for Migrant Agricultural Workers in Ontario: Exposing Underexplored Layers of Vulnerability" and "Carrying Little Sticks: Is there a 'Deterrence Gap' in Employment Standards Enforcement in Ontario, Canada?"; and "A Tattered Quilt: Exemptions and Special Rules under Ontario's Employment Standards Act (2000)," in the Canadian Employment and Labour Law Journal.

In January, Dr. Lesley Frank of the Department of Sociology and Frank C Saulnier, had their paper, *Underappreciated and Underpaid: Early Childhood Educators in Nova Scotia*, published in the

Canadian Centre for Policy Alternatives-Nova Scotia (CCPA-NS).

<https://www.policyalternatives.ca/publications/reports/early-childhood-educators-ns>

FACULTY OF SCIENCE:

Welcomed our 39th Huggins Science Lecturer, Dr. Molly Shoichet to campus 28-29 Jan. Professor Shoichet is the Tier 1 Canada Research Chair in Tissue Engineering at the University of Toronto. She delivered two very successful and inspiring lectures and networked with our students and faculty.

Congratulations to the **School of Engineering**'s Junior Design Team who won the Atlantic Engineering Competition at Dalhousie organized by the Atlantic Council of Engineering students. This winning team, Lee Weber, Matthew Kneen-Teed, Matthew Hill and Cole Everson, will go on to compete at the Canadian Engineering Competition in March at the University of Waterloo, hosted by the Canadian Federation of Engineering Students.

Earth and Environmental Science recently established a new award. *The Reginald Moore Memorial Award in Geoscience* was established this year by a 1964 graduate in honour of his professor and mentor, Dr. Reginald George Moore, palaeontologist and stratigrapher, who taught geology at Acadia from 1960 until his retirement in 1992. This award will be presented to a returning Earth & Environmental Science full-time undergraduate student in a Geoscience program in recognition of promise, aptitude and emerging talent. Value: \$1,000.

Recognizing our student achievements, several Acadia FPAS students (**in bold**) recently published their work in peer-reviewed journals:

- **Harris, Allison F.**, Symons, D.K. (2018). Two examples of simulations being used to change attitudes towards parenting. *Psychology and Psychotherapy: Research Study*. 2: 1-6. doi: 10.31031/PPRS
- N. Kirk Hillier, **Emily Evans** and Rodger C. Evans. 2018. Novel insect florivory strategy initiates autogamy in unopened allogamous flowers. *Scientific Reports* 8:17077.
- **Kayoung Heo**, Glenys Gibson, Rodger Evans. 2018. Effects of bisphenol-A and folic acid on growth, reproductive development, and DNA methylation in snapdragons (*Antirrhinum majus*). *Botany* dx.doi.org/10.1139/cjb-2018-0116.
- **Young AP**, Evans RC, Newell R, Walker AK. 2019. Development of a DNA barcoding protocol for fungal specimens from the E.C. Smith Herbarium (ACAD). *Northeastern Naturalist*. In press.
- Overy DP, Rămă T, **Oosterhuis R**, Walker AK, Pang KL. 2019. The neglected marine fungi, sensu stricto, and their isolation for natural products' discovery. *Marine Drugs* 17(1): 42. (open access) <https://www.mdpi.com/1660-3397/17/1/42>
- **Bunbury-Blanchette AL**, Walker AK. 2019. *Trichoderma* species show biocontrol potential in dual culture and greenhouse bioassays against *Fusarium* basal rot of onion. *Biological Control* 130:127-135 (<https://doi.org/10.1016/j.biocontrol.2018.11.007>)

The PBS Nature Series published an article in *NatureNow* entitled "Where the Seabird Guano Goes" featuring the research of Acadia biologists Mark Mallory and Jennifer Provencher. Check it out at: <http://www.pbs.org/wnet/nature/blog/where-the-seabird-guano-goes/>.

FACULTY OF PROFESSIONAL STUDIES:

Students in the School of Business hosted the 2nd Annual Women in Finance Conference on Feb. 2nd & 3rd. The conference included a keynote address by Deborah Shaffner, CEO of Eastlink. Since moving from Montreal in 1997 to join Eastlink, Deborah and her family have lived in Wolfville. Alumni that participated in the conference as speakers and panelists included Bethany Moffatt (BA Econ 1982), VP & Head of Commercial Banking (Atlantic) for Scotiabank, and Kristina King (BBA Honours 2007), Cabinet Advisor with the Executive Council Office, Province of Nova Scotia, and Sally Swanburg Wallace (B.Sc. Psych 1984), Old Orchard Inn. Conference organizers included current BBA students, Breton Whalen, Taylor MacLean and Julia Russell.

The School of Education is preparing for the visit of the Accreditation Review team responsible for recommending on accreditation of B.Ed. programs in the Province on March 21st.

Meanwhile, faculty in the School are beginning review of sharply increased numbers of applications to the B.Ed. program for next year, and a Search Committee chaired by the Dean is in the midst of a search for a new Director, to begin July 1, 2019.

The School of Kinesiology will be hosting the Atlantic Provinces Exercise Scientists annual meeting in late March. Drs. Lauren Lattimer and Said Mekary are coordinating the event.

Dr. Scott Landry and his co-supervised PhD student at Dalhousie, Elysia Davis, recently published a co-authored paper in the prestigious international journal *Clinical Biomechanics*. Elysia will be collecting data in the mLAB at Acadia.

RESEARCH & GRADUATE STUDIES:

Acadia Student Research Conference

A successful 6th Annual Research Student Symposium, organised by the AGS and lead by AGS President **Sarah Dunn**, was held at Acadia in the David Huestis Innovation Pavilion during 25-26 January, featuring undergraduate and graduate research student oral and poster presentations (30 students, 12 departments and 4 Faculty represented). The event also included a faculty plenary speaker (**Lynn Aylward**) and a panel discussion on career paths and advice with three faculty members (**Matthew McSweeney, Zelda Abramson and Mark Mallory**).

Research Grants awarded in January:

SSHRC Connections Grant (\$7450) - Kevin Whetter

Dr Whetter will lead a "Malory at 550: Old and New" international conference celebrating the 550th anniversary of the completion of Sir Thomas Malory's late-mediaeval Arthurian tale *Le Morte Darthur*. In August of this year an international group of established and emerging scholars – including MA and Ph.D. students will assemble at Acadia to discuss Malory, his text, his socio-historical contexts, and the reception of the Morte from the fifteenth to twenty-first centuries.

Environment Canada - Environmental Damages Fund Grant (EDF) (\$40,000) - Phil Taylor

Environment & Climate Change Canada's EDF directs funds received as a result of fines, court orders, and voluntary payments to priority projects. Phil Taylor was successful in landing the full \$40,000 award available for the NL&L, NS, and PEI projects, for his project, "Post-breeding and early migration movements, and habitat use for four declining swallow species". This project will address the lack of knowledge on the post-breeding and early migration movements of Bank, Barn, Cliff, and Tree Swallows to inform conservation and management efforts for these declining migratory birds. This work is being spearheaded by post-doctoral fellow, **Dr. Tara Imlay**.

Industry & Community Engagement:

NSERC Strategic Partnership Grant, Mike Stokesbury (co-applicant) with Sara Iverson (Lead PI) from Dalhousie (\$1M Total Award; \$289,856 to Stokesbury over 3 years)

"Use of acoustic telemetry and First Nations traditional knowledge to determine the movements and habitat use of valued aquatic species". The project focuses on the health and resilience of fish and other aquatic species. Mi'kmaw and local and academic knowledge holders will be working together, guided by communities, to understand & protect fish species valued for their cultural and ecological importance as well as for food security. Other partners include Unama'ki Institute of Natural Resources (UINR), the Mi'kmaw Conservation Group (MCG), and the Minas Institute of Natural and Academic Science.

Continued Success with MITACS Award Program

Mitacs, a national research organization that funds research and training programs for undergraduate, graduate students and postdoctoral fellows in partnership with universities and industry, is a growing program, and Acadia researchers have been out-front in terms of accessing awards for interns. Regionally, we are second to Dalhousie in Mitacs awards received. In discussion with Mitacs representatives, Acadia is on track to have over 70 intern units (1 unit = 4 month paid internship) in the 2018/2019 fiscal year. The most recent Mitacs award received will support a post-doctoral fellow for 2 years (\$90,000) to work with **Mark Mallory** and Bird Studies Canada on the project "Recovery of common loon populations on acid-stressed Ontario lakes".

MOU Signed with Université Sainte Anne

Acadia recently signed an MOU with the Université Sainte-Anne to formalize our ongoing relationship and commitment to expand joint research and commercialization activities. Some of these activities include partnering on industry research & IP workshops, joint meetings with local companies, sharing information on best practices/research agreement templates, etc. We have also encouraged research collaborations between our two institutions. As an example, **Matt McSweeney** (Director, Acadia's Sensory Centre) is collaborating with Dr. Karine Pedneault (US-A) on a wine-related project funded by the Canadian Agricultural Partnership's AgriScience Cluster.

License Agreement – ProQuest LLC

Acadia has negotiated a License Agreement with ProQuest LLC, based in Ann Arbor, Michigan, to distribute a limited number of multimedia video cases via its subsidiary, Alexander Street Press. These cases form a subset of the multimedia video series developed by **Conor Vibert** (School of Business). Alexander Street Press distributes educational materials to university/college libraries throughout the world.

Industry Meetings/Events

Atlantic Springboard Network, working with ACOA, has undertaken a major push to build relationships and engage with the various stakeholders in the Lobster industry. This is intended to increase research

opportunities and innovation in rural Atlantic Canada's backbone industry. Acadia representatives have sat on the organizing committee for this project, which resulted in four provincial events (NS, NB, NL, and PEI) and culminated in a major, pan-Atlantic Forum on January 29th in Truro with 150 people (including faculty and students from Acadia).

Special Visits/Economic Development Activities

On 29 January, Acadia received a visit from NS Agriculture Minister Keith Colwell, who toured the David Huestis Innovation Pavilion, with targeted visits to the Acadia Laboratory for Agri-food and Beverage (ALAB) and the Centre for the Sensory Research on Food (Nutrition & Dietetics) for discussions related to Acadia's work and future opportunities in wine quality analysis.

ASU PRESIDENT'S REPORT TO SENATE – FEBRUARY 11, 2019

1. **ASU Elections:** The ASU election is well underway and voting will remain open until Thursday, February 14th, 2019 at 4:30pm. There are 15 candidates contesting the four elected ASU Executive positions, four of who are international students.
2. **Frost Week:** A number of events were held during this year's 'Frost' Week (January 12th-20th) to welcome students back for the Winter Semester. This included coffee houses, live music at the Axe, movie nights in the KCIC, a painting night, giveaways at Varsity Athletic games, and a concert which featured the popular county band "The Reklaws".
3. **Canadian Alliance of Students Association (CASA) Mental Health Campaign:** from January 30th-February 1st the ASU took part in a national campaign with our partner student unions across the county. An online petition was circulated, personal notes and letters were collected, and the hashtag #StudentsLetsAct was used to support our advocacy efforts to the federal government in support of allowing post-secondary students with long term mental health complications to be eligible for grants for students with disabilities. At Acadia, 500 notes addressed to the Canadian Minister of Health were collected and sent (of the 10,000 that were collected and sent nationwide), the hashtag #AcadiaLetsTalk became the 44th most tweeted hashtag on twitter in Canada on January 30th, and hundreds of students stopped by our booth outside the Library to talk about the importance of student mental health. Students manning the booth also distributed information to students about existing on-campus mental health resources. Thank you to all students, faculty, and staff who took part and to Daphne Flanagan, University Librarian and her team for allowing us to use the library's entrance as the campaign base.
4. **Acadia University Budget:** Collaboration is proceeding well with the university administration under the newly signed Tuition Consultation Agreement between the ASU and Acadia University. The ASU is continuing our advocacy to the University for improved Equity Services on campus, providing more resources to support student health and wellness, and significant enhancements to the delivery of Career Services on campus in the lead up to the finalization of this year's budget.

5. **MOU with the Town of Wolfville and Acadia University:** Work is underway to implement aspects of the newly signed MOU between the Town of Wolfville, Acadia University, and the ASU. Meetings are ongoing and have focused on increasing collaboration between Town Council Members and the members of the ASU' Students' Representative Council, improving communication regarding events and activities on campus and in the community, and reducing substance use harms to improve community harmony throughout our University Town.

BY-LAWS COMMITTEE:

Concerning the issue of appointing faculty members who have 9.5-month continuing or CLT appointments or per course appointments to Senate committees, R. Raeside again requests that chairs of committees with mid-May to August obligations identify themselves to the Senate Bylaws Committee. So far, only 10 out of 23 committees have provided this information. As any committee that conducts a significant portion of its work from mid-May to August may have its membership criteria modified as a result of this future bylaw change, the Bylaws Committee needs a response from all committees that would be affected.

Committees yet to respond are:

- Academic Integrity
- Academic Planning
- Academic Program Review
- Admission & Academic Standing (Policy)
- Archives
- Awards
- Open Acadia Board
- Faculty Council
- Faculty Support Committee
- Library
- Nominating
- Senate Disability Policy Committee
- Timetable, Instruction Hours, & Examination

Senate Curriculum Committee (Administrative)

2018-19 Curriculum Change Proposals

Report to Senate

February 11th, 2019

Committee Members: Mark Bishop (Registrar), Paul Callaghan (FPS, Co-Chair), Zachary Goldsmith (SRC), Diemo Landgraf (FA), Andy Mitchell ((FPAS, Secretary), Roxanne Seaman (Curriculum Committee Policy), Jennie Rand (FPAS, Secretary), Patricia Rigg (FA, Co-Chair), Daphne Flanagan (Library), and John J. Guiney Yallop (FPS).

Note: Shawna Singleton, Associate Registrar, also participated in the process of reviewing curriculum change proposals.

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Overview

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

| Type of Proposal | Faculty | | | TOTAL |
|-------------------------------|---------|------------------------|----------------------|------------|
| | Arts | Pure & Applied Science | Professional Studies | |
| New Course (Form 1) | 3 | 5 | 11 | 19 |
| Course Deletion (Form 2) | 1 | 2 | 20 | 23 |
| Course Modification (Form 3) | 13 | 11 | 30 | 54 |
| Program Modification (Form 4) | 6 | 1 | 3 | 10 |
| New Program (Form 5) | | | | |
| Totals: | 23 | 19 | 64 | 106 |

Curriculum proposals were submitted to the Senate Curriculum Committee - Administrative (SCCA) by Nov. 23rd, 2018. A summary listing of all proposals submitted follows, with the complete forms for all proposals available upon request through SharePoint. Those interested in reviewing the complete forms should contact Shawna Singleton, Associate Registrar @ shawna.singleton@acadiu.ca. Within the SharePoint site a master file is provided for each faculty (Arts, FPAS, and FPS), along with the individual forms organized within folders by Faculty > School / Department.

The compilations of proposals by faculty were distributed to members of the committee for review in advance of a meeting held 12/3/2018 (Agenda and minutes provided as Appendix 1). During the meeting, each proposal was discussed resulting in one of the following actions; (i) proposals deemed acceptable as submitted ("no issues"), (ii) proposals were edited by the committee during the meeting to catch minor, non-substantive oversights in completing forms (e.g. grammatical errors, courses mis-numbered, etc.), or (iii) proposals were designated as requiring clarification through consultation with the Director or Head of the relevant academic unit.

All instances requiring consultation with Departments / Schools have now been resolved. In turn, the Co-Chairs have and will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2019/20 Calendar and within Eden, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

SUMMARY LISTING; PROPOSALS FOR CURRICULUM CHANGES 2018/19

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

Engineering

New Course Offering: APSC 2923 – Introduction to Industrial Engineering

The course has been added to the engineering curriculum for students in the industrial engineering program by Dalhousie University with the expectation that Acadia (as an associated university) will follow suit. It is the first discipline-specific course for industrial engineering students and will consist of a 3-h lecture and a 3-h tutorial each week. This course effectively replaces one of the two discipline-specific courses (APSC 2813, Engineering and the Biosphere & APSC 3413, Introduction to Environmental Engineering) that have been removed from the engineering curriculum as of the 2018-19 academic year.

Biology

BIOL 3993 and BIOL 4993 – new courses

These would be two Special Topics courses that would be offered in response to student interest and could be run with a single student or small groups of students. The format and material would vary according to student interest and faculty expertise. These courses could also be used as an incubator to try new courses before adding them to the calendar. This has been discussed with students through the Bio Society; feedback was positive, and students liked the flexibility. The expectation would be that faculty and students will discuss and agree on shared goals and evaluation methods and that these will be formalized as part of a course outline.

BIOL 3123

Change in prerequisites to include BIOL 2013 (Cell and Molecular Biology) and BIOL2053 (Microbial Diversity) with the existing prerequisite of BIOL 2073 (Animal Biodiversity). Concepts and material covered in the two new prerequisites are essential in understanding parasitology at a third-year level.

BIOL 3293

A change in course description to recognize that the course may be offered in intersession which would not be covering autumn plants.

BIOL 4673

Change in course name and description to reflect future directions and content in the course. The course will be focussing on Barcoding and eDNA techniques and their application in Ecology and Evolution. This is not a change in the objectives of the course but focusses on techniques that have become dominant in the field since the course was first introduced.

Chemistry

CHEM01 – Change in Pre-requisite for CHEM 2103

When chemistry students do not take PHYS 1013/1023 in their first year, it is often difficult for them to fit the courses into their second year schedule due to course conflicts in the timetable. The material covered in General Physics (PHYS 1053/1063) also satisfies the prerequisite material needed for this course, so this course is being added as an option as the physics pre-requisite for this course for students. This will also open this course to more students outside of chemistry.

CHEM02 – Change in Course Description for CHEM 2773 – Biochemistry for Life Sciences

Update to course description to include more detail on what is covered, and to reflect a shift in recent years to include more material related to human metabolism and food digestion.

Computer Science

Course change for COMP 3503 – Data Analytics

This updates the course description, adds a 1h lab to the course, and adds a pre-requisite of COMP 2103. We noticed that there is a lot of hands-on work in this class, and students were often unable to make the tutorials. This will fix a tutorial time that will be scheduled. The addition of COMP 2103 will provide some extra experience before students enter the course.

Earth & Environmental Science

1. New Course: Climate Change for Environmental Professionals (ENVS 3513)

A broad-ranging study of the causes and effects of changing climate incorporating the physical basis, historical record and anticipated future impact of the changing atmosphere. Investigation of the current public perception of global warming and its effects. Examination of the political, economic, and cultural frameworks within which climate-changing human activity, mitigation, and adaptation take place.

- several professors, each bringing a component of their own specialty mix. Committed contributors include A Cohen, R. Raeside, P Ricketts, I Spooner (E&ES), J Colton, D. Duke (History), A Davis (Economics), A Biro (Politics), M Mallory (Biology), M Lukeman, J Murimboh (Chemistry).
- one three-hour period weekly, in which professors will provide varied instruction including some or all of lectures, dialogues, discussion, and in-class exercises.
- Evaluation by two in-term tests, a group project culminating in a peer-reviewed poster conference, and a final exam.

2. Course Deletion: The Environmental and Human Health (ENVS 3313)

Course has not been offered since 2010. It was being retained until decisions were made following N O'Driscoll's move from CRC to professor, and we now know he will not be offering it.

3. Modification to an existing course: Contaminants in the Environment (ENVS 4613)

Change course prerequisites from Chem 2813 or 2853 to CHEM 1023 or 1123, in the instructor's opinion provides sufficient background in Chemistry for students in this course.

4. Proposed modification to a course: Quaternary Geology (GEOL 4713)

The prerequisite has been changed from permission of Department to GEOL 2703; the "permission of department" requirement was used in an attempt to limit numbers, but the course will now be offered annually instead of biennially, so this can be managed fine using a student limit.

5. Modification to Program E&ES

- i) Reduce the requirement of two Physics courses (6 h) for the Environmental Science degrees to 3 h and add courses to list of major elective courses. The Physics Department will introduce a new course in Physics of the Environment courses that would be more focused on the needs of Environmental Science majors.
- ii) Include GEOL 4713 (Quaternary Geology) in the list of GEOL courses from which ENVS students can select any two which provides more options for students
- iii) Include the proposed course ENVS 3513, Climate Change for Environmental Professionals in the list of Environmental Science electives.

Pure and Applied Science

Changes proposed in October 2018:

- change ENVS 4613 requirement from CHEM 2813 to CHEM 1023
- remove ENVS 3313 from Calendar
- GEOL 4713 is currently Dept Permission (which now means everyone in GEOL, ENGO, ENVS)
- change to GEOL2703
- new course ENVS 3513, Climate Change for Environmental Professionals

- new Physics course PHYS 1543 in place of PHYS 1053+1063 in ENVS programs; addition of GEOL 4713 and ENVS 3513 as specified electives in Envs programs.

Math

There are 3 proposed changes this fall. All have been passed unanimously by the Department.

Math 1533 Mathematical Concepts 1

Math 1543 Mathematical Concepts 2

Minor change in calendar description to allow more flexibility for the instructor to tailor the course to the needs of the students. Please see the proposed changes on Form 3.

Math 1613 General Linear Algebra and Calculus for Business and Economics

The proposal is to remove a topic (Vector and Matrix algebra) that could only be covered very briefly, and replace with topics that are more applicable to a wider group of students (Linear inequalities in two variables and graphical methods of linear programming). The topics on Matrix Algebra are covered in Econ 3613 (Mathematical Economics) and they are rarely used throughout the undergrad courses in Economics or Business.

An additional minor change in calendar description wording to improve clarity.

Nutrition

Changes in course numbers to reflect changes in the sequence of required courses introduced based on an internal review of the program a few years ago. Now that the effectiveness of the shifts in sequence have been confirmed, changes in course numbers are being made to reflect the year of study in which the following courses are taken;

NUTR 3713 - Introduction to Communication - to NUTR 2023

NUTR 3723 - Principles of Nutritional Assessment – to NUTR 2013

NUTR 4523 - Advanced Human Nutrition - to NUTR 3023

NUTR 4743 - Introduction to Nutrition and Health Research - to NUTR 3013

NUTR 3543 - Nutrition Education - to NUTR 4123

Physics

1. New Course: Phys 1563 Physics and the Environment

A survey of selected physics topics with applications to the environment. Topics include a foundational introduction to forces and energy, fluids, vibrations and waves, light and optics, sound and acoustics, thermodynamics, electricity and magnetism, power systems and energy sources, and radioactivity. (3h lecture/3h lab) *PHYS 1563 may not be offered as a credit for a physics major.*

- Algebra-based introductory physics class that will be required for environmental science students.

- Three hour of lecture and a 3 hr. lab per week

- Will be offered on alternative years

2. Course Deletion: Phys 3223 Electronic Circuits

The course material overlaps with that of several other offerings including Phys 2203 (Introductory Electronics), Phys 2213 (Data Acquisition, Measurement and Control), Phys 3253 (Electricity and Magnetism) and Phys 3513 (Introduction to Optoelectronics).

FACULTY OF PROFESSIONAL STUDIES (alphabetical by Department / School)

Business

Course Deletions (Form 2); In all cases, the courses have not been offered in many years and there are no plans to offer the course in the future. The deletions ensure the Calendar more accurately reflects current options for students.

1. **BUSI 1413 Introduction to Business Research;** last offered in 2005
2. **BUSI 2153 Overview of Business Processes;** last offered in 2010
3. **BUSI 3513 Production Models;** last offered in 2000
4. **BUSI 4013 Accounting Theory;** last offered in 2012
5. **BUSI 4143 Estate Planning;** last offered in 2004

Modifications to existing courses (Form 3)

6. **BUSI 3073 Financial Accounting 3;** change in course description which had referenced the CICA Handbook, but should be replaced by The CPA Canada Handbook.
7. **BUSI 3083 Financial Accounting 4;** change in course description which had referenced the CICA Handbook, but should be replaced by The CPA Canada Handbook.
8. **BUSI 3433 Consumer Behaviour:** change in pre-requisite to be consistent with the content of the course and other 3000 level marketing electives. It appears the pre-requisite currently stated for the course may have been an oversight.
9. **BUSI 3463 International Marketing Management:** change in course title (to **Global Marketing Strategy**) and description.
10. **BUSI 3483 Advanced Business Research:** change in course title (to **Business Research**) as the term “Advanced” is no longer needed to distinguish the course from the introductory level course in business research that use to be a required course in the BBA program.
11. **BUSI 3813 Business Analytics Modeling 2:** The modeling methods/techniques covered in the course need to be modified to reflect industry trends that involve analyzing large amounts of data, and to be consistent with recent changes to BUSI 3063 Business Analytics Modeling 1.
12. **COMM 1213 Communication 1:** change in course title (to **Business Communication 1**) and description.
13. **COMM 1223 Communication 2:** change in course title (to **Public Speaking / Presentations**) and description.

Modifications to a Program (Form 4)

14. **BBA and BBAH Major in Finance:** Three changes in the degree requirements for finance majors are being proposed; (i) making a second course in statistics (ECON 2623) a required rather than optional course for finance majors, (ii) adjusting the group of economics courses within the listing of courses students can choose from, and (iii) retaining BUSI 3073 as an optional course to complete degree requirements. The changes are consistent for both the BBA and BBAH Major in Finance programs.
15. **Business as a Second Major and Business as a Minor:** The requirements for a second major or minor in business are being explicitly defined to service students in programs that currently allow this option within their degree options. Adding the description of how these requirements can be met with business as the second major or minor addresses a gap in the academic calendar. The proposed description for business as a second major is consistent with two programs that currently specify the business courses within their degree requirements; B.Sc. Math and Statistics *with* Business and B.A. Major in Economics *with* Business.

Community Development

| Curriculum Changes | Program / Course Modifications | New Course | Course Deletion |
|--|--|------------|-----------------|
| CODE 1013: Leadership in Community Development | Remove (1.5) Laboratory | | |
| CODE 4103: Policy, Planning and Decision-making | Change Title to: CODE 4013: Strategic Planning. Added note about the usual instructional format that recognizes the block teaching format | | |

Education

Changes to course titles and descriptions

Current title: EDUC 4003 Field Experience 1

Current description: The first designated block of supervised student teaching that involves observation, reflection and team teaching under the supervision of a school-based associate teacher and a School of Education supervisor. Students begin to build a personal portfolio that reflects their beginning growth in professional practice.

Proposed title: EDUC 4003 Practicum 1

Proposed description: The first designated block of supervised student teaching that involves observation, reflection and team teaching under the supervision of a school-based associate teacher and a School of Education University advisor. Pre-service teachers begin to build a personal portfolio that reflects their beginning growth in professional practice.

Current title: EDUC 40A3 Field Experience 2

Current description: The second block of supervised student teaching. Students continue to observe, reflect and develop professional practice. Under the supervision of a school-based associate teacher and a School of Education supervisor, students take on more responsibility in the classroom in terms of practice teaching. Students continue to develop a personal portfolio that reflects their beginning growth in professional practice.

Proposed title: EDUC 40A3 Practicum 2

Proposed description: The second block of supervised student teaching. Pre-service teachers continue to observe, reflect and develop professional practice. Under the supervision of a school-based associate teacher and a School of Education University advisor, pre-service teachers take on more responsibility in the classroom in terms of practicum. Pre-service teachers continue to develop a personal portfolio that reflects their beginning growth in professional practice.

Current title: EDUC 4923 Field Experience 3

Current description: The third block of supervised student teaching. Working with a school-based associate teacher and a School of Education supervisor, students take on more responsibility in the classroom with

increased independent practice in planning, classroom instruction and assessment. Students continue to develop a personal portfolio that reflects their beginning growth in professional practice.

Proposed title: EDUC 4923 Practicum 3

Proposed description: The third block of supervised student teaching. Working with a school-based associate teacher and a School of Education University advisor, pre-service teachers take on more responsibility in the classroom with increased independent practice in planning, classroom instruction and assessment. Pre-service teachers continue to develop a personal portfolio that reflects their beginning growth in professional practice.

Current title: EDUC 4933 Field Experience 4

Current description: The final block of supervised student teaching. Working with a school-based associate teacher and a School of Education supervisor, students are expected to take on full responsibility in the classroom with independent practice in planning, classroom instruction and assessment. Students complete their professional growth portfolio and present it as a culmination of the four field experiences.

Proposed title: EDUC 4933 Practicum 4

Proposed description: The final block of supervised student teaching. Working with a school-based associate teacher and a School of Education University advisor, pre-service teachers are expected to take on full responsibility in the classroom with independent practice in planning, classroom instruction and assessment. Pre-service teachers complete their professional growth portfolio and present it as a culmination of the four practica.

Changes to Course Descriptions

EDUC 42M3 Principles and Practices 2 (Secondary)

Current description: 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.

Proposed description: EDUC 42M3 Principles and Practices 2 (Secondary)

This course draws on pre-service teachers' practica 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.

Comment: Titles and descriptions for the above five courses should be updated to reflect revised professional terminology in provincial Bachelor of Education programs.

EDUC 42N3 Principles and Practices 2 (Elementary)

Current description: 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.

Proposed description: This course draws on pre-service teachers' practica 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.

Course Deletion

EDUC 42J3 Philosophical and Historical Foundations of Education

Comment: The course content is contained in the 2017 revision of EDUC 41F3 Sociological, Historical, Philosophical Foundations of Education.

Kinesiology

| Curriculum Changes | New Program / Course Modifications | New Course | Course Deletion |
|---------------------------|---|--|-------------------------------------|
| KINE 180B | | | Football 1 |
| KINE 181D | | | Intro: Off-Road Mountain Biking |
| KINE 182D | | | Intro: Cross Country Skiing |
| KINE 183B | | | Racquetball/Squash |
| KINE 184B | | | Badminton |
| KINE 185J | | | Power Skating |
| KINE 186A | | | Basketball 1 |
| KINE 3323 | | Therapeutic Exercise: Foundations & Techniques | |
| KINE 3353 | Women, Sport & Physical Activity | | |
| KINE 3583 | | | The Canadian Sport System |
| KINE 4223 | | | Epidemiology & Physical Activity |
| KINE 4293 | | | Health Promotion/Wellness Practicum |
| KINE 4803 | | Professional Aspects in Sport Injury Assessment and Care | |
| KINE 4813 | | Advanced Human Anatomy | |
| KINE 4823 | | Aging Physiology and Exercise | |
| KINE 4833 | | Social Determinants of Health | |

School of Music

MUSIC AS A SECOND MAJOR DEFINED

All students interested in pursuing Music as a Second Major, must complete an audition with the School of Music. Contact the School for details. Students must complete a minimum of 39 hours in Music, to be considered a Second Major.

1. 27h: MUSI 1216, MUSI 1563, MUSI 1693, MUSI 1813, MUSI 2106, MUSI 2693, MUSI 2793.
2. 12h: MUSI 1666 and/or MUSI 2666 (for eligible students) or 12h music electives.
3. MUSI 1600 in first year, and MUSI 2700 in each subsequent year of enrolment.

Deleted Courses

MUSI 1216 (Music Through the Ages) Offering this course as two three-hour credits instead.

MUSI 3233 (Piano Literature) This course has not been offered in many years.

MUSI 3693 (Collaborative Piano) This course has not been offered in many years.

IDST 3173 (Introduction to Recording Studio) This course has not been offered in many years.

IDST 3183 (Applied Recording) This course has not been offered in many years.

IDST 4173 (Digital Media Production) This course has not been offered in many years.

IDST 4973 (Music Technology Apprenticeship) This course has not been offered in many years.

COURSE CHANGES

OLD – MUSI 1216 Music Through the Ages

MUSI 1216 presents a comprehensive survey of music from the Middle Ages to the present day, addressing both the performance of music as well as the historical and socio-cultural basis for important stylistic developments. Analytical listening, research and writing skills, and the development of a music-specific vocabulary will be emphasized. *By permission of the School.*

NEW (split to two 3 h courses)

MUSI 1213 – Music Through the Ages

MUSI 1213 initiates a comprehensive historical survey of music, addressing both the performance of music as well as the historical and socio-cultural basis for important stylistic developments. Analytical listening, research and writing skills, and the development of a music-specific vocabulary will be emphasized. *By permission of the School.*

MUSI 1223 – Music Through the Ages 2

MUSI 1223 furthers the historical survey of music initiated in MUSI 1213, and continues to address the performance of music as well as the historical and socio-cultural basis for important stylistic developments. Analytical listening, research and writing skills, and the development of a music-specific vocabulary will be emphasized. *Pre-requisite: MUSI 1213*

Course Description Changes

OLD - MUSI 1353 Guitar Class

Introduction to the guitar and skills related to playing guitar. Topics covered include: rudimentary theory, scales, strumming, finger picking, learning to read music, chord diagrams, and other various forms of tablature. Various styles of music are used including classical, folk and blues. No previous guitar knowledge required. Note: there is a \$200 surcharge for non-music majors. Students may not also be concurrently enrolled in principal or secondary applied guitar.

NEW - MUSI 1353 Guitar Class

Students will learn the basic mechanics of guitar technique including strumming, finger-picking and lead and accompaniment playing. Rudimentary music theory, ear training and harmony, and reading chord symbols, music notation and guitar tablature will be covered through aural and written repertoire from diverse sources. Note: \$200 surcharge for non-music majors. Not eligible for principal or secondary applied guitar students.

OLD - MUSI 1713 Music Therapy Guitar Class

Introduction to the guitar and skills related to playing guitar. Topics covered include: rudimentary theory, scales, strumming, finger picking, learning to read music, chord diagrams, and other various forms of tablature. Various styles of music are used including classical, folk and blues. Students may not also be concurrently enrolled in principal or secondary applied guitar.

NEW+Pre-req - MUSI 1713 Music Therapy Guitar Class

This course will prepare music therapy students to meet the CAMT technical standards for guitar playing. Course topics include: altered tunings, different popular, world and folk idioms, lead and accompaniment playing, harmony and transposition as it relates to the guitar fretboard, instrument care and maintenance, and creative approaches to the instrument through improvising, song-writing and arranging. *Prerequisite(s): MUSI 1353 with a minimum grade of B-.*

OLD - MUSI 1693 Playing and Hearing Music

An introduction to fundamental principles of practical musicianship. Students will discover how to conceive of and relate to sound both as soloists and ensemble members through progressive exercises and assignments to develop critical listening skills, internal conception of sound, improvisation, transcription and aural analysis, performance and practice habits, and ensemble awareness. *Prerequisite(s): MUSI 1813 with a minimum grade of C-.*

NEW + Pre-req - MUSI 1693 Playing and Hearing Music

An introduction to fundamental principles of practical musicianship. Students will be introduced to pedagogical systems for aural skills acquisition, and through progressive exercises and assignments, will develop critical listening skills, internal conception of sound, improvisation, transcription and aural analysis, and ensemble awareness. *Prerequisite(s): Permission of the School of Music.*

OLD - MUSI 2693 Playing and Hearing Music 2

This course is a continuation of a student's introduction to fundamental principles of practical musicianship. Students will discover how to conceive of and relate to sound both as soloists and ensemble members through progressive exercises and assignments to develop critical listening skills, internal conception of sound, improvisation, transcription and aural analysis, performance and practice habits, and ensemble awareness. *Prerequisite(s): MUSI 1693 with a minimum grade of C-.*

NEW - MUSI 2693 Playing and Hearing Music 2

This course continues a student's introduction to fundamental principles of practical musicianship, with an emphasis on developing the advanced ear-training skills for engaging in creative and interpretive performance. Students will develop these skills by creatively applying different metres, conceptions of pulse, poly-rhythms, intervallic fluency, modal improvising, and expressive techniques—as well as transcription, aural analysis, and critical peer- and self-feedback. *Prerequisite(s): MUSI 1693 with a minimum grade of C-.*

OLD - MUSI 2793 Playing and Hearing Music 3

This course is a continuation of a student's introduction to fundamental principles of practical musicianship. Students will discover how to conceive of and relate to sound both as soloists and ensemble members through progressive exercises and assignments to develop critical listening skills, internal conception of sound, improvisation, transcription and aural analysis, performance and practice habits, and ensemble awareness.

Prerequisite(s): MUSI 2693 with a minimum grade of C-.

NEW - MUSI 2793 Playing and Hearing Music 3

A continuation of fundamental principles of practical musicianship, with an emphasis on group collaboration and professional performance practices. Students will further individual musical skills and concepts through their creative application in diverse musical idioms, focus on harmonic analysis, and improvisation. Course material will be completed in the context of a class-wide capstone project, including promotion, publicity, production and performance. *Prerequisite(s): MUSI 2693 with a minimum grade of C-.*

OLD - MUSI 1363 Diction for Singers

A laboratory course in basic enunciation and projection of the Italian, German and French languages. This course is recommended for any student studying principal applied voice.

NEW - MUSI 1363 Diction for Singers

A laboratory course in basic enunciation, production and projection of the English, Italian, German and French languages. The International Phonetic Alphabet (IPA) will be utilized to clearly understand the correct pronunciation of the vowels and consonants. Course content will include performance of assigned songs, presentations and projects. Recommended for any student studying Principal Applied voice or by permission from instructor.

OLD - MUSI 3383 Piano Pedagogy

Discussions and demonstrations of all aspects of teaching piano from the beginner to the more advanced student. *Pre-requisite(s): MUSI 1216 and MUSI 2106 each with a minimum grade of C.*

NEW + title - MUSI 3383 Pedagogy for Musicians

In this course students will study the methods and principles of music instruction. *Pre-requisite(s): MUSI 2106.*

OLD - MUSI 4243 Opera History: Sex, Gender and Stereotypes in Opera

The aim of this course is to explore the representation of gender and sexuality in Opera. Utilizing listening examples and a broad range of texts, the role of the castrato (a male singer with the voice of a female) and the development of the "trouser-role" (the mezzo-soprano portraying men and boys) will be examined.

NEW+Pre-req - MUSI 4243 Opera History: Sex, Gender and Stereotypes in Opera

The aim of this course is to explore the representation of gender and sexuality in Opera. Utilizing listening examples and a broad range of texts, the role of the castrato (a male singer with a treble voice) and the development of the "trouser-role" (the mezzo-soprano portraying men and boys) will be examined. *Pre-requisite(s): Students must have completed 30h of University credits.*

OLD - MUSI 4943 Graduation Recital

Students must be concurrently enrolled in a final year of Principal Applied Study. MUSI 4940L to be registered concurrently. *Prerequisite(s): MUSI 3660 with minimum grade of B+.*

NEW + Co-Requisite - MUSI 4943 Graduation Recital

This course includes the completion of a solo recital by the graduating student. *Co-requisite(s): MUSI 4940L Graduation Lab and 4666 Principal Applied. Prerequisite(s): MUSI 3660 with minimum grade of B+.*

OLD - MUSI 3310 Music Education Seminar Band

Music Education students join the Acadia Youth Band and play instruments other than their major instrument in either 3rd or 4th year. Students may take this course more than once, at the discretion of the School.

NEW - MUSI 3310 Music Education Seminar Band

Music Education students join the Acadia Youth Band and play instruments other than their major instrument in either 3rd or 4th year. This course usually runs concurrent with MUSI 43A3. Students may take this course more than once, at the discretion of the School.

OLD - MUSI 3320 Music Education Seminar Choir

Music Education students will work with the Annapolis Valley Honour Choir, assisting in the delivery of this program for one year, in either 3rd or 4th year. Students may take this course more than once, at the discretion of the School of Music.

NEW - MUSI 3320 Music Education Seminar Choir

Music Education students will work with the Annapolis Valley Honour Choir, assisting in the delivery of this program in either 3rd or 4th year. This course usually runs concurrent with MUSI 43B3. Students may take this course more than once, at the discretion of the School of Music

Change in Prerequisites**OLD - MUSI 3563 SKILLS & RESOURCES IN MT**

This course introduces students to the fundamental skills needed for treatment planning and implementation. Topics include assessment, formulation of clinical goals and objectives, structuring and facilitating treatment plans, organizing and leading a session, evaluation and documentation. Students will develop clinical musicianship skills. Current music therapy literature related to clinical models and client populations will be utilized. *Prereq: Musi 2573 with a B- or better; and successful application to the Bachelor of Music Therapy Program. Coreq: Musi 3560*

NEW *Prereq: MUSI 2573 with a B- or better and MUSI 2106; and successful application to the Bachelor of Music Therapy Program. Co-requisite: MUSI 3560*

Change in Corequisites**OLD - MUSI 3660 Third Year Recital**

Recital in the third year of Bachelor of Music program. Prerequisite(s): Permission of the School of Music.

NEW - MUSI 3660 Third Year Recital

Recital in the third year of Bachelor of Music program. Prerequisite(s): Permission of the School of Music. *Co-requisite: MUSI 3666 Principal Applied*

OLD - MUSI 3660 Third Year Recital

Recital in the third year of Bachelor of Music program. Prerequisite(s): Permission of the School of Music.

NEW - MUSI 3660 Third Year Recital

Recital in the third year of Bachelor of Music program. Prerequisite(s): Permission of the School of Music. *Co-requisite: MUSI 3666 Principal Applied*

New Course

MUSI 3??3 Music Production Workshop

This course will focus on processes in popular music and jazz for songwriters, music groups and students interested in cross-collaborative creation. Topics include recording technology, notation software, studio/live music production, and the creation and performance of original works. Course can be repeated for credit, and will include work toward preparation of final recording project.

Pre-requisite(s): MUSI 2106 (Recommended MUSI 3713)

Arts Faculty Curriculum Committee Report

November 6, 2018

The Arts Faculty Curriculum Committee received submissions from Economics, English & Theatre, History & Classics, Legal Studies, Politics, Social and Political Thought, and Sociology.

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. Changes under category C include course and programme changes which concern more than one department where the concerned departments are not in agreement on the matter, changes to requirements which affect a department's non-majors (e.g., changing a course grade needed to satisfy a prerequisite), or changes or overall degree requirements. Such changes must be approved by FAC.

Category A

1. Economics

a. Course modification

- i. ECON 1023 Macroeconomic Theory. Change in course title.**
- ii. ECON 2613 Empirical Analysis in Economics and Business. Change in course title.**
- iii. ECON 2623 Introduction to Econometrics. Change in course title.**
- iv. ECON 3613 Mathematical Economics. Change in course title.**
- v. ECON 3923 International Trade Theory. Change in course level (ECON 4113).**
- vi. ECON 3933 International Finance and Institutions. Change in course level (ECON 4123)**
- vii. ECON 3943 Development Economics. Change in course level (ECON 4213).**

2. English & Theatre

a. New course proposal

- i. ENGL 3103 Shakespeare and Medicine.**

b. Course modifications

- i. ENGL 2353 The Romantic Imagination. Preserving ENGL 2386 while enabling the**

same content to be taught in two courses over two semesters.

ii. ENGL 2363 Romantic Women. As above.

iii. ENGL 3483 Nineteenth Century Poetry. Change in course title and calendar description.

c. Modification to a Program

i. Major in Theatre (Production). Removing MUSI 1253 and adding ART 3043. A maximum of 50% of the multidisciplinary credits can be in one discipline.

3. History & Classics

a. New Course Proposal

i. HIST 3763 Revolutions in the Middle East. .

b. Course Deletion

i. HIST 3633 Hollywood and the American Imagination

c. Course Modification

i. HIST 2803 The Age of Revolt and the Rise of Reaction. Change in course level.

ii. HIST 3323 Dissent and Social Protest in Modern America. Change in course title and calendar description.

iii. HIST 3823 Global History of Communism. Change in prerequisite.

4. Politics

d. Program modification

- POLS 2013 Research Methods. Required for the BA Honours. This will require a change under the Honours' Program Requirements on page 140 of the Acadia Calendar. The changed line should now read: 1. All of the following:

POLS 1303, POLS 1403, POLS 2013, POLS 3043, POLS 4996

e. New course proposal

- POLS 3073. International Relations of the Middle East. POLS3073 should be added to the list of courses under Politics Streams – International Relations on page 140 of the Acadia Calendar.

5. Sociology

a. Course modifications

i. SOCI 3263 Sociology of Health and Healthcare. Change in course number, title, level, and prerequisite.

ii. SOCI 4263 Issues in Health, Environment & Poverty: Communities at Risk. Change in course number, title, level and prerequisite.

iii. SOCI 4413 Class, Gender, Indigeneity & Racialization. Change in coursetitle, description and prerequisite.

Category C

1. Legal Studies

a. Program Modification

- i.** HIST 3303 Genocide and Justice. Cross-listed with the minor.
- ii.** PHIL 2713 Biomedical Ethics. Cross-listed with the minor.
- iii.** POLS 3563 Women, Gender, and the Law in Canada. Cross-listed with the minor in Legal Studies.

While instructors teaching the cross-listed courses were consulted, consultation with the departments did not take place. The Curriculum Committee prefers to err on the side of caution by submitting the proposal under category C.

Faculty of Arts Curriculum Changes approved at the Faculty of Arts Council meeting held on Tuesday, Nov 6 at 4:30pm.

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

2018/19 Curriculum Proposals

Acadia University

Senate Curriculum Committee (Administrative) Meeting

Monday, December 3rd, 2018, 9:00 a.m. - Noon

Location: Patterson Hall – Room 320

AGENDA

1. Call to Order (9:00 am)
2. Approval of the agenda
3. Overview of curriculum review process; roles / timeline / communications / documentation
4. Review curriculum proposal forms in the following sequence;
 - Arts
 - Pure & Applied Science
 - Professional Studies

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

- Arts IDST Curriculum Changes 2018-2019 (63 pages)
- FPAS Curriculum Changes 2018-2019 (50 pages)
- FPS Curriculum Changes 2018-2019 (101 pages)

SCC (Admin) Minutes – December 3rd, 2018, 9 am - Noon

Present: Mark Bishop (Registrar), Shawna Singleton (Registrar's Office), Paul Callaghan (FPS, Co-Chair), Patricia Rigg (FA, Co-Chair), John J. Guiney Yallop (FPS), Roxanne Seaman & Rob Raeside (Curriculum Committee Policy), Diemo Landgraf (FA), Jennie Rand (FPAS, Secretary), Daphne Flanagan (Library).

Regrets: Andy Mitchell (FPAS), Zachary Goldsmith (SRC)

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

- Arts IDST Curriculum Changes 2017-2018 (63 pages)
 - FPAS Curriculum Changes 2017-2018 (50 pages)
 - FPS Curriculum Changes 2017-2018 (101 pages)
1. Paul called the meeting to order @ 9:00 am.
 2. Discussion re: roles / timeline / communications / documentation.
 3. Detailed discussion of curriculum proposal forms 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. Course numbers listed in red indicates that there must be follow-up with the Department/School /Faculty regarding the submitted form.
 4. Meeting adjourned @ 12:15. Second meeting planned for Dec 5th not required.

Faculty of Arts:

Paul – noted that some course title changes from Economics will have to be updated in business sections of the calendar where those courses are listed

ECON 2613 – no abbreviated course title

ECON 3933 – no abbreviated course title

ENGL 2386 – noted that this equivalent to the split of 2353/2363, but calendar description isn't the same; Noted that credit can't be received for 2386 and 2353 or 2363 – this should be noted in both calendar descriptions

ENGL 3483 – pre-reqs should be consistent with other courses (in terms of how it's written, () or 'or')

HIST 3763 – New 3000 level course but no pre-reqs listed – should be confirmed

HIST 3323 – pg 40, repetition in calendar description – "Examining... this course will examine...". Replace Examining with Studying.

POLS 3073 – Calendar description is awkward – request it be re-worded. Highlighted areas are of concern: The course will focus on contemporary international relations in the Middle East. The course will cover issues **surrounding** regional wars, ethnic and religious conflicts, refugees, humanitarian issues, trade, oil production, **among other issues**. **We will try to understand** how international relations of the region shape these issues.

SOCI 3263 – p 51 - eliminate course number in pre-req statement; add commas after illness and racialized in the calendar description

SOCI 4263 – p 54 – typo in cal. Description – ‘tdelve ino’ should be ‘delve into’; ‘well being’ should be well-being’; Pre-req reads as “Restricted to SOCI and EEST Majors, 3rd or 4th year standing” – should there be a ‘with’ instead of comma, or perhaps ‘or’? – needs to be confirmed

SOCI 4413 – add comma after Indigeneity in title

Legal Studies Minor – make sure the three newly cross-listed are all added – each form only has the one highlighted course added to the list

Faculty of Pure and Applied Science:

APSC 2923; edits to course description; deleted “(covered in)”, and fixed the “ands” in the final statement.

BIOL 4673; barcoding not capitalized in description

CHEM 2773; in description change to “micro-molecules”

ENVS 4613; drop statement of prerequisites in course description

GEOL 4713; fix typo “paleoclimate”

MATH 1533; switch the new course and old course descriptions in the form (completed the form backwards).

MATH 1613; adjust course description ... statement re: linear inequalities in two variables is not required (redundant, references “linear inequalities” earlier in description, so capitalize “Graphical methods ...” .

Faculty of Professional Studies:

CODE 1013 - drop lab requirement

CODE 4013 - clarification of prerequisites (consult with Dept.)

KINE 3353 - not in current calendar (printed version). New last year? Added in 2013? Confirm that prerequisite is to be stated as “Third year standing”

KINE 4803 - clarification required re: anti-requisite – “Non SIAM Student.” Likely not able to enforce that as a prerequisite in Eden (and system to replace Eden).

KINE 4833 - edit to course description “affected by one’s...” ... “well-being”

MUSIC:

- Program Change; Should this read as Double major and/or Second Major?
- Clarify the distinction between permission of instructor or permission of School of Music. Are these intentional differences between courses?
- CAMT acronym should be designated on page 130 of the calendar – review acronyms and be consistent

- Justifications of some course modifications are missing – it is important to include
- MUSI 3666, 4066, 4663, 4666, 4906, etc. do not have descriptions in printed calendar – why? Sometimes it makes it hard to rationalize course changes in other courses/programs that are linked to these courses
- remove reference to surcharge for course MUSI 1353 and any others (described elsewhere in calendar)
- MUSI 1213/1223 – credit can't be given for 2613 as well as these courses, and vice versa. 1216 is being deleted, but it should be noted in the calendar under 1213/23.

p. 72 – Note that one Form 2 (course deletion) was used to cover 7 courses

MUSI 3??? – confirm the pre-requisites, and that MUSI 3713 is only recommended (and therefore included in the description), and not a pre-req.

MUSI 1363: Recommended for any student studying Principal Applied voice or by permission from instructor – get rid of capitals for Principal Applied; Change 'permission *from*' to 'permission *of* instructor'. Need clarification on the final sentence in the calendar description – is the 'permission' piece a pre-requisite?

MUSI 1713 – p. 80 remove colon after 'topics include' in calendar description.

MUSI 2693 – remove dash in second-to-last line in calendar description

MUSI 3563 - SKILLS & RESOURCES IN MT title should read Skills and Therapy in Music Therapy

Notice of Motion:

Motion to reconstitute the Academic Planning Committee.

Rationale:

- 1) The process for allocating Tenure Track positions has substantially changed the ways in which the APC committee is to be consultative. As such, a guarantee of representation is desirable and legitimizing.
- 2) Since there is no process to ensure that each faculty is represented on the APC, the faculty of Arts currently has the Dean as our sole representative. This could be the same situation for other faculties in the future.
- 3) The proposed APC reconstitution ensures equal representation for each Faculty and yet maintains the originally desired flexibility.
- 4) Faculty eligibility has been modified to reflect the committee's new gravitas.
- 5) Student representation has also been modified to reflect the committee's new gravitas.

Motion to immediately reconstitute the Academic Planning Committee as presented below:

Type: Standing

Status: Active

Mandate:

The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning.

In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.

Membership (10)

- 1 Vice President Academic
- 1 Dean of Arts
- 1 Dean of Prof. Studies
- 1 Dean of P&A Sc.
- 1 University Librarian
- 1 Faculty Member from the Faculty of Professional Studies
- 1 Faculty Member from the Faculty of Arts
- 1 Faculty Member from the Faculty of Pure and Applied Science
- 1 Faculty Member at Large
- 1 Student VP Academic

Procedures for Appointment:*

Vice President Academic (ex officio)

Dean of Arts (ex officio)

Dean of Prof. Studies (ex officio)

Dean of P&A Sc. (ex officio)

University Librarian (ex officio)

Faculty members - elected by respective Faculties**

Faculty member at large - elected from the faculty as a whole***

Student – elected in ASU annual elections

*Initial term is 1 or 2 years to stagger retirements going forward.

**Eligible faculty members include instructors, lecturers, librarians, archivists and professors with continuing or tenured status. They shall be elected by a general call for nominations from the Faculty Elections Officer of each Faculty.

*** Eligible faculty members include instructors, lecturers, librarians, archivists and professors with continuing or tenured status. They shall be elected by a general call for nominations from the Faculty Elections Officer.