



Minutes of the Senate Meeting of Monday March 8th, 2021.

A meeting of the Senate of Acadia University occurred on Monday March 8th, 2021 beginning at 4:00 p.m. with Chair A. Kiefte presiding and 47 members present, plus three guests. The meeting took place virtually using Microsoft Teams due to the COVID pandemic University operations.

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 R. Seale and seconded by D. Benoit.

The Chair requested that Item 6) a) Curriculum Changes, would be moved forward to 2) b) New Business (Part 1) in order to reduce the time required for guests who were attending Senate.

MOTION TO APPROVE THE AGENDA AS REVISED CARRIED.

2) New Business (Part 1)

- a) Motion from the Equity, Diversity, and Inclusion Committee: Motion that Acadia University commits to undertaking an Equity Audit, followed by the development, implementation and maintenance of an Equity, Diversity and Inclusion Action Plan (attached)**

Motion from the Equity, Diversity, and Inclusion Committee: Motion that Acadia University commits to undertaking an Equity Audit, followed by the development, implementation and maintenance of an Equity, Diversity and Inclusion Action Plan. Moved by D. Seamone and seconded by L. Houck.

The Chair stated that J. Rand was present as a guest to speak to the motion and to answer questions. The Chair invited J. Rand to speak to the motion.

J. Rand explained that the EDI committee had created a sub-committee to develop a road map for an equity audit because in order for the EDI committee to carry out their mandate and advocate for change at Acadia, there needed to be an understanding of both the gaps and the opportunities that existed around EDI. This was important both for the committee and for P. Leonard, the Equity Officer, to be able to do her job well.

J. Rand stated that in order to improve Acadia's environment and culture with respect to EDI it was important to know how to create benchmarks and understandings of the environment on campus. She expected that increased resources would be needed in order to do this. Acadia employees and students all needed to be supported in a timely manner and a safe environment needed to be created for everyone.

J. Rand noted that although good work was being carried out on campus, it tended to be done in silos, which highlighted the need for a strategic plan that would be backed by the University with resources and the will to move forward. J. Rand stated that a workplan would be needed to cover many facets of EDI, with effective project management to avoid duplication of efforts and to keep an accurate record of the work that was being done, so that it could contribute to actual change that could be celebrated campus wide.

J. Rand commented that Acadia was falling behind other institutions that had made EDI a priority. She discussed the framework and noted that it would be updated by the sub-committee as feedback was received. Several groups had already provided feedback.

J. Rand noted that this was a large and multi-disciplinary committee.

D. Seamone thanked J. Rand for the summary and noted that J. Rand was the FPAS rep on the EDI committee and also the Chair of the sub-committee.

L. Houck added that the ASU was fully in support of any measures that would enhance equity on campus.

T. Surette thanked the EDI committee for the important work that they were taking on and the document provided to Senate. She asked whether consultation had taken place with equity recognized groups to discuss the language around the audit, to ensure that it was appropriate and up to date.

J. Rand responded that P. Leonard had carried out extensive research to determine what language was being used by other institutions with respect to EDI. Language from the Federal Government's Employment Equity Act was being used.

D. Seamone pointed out that all of the equity groups were represented on the EDI committee and that extensive input had been received from Z. Whitman.

T. Surette asked whether a final version of the audit would come back to Senate for approval.

J. Rand agreed that this was a living document and expected that there would be several additional people looking at it, and that it would return to Senate.

M. Adam appreciated the work of the committee. He asked whether phases were happening consecutively, or at the same time.

J. Rand stated that phases could run at the same time and that the workload would be organized around the resources that the committee had to work with.

D. Keefe was supportive and believed that an equity audit was needed. He noted that Senate could not commit the Institution to carry out aspects of an equity audit, and noted that areas such as staffing could fall under the purview of the Board, rather than Senate. He suggested that the wording of the motion be changed.

Motion to amend the original motion to read: Motion that Senate recommends that Acadia University commits to undertaking an Equity Audit, followed by the development, implementation and maintenance of an Equity, Diversity and Inclusion Action Plan. Moved by D. Keefe and seconded by D. Seamone.

L. Hartman was concerned that the amended motion would soften the intent that action would be taken. The motion came forward to Senate because of inaction on the part of Acadia University.

A. Quema referred to the bottom of Page 3 of the document, *'Endorsement from Senate and University leadership, including the Board of Governors, along with financial and resource support will be required to complete a fulsome Equity Audit and EDI Action Plan'*, and asked whether this amendment to the motion would affect the above statement.

D. Keefe felt that the amendment made it clearer. A recommendation from Senate was needed before other bodies such as the Board of Governors could endorse the EDI Action Plan.

D. Keefe responded to L. Hartman that this certainly signified action, without attempting to speak for the other entities.

D. Seamone cautioned against taking the equity audit out of the hands of the EDI Committee.

D. Keefe agreed that the Board would not be doing the work but noted that there were areas in the scope of the audit that were not within the authority of Senate. He expected that the University would conduct the Equity Audit.

D. Seamone pointed out that it had been implied that the EDI Committee would carry this out, when their mandate had first been established.

D. Keefe was concerned that Senate not overstep its authority and he did not yet know who would complete the equity audit.

J. Stanley commented that at the Board level there had been a lot of positive and supportive conversation around this issue and he expected that the Board would give full support, in a way that built equity and inclusion across the University.

V. Provencal asked how the equity audit would be implemented. He asked whether the President, the Board of Governors, or some other group would approve this and move it forward.

President Ricketts thanked the EDI Committee for the work that had already been carried out. This was part of the discussion of the Strategic Plan and he felt that the proposal fit completely with the Plan. One of the key objectives was 'progress towards equity and diversity in Acadia's workforce including gender, sexual orientation, and visible minorities'. In order to make progress it was essential to understand what the current circumstances were and an audit was the way to work this out.

President Ricketts stated that there would be aspects of a University wide audit that would come under the authority of the Board but would be carried out by the administration. He agreed with J. Stanley that there was vigorous support for this component of the Strategic Plan and he expected that the Board would support undertaking an audit. If further resources were required this would fall under the University budget.

President Ricketts expected that the EDI committee and other interested parties would sit down and develop a plan of action to be undertaken in a timely period. He was in agreement with the amendment.

A. Quema pointed out that the EDI committee would require access to HR information, and many other sources of data. She asked whether the intention was to authorize the EDI to have access to this sort of information.

A. Quema asked whether a separate committee would be created with additional representatives.

President Ricketts suggested that there were templates to undertake an institutional audit but that it needed to be carried out in the right way. If the motion passed at Senate the University would then look at how to carry out the equity audit, and he did not expect that the work would be done only by the EDI Committee.

M. Adam preferred the first motion and did not feel that the wording went against the Terms of Reference under the Senate Constitution. He felt that an equity audit was a central piece of educational policy which Senate was responsible for.

D. Looker reminded Senators that the Status of Women Committees had in the past undertaken this task with respect to gender equity. They had been able to access a great deal of sensitive data at the time and the study had been carried out by a very small number of people. D. Looker cautioned against having too large a committee.

A. Quema wanted to know what the committee would look like since the EDI Committee had done all of the background work. A. Quema agreed with M. Adam's earlier point.

Senators moved to vote on the amendment to the motion.

AMENDMENT TO THE MOTION APPROVED. FIVE ABSTENTIONS.

Senators returned to the main motion which now read: **Motion that Senate recommends that Acadia University commits to undertaking an Equity Audit, followed by the development, implementation and maintenance of an Equity, Diversity and Inclusion Action Plan. Moved by D. Seamone and seconded by L. Houck.**

MAIN MOTION CARRIED AS AMENDED UNANIMOUSLY.

The Chair thanked J. Rand for attending Senate and for her work chairing the sub-committee of the EDI Committee. J. Rand left the meeting.

b) **Motion from the Senate Curriculum Committee (Administrative) that Senate approve the proposed undergraduate curriculum changes for 2021- 2022 (*attached*)**

Motion from the Senate Curriculum Committee (Administrative) that Senate approve the proposed undergraduate curriculum changes for 2021- 2022. Moved by H. Dahringer and seconded by R. Seale.

The Chair stated that M. Corbett, Chair of the Curriculum Committee (Administrative) was present to answer questions. The Chair invited M. Corbett to speak to the motion.

M. Corbett commented that 126 curriculum proposals had been considered by the committee and that 32 changes had been returned to the academic units with suggestions. He had included in the report the curriculum change summary documents provided by the three Faculties, a summary of the 32 proposed changes, along with a brief from the Curriculum committee. They saw an inconsistency in the way in which credit hours were being recorded for CHEM 4996 which contained the letter 'H' for hours. The second concern was around BIOL 4183 which was named 'Becoming Human'. M. Corbett noted that it was not the business of the Curriculum committee to question how course titles or descriptions were composed by units, but that there were concerns regarding clarity for students that would be reading the course description.

M. Corbett stated that after considering this the Committee was unable to see the fit between the title 'Becoming Human' and the description of the course.

M. Corbett also raised the point that summaries provided by the three Faculties were inconsistent and preferred that Senators had a consistent detailed summary such as the one provided by the School of Business which provided both good detail of the changes being made and a synopsis of the rationale for the changes.

H. Dahringer noted that this matter had been discussed at the Arts Steering Committee recently and thanked M. Corbett for his explanation.

H. Dahringer saw no schism between the BIOL 4183 title and description. She agreed that the Senate Curriculum committee was not in a position to

question courses that were coming forward and asked whether this discussion belonged in Senate.

A. Quema noted that summaries provided by the academic units were not what the Senate Curriculum committee used as a basis for their recommendation and work, but that the committee worked through every curriculum change form, which included rationales. The summaries were merely a way to introduce people to the general picture and an introduction for the curriculum forms. She stated that these summaries were presented at Faculty Councils.

M. Corbett agreed that this was the case. He was referring to Senators who would not have seen the detailed curriculum forms and felt that summary documents that were both clearer and provided more detail and the rationale for the changes, would prove helpful to Senators. He did not expect that many Senators would ask for the detailed curriculum forms.

A. Quema stated that the Curriculum committee was expected to create a detailed summary of the curriculum changes that had come through to the committee, rather than forwarding the summaries provided by the individual Faculties. This was not difficult to prepare.

A. Quema pointed out that Senators were expected to vote upon these recommendations and that they should not be voting on something when they did not have access to the detailed report.

M. Corbett had directed Senators to the SharePoint site so that they could access the full detailed curriculums forms. He agreed that in the future the Curriculum committee should provide the full details in a timely manner.

The Chair stated that the files had been added to the Files area of the Senate Team late the previous week and that it could be standard in future to add them to Microsoft Teams sooner.

D. Seamone stated that access to the full documentation was important when programs were being changed. Particularly with IDST programs there had been a situation where a unit had deleted courses and this had not been caught anywhere but had an impact on IDST programs.

M. Lukeman thanked the Curriculum committee for their work and provided a comment on the CHEM 4996 situation. The Curriculum committee had suggested spelling out 'hours' instead of 'H' and M. Lukeman agreed with this change.

P. Callaghan thanked the committee for their work. He had been Chair of the Curriculum committee when the process and documentation had been digitised and he stated that the detailed digital curriculum forms had been made available to Senators and they had been informed of this prior to the Senate meeting. For the last six or seven years the committee had been including the summaries that were received from each of the Faculties with the report.

Motion to amend the Chemistry curriculum change, CHEM 4996 from 144 h to 144 hours. Moved by M. Lukeman and seconded by A. Quema.

AMENDMENT TO THE MOTION APPROVED UNANIMOUSLY.

Discussion returned to the main motion which now read as follows:

Motion from the Senate Curriculum Committee that Senate approve the proposed undergraduate curriculum changes for 2021- 2022, with the amendment of the Chemistry curriculum change, CHEM 4996 from 144 h to 144 hours.

D. Benoit agreed that it was important to have a good summary of curriculum changes such as those provided by the Faculty of Professional Studies. He asked that this recommendation be made from the Curriculum committee to the Faculties, because they proved to be extremely valuable.

D. Benoit found the 350 pages of curriculum changes lengthy to read over the weekend before Senate and appreciated the summary documents.

The Chair suggested that in future the detailed curriculum forms would be made available to Senators at the time of the agenda being sent out, rather than waiting for them to be requested, in case Senators wanted to look at the detailed forms.

H. Dahringer asked whether BIOL 4183 Becoming Human was included in the courses for 2021.

M. Corbett confirmed that this change had been accepted by the Curriculum committee.

A. Quema was not in favour of asking people to produce a duplicate of the information contained in the curriculum forms because there was a huge amount of information contained in those forms.

A. Quema pointed out that in the past it had always been the practice to make all curriculum changes available to Senators and these were always submitted in time for the agenda of Senate so that Senators had time to look through them carefully. The Curriculum committee and Senate had departed from this practice in recent years.

MOTION CARRIED AS AMENDED UNANIMOUSLY.

The Chair thanked M. Corbett for his work as Chair of the Committee and for attending the meeting. M. Corbett left the meeting.

**3) Approval of the Senate
Minutes of Monday February
8th, 2021**

Motion to approve the Minutes of Monday February 8th, 2021 as distributed. Moved by H. Dahringer and seconded by G. Whitehall.

President Ricketts asked that on Page 2, second to last paragraph, the word *Premier* be changed to *Premier Designate*, since Iain Rankin was not Premier at the time of the Senate meeting.

MOTION TO APPROVE THE MINUTES AS REVISED CARRIED UNANIMOUSLY.

4) Approval of the Senate Minutes of Wednesday February 17th, 2021

Approval of the Senate Minutes of Wednesday February 17th, 2021. Moved by H. Dahringer and seconded by D. Rice.

MOTION TO APPROVE THE MINUTES CARRIED. TWO ABSTENTIONS.

5) Announcements

a) From the Chair of Senate: The Chair announced that M. Corbett and J. Rand had been guests at Senate.

The Chair announced regrets from Z. Goldsmith. Senators J. Dymont, V. Provencal and R. Newman would be leaving early. D. Holmberg was attending as a guest from Psychology since R. Newman was leaving early.

The Chair announced that the usability of Teams was improving and features had changed substantially since last April when Senate began meeting online. She expected that in the near future Senate would be using the ‘meeting’ rather than the ‘team’ area for polls and other communication during meetings, and that the Senate meeting protocols would be amended accordingly.

G. Whitehall asked for the file structure to be improved for Senate meetings on Teams.

The Chair noted his concerns.

D. Looker asked whether there was an instruction sheet for the use of Teams because she was frequently experiencing error messages.

The Chair stated that she would do her best to collect some information to assist D. Looker and others, but that she was also happy to meet anyone who needed assistance.

b) From the President:

President Ricketts added to his written report and wished everyone a happy International Women’s Day.

President Ricketts reported that the University would be announcing plans for the 2021-2022 academic year shortly and stated that the COVID Task Force and the Board COVID Response committee were recommending that Acadia return to full in-person delivery of programs for September and through the next year. He anticipated that public health directives would guide the delivery but also that students would be required to attend courses on campus. On-line learning and hybrid delivery would however be used sparingly as appropriate, especially if international students were still experiencing difficulties travelling

to Canada. The main message needed to be that Acadia would be back on campus and he felt confident that this would be possible, especially since Nova Scotians would have been vaccinated by that time.

D. Benoit asked about the possibility of hybrid delivery in the Fall term. He noted that for international students and those who had not been vaccinated by September, a suite of courses available on-line were very important for their first year. He asked when these details would be available so that students could be informed, and noted that in Computer Science he had many students that had not been on campus at all during 2020-2021.

President Ricketts commented that the Task Force would be working on this and he expected that hybrid could be continued for certain students, but expected that the majority of students would complete most of their courses in-person.

D. Keefe explained that if a faculty member had found that pedagogically it worked better for them to offer a hybrid course delivery, the University would support that. However, this was not the message that would be going out to students and they needed to plan to be on campus by September.

D. Keefe anticipated that if Public Health restricted the number of students that could be in a classroom it was possible that certain classes might have to be virtual only but he was not expecting this.

D. Keefe reminded Senators that although a special allowance had been made for 2020-2021, MPHEC approved Acadia degrees for in-person delivery and he did not feel that changing a degree to virtual delivery would be acceptable. He expected that this would mean going back to MPHEC for approval.

D. Keefe agreed that the situation would need to be watched carefully but expected that Acadia would be back to in-person teaching in the Fall.

D. Seamone asked about faculty who were immunocompromised and unable to have the vaccine.

D. Keefe stated that individual circumstances would always be considered and he stressed that no one would be put in a situation that was not safe.

H. Dahringer asked whether physical distancing and masks would continue to be in place. She also asked whether committee meetings would be conducted on campus.

D. Keefe confirmed that this would likely be the case at least for the start of the term. Later in the summer this would become clearer once it was seen if the vaccine roll out was efficient and effective. A decision about committee meetings would be taken at a later date.

L. Hartman was aware of some students who had signed leases for 2021-2022 in different towns or cities than Wolfville.

President Ricketts took this comment under advisement.

D. Keefe reiterated that Acadia would be teaching in-person and expected students to be available to attend classes in Wolfville.

A. Quema discussed the need to support the international students. She asked whether vaccines could be provided as students arrived at Acadia.

President Ricketts agreed and stated that he would put this question to Dr. Strang. He had raised this at an earlier date and had found Dr. Strang to be receptive to the idea.

President Ricketts noted that vaccinations were being rolled out on an age basis but that after Nova Scotians had been vaccinated he would encourage the Province to consider special groups such as students coming to Nova Scotia.

C. Mutlu asked whether vaccination would be mandatory for students coming to Acadia since vaccinations for the general public were not mandatory.

President Ricketts pointed out that Public Health Canada could make this a requirement, either before coming to Canada or upon arrival in Canada. Acadia could not force a student to be vaccinated.

C. Mutlu asked whether this would be a double standard.

President Ricketts pointed out that there were already double standards since international students were required to have a student visa whereas domestic students were not.

P. Callaghan was very pleased to see clear signalling coming quickly. He noted that hybridizing in a big way was a slippery slope to go down.

A. Quema stated her solidarity with international students.

Motion to extend the Senate meeting to 6:15 p.m. Moved by A. Quema and seconded by P. Callaghan.

MOTION TO EXTEND THE SENATE MEETING CARRIED. SEVEN VOTES AGAINST AND FOUR ABSTENTIONS.

c) From the Provost and VPA:

D. Keefe reported that the COVID Planning Task Force had met the previous week and he thanked the members for putting in a lot of time over many months.

D. Keefe noted that Acadia had been a leader across the Province and the country and that many of the policies put in place at Acadia, had been used by other institutions also. He noted that a very compassionate approach had been taken to the students and thanked the staff in units that provided things such as exemptions for study spaces, outdoor time for quarantined students, and allowing students to quarantine in their own units in Wolfville.

- d) From the President of the ASU:**
- L. Houck reported that they had been focusing on information campaigning around Open Educational Resources. They had been working with the Council of Atlantic Librarians as well as the OER librarian to increase faculty awareness of OER and the opportunities for accessing grants and other supports to create and modify OER, using information collected from their OER Student Survey in the fall term to inform this advocacy.
- L. Houck stated that they continued to work with students, faculty and individuals within Accessibility Services in relation to the Overload Fee. Although they had seen numerous exemptions for individuals presented, the challenges and inconsistencies will continue to be present next year with the demand for similar exemptions as a stop gap, coupled with the inequities of not having an accompanying “underload” reduction. This issue will remain a priority for the ASU in the next few months.
- The ASU had received significant feedback from students regarding the benefit of the extended withdrawal date, and are working to examine whether and how these measures could continue, as a way to provide accommodations and support as Acadia moves forward from the unique circumstances of this year.
- Following the conclusion of the ASU General Election last week, the SRC has been starting to work with the incoming Executive and Representative Council to ensure a strong transition into the 2021-22 academic year.
- e) From the President of the College of Divinity:**
- S. McMullen reported that the Accreditation committee members would be visiting Acadia on-line during the next week and that the Divinity College was hoping for 10 more years of accreditation.
- f) Announcements from the floor:**
- C. Morley informed Senate that the School of Nutrition and Dietetics had received a seven year Accreditation recently.

6) New Business (Part 2)

- a) **Call for Nominations to replace Senator vacancies on the Nominating Committee.** M. Bishop made the call for nominations and thanked Senators for their continued service.
- b) **Call for Nominations for Senate and Senate sub-committee vacancies** M. Bishop reported that he would be circulating a list of current vacancies.
- c) **Update from the Chair of Senate: Academic Resources Committee of the Board** The Chair reported that three days after the previous regular Senate meeting, she and others on the committee had received an email from C. Coll (Chair, Academic Resources Committee of the Board of Governors). Updated Terms of Reference had been forwarded to President Ricketts and D. Keefe for feedback and commentary. Once that feedback was received by the Board of Governors, a meeting of the Academic Resources committee would be forthcoming. No additional updates had been received by the Chair since February 11th, 2021.
- d) **Motion from the Admission and Academic Standing Committee (Policy) :**
Motion: Proposal for amendment to Part V: Academic Regulations and Policies - Time Limits of Undergraduate Program Requirements
(attached, page 59) This motion will be tabled until the April meeting of Senate.
- e) **Motion from the Admission and Academic Standing Committee (Policy) :**
Motion: To adopt, effective the 2021/22 academic year, the proposed mathematics requirement for Psychology as Mathematics 12 or Precalculus 12. A. Quema asked whether agenda item 6) e) was time sensitive.
M. Bishop agreed that this was time sensitive because the enrolment services individuals needed to inform school Guidance Counsellors or potential students what the requirements for the coming year would be, with respect to admission.
D. Holmberg also felt that this item should be debated today.
Motion: To adopt, effective the 2021/22 academic year, the proposed mathematics requirement for Psychology as Mathematics 12 or Precalculus 12. Moved by D. Keefe and seconded by S. Currie.
D. Holmberg stated that many Psychology students found that they did not have adequate Math preparation and therefore struggled with the Statistics and the Research Design courses. Those students with Mathematics 12 typically managed better.

MOTION CARRIED UNANIMOUSLY.

7) Other Business

There was no other business to be discussed.

8) Motion to Adjourn

Motion to adjourn the meeting at 6:15 p.m. Moved by C. Mutlu.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Motion from the EDI Senate Committee:

Background:

In recent years, postsecondary institutions across the country have taken key steps towards critically re-examining how they approach topics of equity, diversity, and inclusion within their campus communities. Acadia is no exception, as significant first strides have been made in the hiring of a full-time Equity Officer and the increased emphasis upon diversity and inclusion within Acadia's strategic planning.

The EDI Senate Equity Audit Sub-Committee has been tasked with creating a framework for an Equity Audit, (see attached). The Equity Audit is a comprehensive benchmarking tool that assesses diversity, equity, and inclusion at the University. The sub-committee has suggested a phased approach across three themes: Representation, Recruitment and Retention, and Academic Climate. The information gathered will identify systemic barriers to inclusion, diversity, and equity on campus. This initiative, in conjunction with a University EDI Action Plan will move Acadia forward in our strategic plan and our focus on EDI.

Having an EDI Action Plan and Equity Audit will increase institutional consistency, accountability and build capacity to reach our strategic goals. Strategic plans of this nature are commonplace at many schools across the country ([Dalhousie](#), [McGill](#), [University of Alberta](#), [Lakehead University](#), [Laurier](#) and [UBC](#), including a number of Acadia's partners within the Maple League of Universities. As such, the implementation of an Acadia-wide EDI plan is less a matter of innovation than of ensuring we are meeting the baseline requirements set forth in addressing issues of equity, diversity, and inclusion on campus. This work is not unique but is necessary for Acadia to remain academically and institutionally competitive. The Canada Research Chair's required EDI Action Plan provides a template for Acadia University to create an Institution-wide EDI Plan that includes all sectors/members of the university community. The CRC's mandate for EDI action plans, coupled with the institutional reliance on CRC funding, makes the development of a formalized plan even more pressing.

Although there is significant work across campus to improve in areas of EDI, Acadia currently lacks a formal EDI Action Plan and central office with sufficient resources to organize and direct individuals or groups engaging in these efforts. Endorsement from Senate and University leadership, including the Board of Governors, along with financial and resource support will be required to complete a fulsome Equity Audit and EDI Action Plan.

Motion that Acadia University commits to undertaking an Equity Audit, followed by the development, implementation and maintenance of an Equity, Diversity, and Inclusion Action Plan.

Equity Audit Framework

Submitted by the Equity Audit Sub-committee

Important note: This document is intended to be an outline of what is possible. It is broad in scope and will need to be further developed into a manageable project. It is presented in this way so that the EDI committee can discuss priority areas.

Objective

A sub-committee of the Senate EDI committee was created to aid in the process of undertaking an equity audit at Acadia University, and this document is a product of work done by that sub-committee. The following provides an overview of a phased approach to perform a campus equity audit across three themes: Representation, Recruitment and Retention, and Academic Climate. The sub-committee noted that although there is significant work across campus to improve in areas of EDI, Acadia currently lacks an Equity Plan and central office with sufficient resources to organize and direct individuals or groups engaging in these efforts. The goal of the audit will be to analyze the current state of equity, diversity and inclusion at Acadia University using both quantitative and qualitative data. University policies, strategies and demographic information about students, faculty, staff, administration, and leadership will be examined. This will lead to identification of inequities on campus and institutional barriers that support them, and potentially the levers to create equitable access and opportunities. The audit will also aim to better understand the makeup of the university's population to assess the representation of different equity-recognized groups on campus based on the Government of Canada Employment Equity Act*. An analysis of current strategies for the recruitment and retention of these groups will highlight effective practices and determine where there are gaps. The end goal is to generate actionable recommendations for modifying university policies, strategies, culture, and climate to be based in a commitment to equity, diversity, and inclusion.

Recommended Scope of the Audit

- Gather quantitative data from existing sources and identify gaps in data that could be filled through additional quantitative data-gathering exercises
 - Students – Registrar's office
 - Faculty – Human resources (HR) and union
 - Staff – Human resources (HR), union, and employee groups
 - Senior administration and board of governors – Human resources (HR)
- Review existing policies, procedures, and practices
- Review existing surveys/questionnaires
- Review how Acadia presents itself to the broader community
 - Website / Social media analysis
 - Recruitment materials
 - Newsletters

- Events
- Gather data on perceptions of programs and services currently being offered on campus relative to equity, diversity, and inclusion
- Gather data on perceptions of organizational culture and climate relative to equity, diversity, and inclusion at Acadia
- Analyze data with an intersectional lens and at multiple comparator levels (i.e., inter-university, inter-faculty, inter-employee group, etc.)

Timeline

TBD by the Senate EDI committee

The remainder of this document is divided into the three phases that were identified by the Equity Audit sub-subcommittee.

Phase 1: Representation

This phase of the equity audit will focus on representation on campus in five areas: students, faculty, administration, staff, and senior leadership. It will rely primarily on existing data but may also require a survey.

- Existing Sources of Data: HR, Registrar, Employment Equity Committee, updated organization chart, website, unions
- Measurements of diversity: equity- and non-equity-recognized groups that form census plus additional groups that may be important to post-secondary education (i.e., socio-economic status, first generation student, first generation faculty, caregiver, parent, etc.). The survey questionnaire would allow for respondent-driven categorization (example section attached to end of this document)
- Employee/Student groups to audit:
 - BOG
 - Senior Administration
 - AUFA
 - AUPAT
 - SEIU
 - Non-unionized Staff
 - Students (undergrad, grad, post-doc)
 - Residence Assistants/Teaching Assistants/Research Assistants

- With any survey of this type, it is always of the utmost importance to explain directly to the participants why the information is being collected, and what the information will be used for, and who will have access to that information.

Phase 2: Recruitment and Retention

The second phase of the study will look at recruitment and retention numbers, diversity of recruitment efforts, scholarships and services offered to support and retain students and employees.

- **Intended Source of Data:** Focus groups, review of recruitment and promotional materials, website, scholarships, equity training content for selection committees, faculty mentorship processes, etc.
- **Existing Sources of Data:** HR, Office of Student Recruitment, Media Relations, Registrar's office, unions, employee groups, Scholarships and Financial Aid, Research and Graduate Studies, Employment Equity Committee
- **Possible areas of interest:**
 - Pay equity for faculty and staff
 - Hiring practices (interview questions, self-identification policies)
 - Promotion practices
 - Scholarships and awards; tuition relief
 - Support structures and orientation practices for faculty and staff
 - Student supports – programs and courses with a focus on underrepresented groups
 - Code of conduct, harassment policies, racism policies

Key Questions:

Students

- What does enrolment look like across all groups? Academic Advising?
- Does the university have specific goals or strategies for recruiting members of equity-recognized groups and International students? Do recruiters undergo training in EDI issues?
- What strategies are in place to retain equity-recognized and International students?
- What scholarships are offered for International/Black/Indigenous/Aboriginal/2SLGBTQ+ students and students with disabilities? Other equity-recognized groups?
- What is the retention rate of International students? Indigenous/Aboriginal students? Black Nova Scotian students? Racialized students? Other equity-recognized groups?
- How are International students and students from equity-recognized groups welcomed to campus?
- What programs or policies are in place to support International students and members of equity-recognized groups?
- What do recruitment/promotional materials look like? Do they portray an inclusive learning environment? Is there diversity in materials (i.e., are diverse images recycled)?
- Are there spaces on campus for specific groups of students?
- Are there any strategic efforts to encourage participation of International students and equity-recognized groups into club or varsity sports?

Faculty and Staff

- What is being done to recruit faculty and staff from equity-recognized groups?
- What is the breakdown for equity-recognized groups in terms of salary, rank, and time in rank for employees? What is the breakdown of part time, full-time and tenured positions? Is there pay equity among employees?
- Do members of all groups have equitable access to employment/leadership opportunities in this organization?

- Do members of all groups have equitable access to internal funding opportunities in this organization?
- Do selection committees within the university undergo any equity and diversity training? Is this training effective? What measurements of training effectiveness could be implemented? Are the trainers appropriately qualified?
- What strategies does the university currently have in place to retain their diverse employees?
- What childcare options are available? What policies are in place for parents and caregivers?
 - How is self-identification handled in hiring processes?
 - How is it recognized or made accessible for those after being hired?
 - What happens if your self-identification changes or modifies?
- Are accessibility and accommodations sufficient for staff/faculty/students?
- How is universal design for workplace settings being implemented at Acadia?

Senior Management and Governance

- Are there intentional strategies to recruit more diverse candidates for senior leadership and governance roles?
- Are key stakeholders who make decisions about hiring and promotion required to undertake equity training?
- What is the breakdown in terms of salary, rank, and time in rank for employees? What is the breakdown of part time and full-time positions? Is there pay equity among employees?
- What does the career trajectory look like for equity-recognized groups to move into and upwards within senior management?

Phase 3: Academic Environment – How does Acadia value diversity?

The third phase of the study will look at Acadia's espoused commitment to equity, diversity, and inclusion in comparison to the actualized commitment. Organizational policies, programs, culture and climate will be explored. This phase will require the collection of qualitative data.

- **Intended Source of Data:** Focus groups, interviews, review of course offerings and resources aimed at equity, diversity, and inclusion on campus
- **Existing Sources of Data:** Course calendar, policy statements, political statements (i.e., BLM), MOU with Mi'kmaq community, MOU for sexualised violence, etc.

Key Questions:

Commitment (as represented through allocation of resources)

- How much of our curriculum is geared toward equity-recognized groups?
 - Are there courses or programs that represent equity-recognized groups (such as Indigenous or Black history courses)?
 - Who teaches these courses?
- What resources exist for equity-recognized groups on campus? Are these sufficient?
- What resources are dedicated to creating an accessible campus? What resources are dedicated to creating an equitable campus?

- What resources exist to support equity-recognized groups on campus when making harassment or discrimination claims? Are these sufficient?
- What resources are dedicated to training on EDI for students, staff, faculty, and is it enough?
- How are scholarships allocated? To which groups?
- How does Acadia address a situation where a student from an equity-recognized group feels unfairly treated on campus?
- Are there accommodations for students and faculty of different religions?
 - For example, accommodation for Muslims who pray multiple times a day or those who have religious holidays during the exam period.
- Does the university support employee resource groups (ERGs – voluntary, employee-led groups that foster a diverse, inclusive workplace aligned with organizational mission, values, goals, business practices and objectives) (i.e. provide time, space, and web resources)?

Institutional Culture/ Ethos

- What does Acadia celebrate?
- What are the values of the university?
- How are Acadia's mission and vision actualized?
- Do members of all groups have equitable access to employment/leadership opportunities in this organization?
- Does the university's media presence (i.e., social media pages and website) reflect its goals and standards for an equitable, diverse, and inclusive environment?

Climate

- What is the employment environment like for staff and faculty of equity-recognized groups? Do they perceive they are treated fairly?
- How does the university support and encourage collaboration and engagement between members of all groups on campus? What inclusive activities and experiences are available?
- Are employees satisfied with equity, diversity, and inclusion efforts at Acadia?
- Etc. (To be determined at a later date)

Acknowledgements: Drafted by Rhandi Ferguson and Rie Turnquest, BBA Candidates, Acadia University in collaboration with Dr. Kelly Dye (School of Business, Acadia University) and members of the Equity Audit Sub-Committee: Michaela Okumura (BSc Candidate), Polly Leonard (Equity Officer), Randy Newman (FPAS), Anna Redden (Dean, RGS) and Jennie Rand (Chair).

Resources:

*<https://www.canada.ca/en/public-service-commission/services/appointment-framework/employment-equity-diversity/employment-equity-groups.html>

<https://www.umsystem.edu/deiaudit>

https://www.rutgers.edu/sites/default/files/2020-09/Rutgers_Equity%20Audit_091120_FINAL.pdf

https://www.dal.ca/dept/hres/equity---inclusion/employment_equity/self_identification_questionnaire.html

file:///C:/Users/poleonar/Downloads/CRC_Chairholder_Self-Identification_Form.pdf

Potential Resource for future audit:

Conducting an Institutional Diversity Audit in Higher Education: A Practitioner's Guide to Systematic Diversity Transformation, [Edna Chun](#) and [Alvin Evans](#)

<https://styluspub.presswarehouse.com/browse/book/9781620368190/Conducting-an-Institutional-Diversity-Audit-in-Higher-Education>

<https://www.wearebeloved.org/equity-audit>

Example Questionnaire for Phase 1

The questions in this example form use wording found in the federal Employment Equity Act and have been borrowed from institutions across Canada. The Employment Equity Act was created in 1995, although language has evolved in the past 26 years, we are adhering to the federal standards for consistency across institutions.

What is the purpose of the Employment Equity Act?

The purpose of this Act is to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, Aboriginal peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences.

EEA designated groups women, Aboriginal peoples, persons with disabilities and members of visible minorities;

☐ **I decline to complete this self-identification form** *Providing self-identification information is voluntary, and you may decline to answer any of the questions in this form or to opt out of this questionnaire as a whole. However, we encourage all individuals to complete this in its entirety in order to help the University track progress toward the creation of a more equitable, diverse, and inclusive environment.*

Instructions: You are not required to share your self-identification information. You may select "I prefer not to reply" to any of the self-identification questions below.

QUESTION 1: Gender

Note regarding Language: Language, particularly in relation to sexual orientation, gender identity and gender expression, involves social constructs which evolve over time. The definitions below are not meant

to label individuals but are meant to be helpful functional descriptors. They are not standardized and may be used differently by different people.

Select the options that you identify with:

- ☐ Woman
- ☐ Man
- ☐ Trans, Gender-fluid, non-binary, and/or Two-Spirit
- ☐ Option not listed please specify: _____
- ☐ Prefer not to reply

QUESTION 2: SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

For the purposes of this survey, persons of a minority sexual orientation and/or gender identity include individuals who identify as:

- a) Transgender, gender non-conforming, two spirit, non-binary, queer, or a similar term; and/or
- b) Lesbian, gay, bisexual, queer, two spirit, asexual or a similar term.

Do you consider yourself to be a person of a minority sexual orientation and/or gender identity?

- ☐ Yes
- ☐ No
- ☐ Prefer not to reply

QUESTION 3: Aboriginal Peoples

In the context of this voluntary self-identification question, an Aboriginal person in Canada, as recognized in the *Constitution Act, 1982*, is a person who identifies with First Nation (Status/Non-Status), Métis or Inuit cultural, and/or ancestry background.

Step 1: Based on this definition, do you feel this matches your cultural and/or ancestral background?

- ☐ Yes
- ☐ No
- ☐ Prefer not to reply

For more information, please see examples: <https://www2.acadiau.ca/student-life/indigenous-students.html>

Step 2: Do you identify with any of the specific identities provided below?

Please check all categories that apply to you:

- ☐ First Nations (Status/Non-Status)
- ☐ Métis
- ☐ Inuit

Is there an alternative term from those listed above that you identify as: (e.g. Mi'kmaq, Wolastoqiyik, Maliseet, Kanien'kehá: ka, Anishinaabe, Manitoba Metis Federation, Native American, etc.):

☐ Prefer not to reply

QUESTION 4: PERSONS WITH A DISABILITY

For the purposes of this survey, persons with a disability are people who identify as neurodiverse or who have sensory, mental, learning or intellectual impairment, or people with a chronic, long-term or recurring physical impairment; that in interaction with a barrier, hinders that person's full and equitable participation in society.

This includes, but isn't limited to, people whose functional limitations due to their impairment have been accommodated in their workplace (ex: by the use of technical aids, changes to equipment or other working arrangements).

Do you consider yourself a person with a disability?

- ☐ Yes
- ☐ No
- ☐ Prefer not to reply

QUESTION 5: RACIAL/ETHNIC GROUP MEMBERSHIP

Note: Visible minority refers to whether a person belongs to a visible minority group as defined by the *Employment Equity Act* and, if so, the visible minority group to which the person belongs.

The *Employment Equity Act* defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour."

Do you consider yourself to be a person of Historical Black/African Nova Scotian ancestry?

- ☐ Yes
- ☐ No
- ☐ Prefer not to reply

Do you identify as a member of a visible minority in Canada?

- ☐ Yes
- ☐ No
- ☐ Prefer not to reply

If "Yes," select the options that you identify with.

- ☐ Arab

- ☐ Black
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Latin American
- ☐ Multiracial
- ☐ South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- ☐ Southeast Asian (including Vietnamese, Cambodia, Laotian, Thai, etc.)
- ☐ West Asian
- ☐ Option not listed please specify: _____
- ☐ Prefer not to reply

Announcements

PRESIDENT'S ANNOUNCEMENTS TO SENATE:

Monday, March 8, 2021

COVID-19 Update

Anniversaries can either be celebrated, recognised, or mourned and I am sure that celebration is not among the words that spring to mind with the anniversaries that we are reaching this month. On March 13, 2020 Acadia announced its first campus-wide operational changes as a result of the Covid-19 pandemic. That began a series of cascading events with the announcement on March 14 of the four-day suspension of all classes and the moving of all classes online effective March 20. On March 15 we announced the closing of the athletics complex and the chapel, and the cancellation of all non-essential events on campus. This was followed on March 17 with the closure of the campus and cancellation of all events, the issuing of the “work-from-home” guidelines on March 18, the evacuation of all remaining domestic students from residences on March 20, and the declaration of the provincial state of emergency on March 22 and on April 3 Premier McNeil told us all to “stay the blazes home”. It all seems a bit of blur now, but at the time these unprecedented events saw the Acadia community rise up to meet the challenges head on, and since then we have worked together to see our university and our community through this emergency in a manner that we could only have dreamed off a year ago. Who would have thought that we would still be dealing with this twelve months later, and that only now are we seeing a real light at the end of the proverbial tunnel?

Working together with the Government of Nova Scotia and especially Dr. Strang’s team at NS Public Health, we have been able to keep the virus to a minimum in our community with only 3 confirmed positive cases (all in the Winter Term) despite bringing as many of our students back to campus as possible in September and then again in January. In total so far, we have had 478 individuals quarantine due to travel (with 456 of those being in the Winter Term) and an additional 56 isolate due to being symptomatic or having been in close contact with a positive case, with the bulk of those being in the Fall Term.

Our faculty, staff and students have been terrific in their response to this crisis, as has the local community. Despite the stress and heartaches of the pandemic, we have struggled through and continue to do so for everyone’s sake. As we see our way forward, we must remain vigilant and maintain compliance with the continuing State of Emergency and Public Health Order. We don’t want to falter as we approach what we hope to be the end game in this pandemic.

The final few weeks of the Winter Term is always among most stressful and tiring in the academic year, and this year has the added stress of the cumulative impacts of this long pandemic ordeal. This is a time when we must be extra vigilant to help our those of our colleagues and students who are showing signs of particular stress, exhaustion and despair. This is a time when our compassion must shine through, recognising that some amongst us are really struggling. If you are one of those who are finding it especially difficult to cope, please reach out to colleague, friends and the services that are provided by the university to seek help and support. There is never any shame in seeking out help, and especially at times like this when all of us are being tested beyond our usual limits of endurance.

Of course, what keeps us going is our passion and commitment to our students and for what we do, and also our hope that there is an end in sight. With the continuing low occurrence of Covid-19 provincially and the improving situation in other Atlantic provinces and across the country, combined with the increasing roll out of multiple vaccines, we can truly see our way to the end of this and coming out the other end with our heads held high about a job well done.

Provincial Government Updates

The announcement of Premier Rankin's cabinet on February 23 saw a continuation of the appointment of Lena Metlege Diab as Minister of Labour and Advanced Education, local MLA for Kings South, Keith Irving, as Minister of Environment and Climate Change and Chair of Treasury and Policy Board, and former LAE ministers Labi Kousoulis as Minister of Finance and Treasury Board and Kelly Regan as Deputy Premier. This constitutes an influential group of individuals around the Cabinet and Treasury Board tables with strong experience and understanding of the PSE sector.

Having been successful in securing additional one-time funding from the provincial government to offset direct expenses incurred by the pandemic, our focus is now on the 2021-22 fiscal year and a request for increased government support to offset the multi-year financial impacts of Covid-19 in the upcoming provincial budget. We have meetings of CONSUP and the MOU Partnership Committee next week at which this issue will be the main item of discussion.

Also, we are focussing on the vaccination rollout both in terms of the inoculation of the NS population and plans for the new and returning students who will arrive in September. The latest vaccination schedule suggesting that all Nova Scotians will have their first vaccination by the end of June is very good news for our fall planning. CONSUP has a meeting scheduled with Dr. Strang set for March 17 to discuss the inoculation plans and the development of public health protocols for the next academic year.

We will be announcing our plans for the 2021-22 academic year very shortly.

Federal Government

The Government of Canada is going through its pre-budget consultations, and Universities Canada is highlighting support for a new \$7 billion PSE Infrastructure program to will contribute to economic recovery by creating jobs in communities across Canada investing in modernizing university infrastructure will help Canada achieve longstanding goals such as reducing carbon emissions through energy efficient building retrofits and contributing to inclusive growth by making physical and digital learning spaces more accessible. Investments will also serve to improve digital infrastructure at universities that will increase flexible and accessible online learning opportunities and expand upskilling and reskilling offerings that will be needed post-pandemic. The Association of Atlantic Universities (AAU) is also emphasizing the need for a new infrastructure investment program to address deferred maintenance at Atlantic universities, which are among the oldest in the country and which alone have an estimated cumulative deferred maintenance deficit of over \$2.11 billion. A national survey by Abacus Data on Covid-19 and attitudes toward Canadian universities included a question directed at Atlantic Canadians about the importance of campus infrastructure renewal as part of economic recovery. In the survey, over 90 per cent of Atlantic Canadians supported a federal government investment in campus infrastructure renewal.

Universities Canada published some interesting points of information about university infrastructure:

- Universities across the country have approximately \$7 billion in shovel-ready university infrastructure projects and \$17 billion in deferred maintenance liabilities.
- Over half of shovel ready projects on university campuses are dedicated to green infrastructure and energy efficiency.
- Past federal postsecondary education infrastructure programs have proven successful in creating economic stimulus and delivering environmental results:
 - o A 2016 program created over 37,000 jobs
- A 2009 program reduced carbon emissions by 175,791 tonnes, which is equivalent to the annual emissions of over 34,000 passenger vehicles or 15,220 homes

Universities Canada is also seeking:

- \$2.9 billion over five years to support increased research and knowledge mobilisation, including a 30 per cent increase in funding for fundamental research through the tri-councils; and
- \$3.65B over five years in supports for individuals, institutions, and businesses for upskilling and reskilling training at Canada's universities to support Canadians who are currently underemployed and unemployed to access post-secondary education; provide funding for the development of flexible and accessible modules and short courses focused on key high-demand areas of the labour market and learners who are vulnerable to labour market disruptions; provide a new employee training voucher/credit to enable employers to upskill and reskill new employees at a designated educational institution; and to support greater coordination to ensure individuals have access to the information, advice and guidance they need to make decisions related to their education, training and careers.

International Students

A continuing area of concern involves the latest federal requirements for international travelers arriving in Canada to quarantine in hotels at their point of arrival and the necessity of a negative Covid test before they can continue to the final point of destination to complete their quarantine. EduNova and Universities Canada have been working to ensure that these developments do not cause unnecessary problems for international students applying for study visas and seeking to travel to Canada. We hope that as the pandemic situation improves these restrictions can be lifted before they impact student plans for travel.

Edwin Borden Awards

On February 26, during Black History Month, I was pleased to announce the establishment of a number of scholarships to support Black students at Acadia. Named in honour of Edwin Borden, an Acadia alumnus who was one of the first Black individuals in Canada to be granted a Bachelor's (1892) and Master's (1896), these awards will recognize community engagement and leadership among Black Acadia students. The awards are made possible through generous gifts from a wide variety of alumni donors, and in support of the University's commitment to anti-racism and the *Acadia 2025* goal of an **Inclusive and Supportive Community Campus Culture** under the strategic direction of Caring for Our Students and Employees. Five \$1,000 awards will be granted this academic year to any current Black students through an application process (on a one-time only basis) and starting with entering Black Nova Scotian students for Fall 2021, three awards valued at \$3,500 annually, for a total of up to \$14,000 each, will be offered. An additional renewable award will be made available each year until there are 10 given annually.

We are also in the process of revising the role for the Black Student Navigator position in consultation with VANSDA, with whom we have an historic MOU signed in December 2029 to support the position, and with the President's Anti-Racism Task Force (PART). The aim is to ensure that this position better supports the needs of Black students here at Acadia.

Campaign for Acadia's Final Tally

On February 25 we were proud to announce that the Campaign for Acadia had raised a total of \$86.8 million, blasting through the \$75 million goal. This success is the result of a lot of hard work and the enormous generosity of our community. Alumni, faculty, staff, students and many others contributed to make this the most successful Campaign in Acadia's history, and much more successful than we had imagined, especially when you take into account the negative impact of the pandemic over the last year. We have already seen many benefits derived from the Campaign, and its success will allow us opportunities to invest in strategic initiatives that will benefit everyone at Acadia. Our thanks go out to everyone who supported and donated to the Campaign, the members of the Campaign Cabinet and especially the amazing leadership of Campaign Chair, Nancy McCain and now retired Vice-President Advancement, Rod Morrison.

Welcome to Our New Interim Vice-President Advancement

Last but by no means least, I welcome our new VP Advancement, Nancy Handrigan who officially commenced her interim appointment on March 1, 2021. I am sure you all join me in thanking her for agreeing to step into this important role and wishing her every success as we commence our post-Campaign period and prepare for the next even bigger campaign.

Respectfully submitted.

Peter Ricketts
President and Vice-Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE

2021 PLANNING TASK FORCE

The 2021 Planning Task Force is meeting monthly. No meetings have taken place since our last report.

DEAN OF LIBRARIES AND ARCHIVES

Applications closed on February 24 and there are 11 applicants. The committee is meeting March 9 to determine a short list. The target start date is July 1.

ACCREDITATION

Acadia University Bachelor of Science in Nutrition (Dietetics Option) achieved the PDEP Accreditation Standards for Dietetic Education Programs in Canada and successfully completed an on-site review. A seven-year accreditation status is awarded (2019-2026).

MPHEC UPDATE

MPK

The Quality Assurance Committee considered the Master of Professional Kinesiology at its January 28 meeting. The committee had a few follow-up questions and areas that needed clarification. The School of Kinesiology is preparing a response for early in March and the QAC will consider the proposal again.

FACULTY OF ARTS

Art Gallery

Dr. Laurie Dalton has been re-appointed for another three-year term to serve on CCPERB (Canadian Cultural Export Review Board) and is the only member from Atlantic Canada. <https://orders-in-council.canada.ca/attachment.php?attach=40162&lang=en>

Dr. Laurie Dalton launched the exhibition project, *ALONE at Acadia*. The exhibition launched on February 10th, to date has had over 1,030 visits to the virtual exhibition. This project is the first ever entirely online exhibition created by the art gallery and is supported in part through a Harrison McCain Emerging Scholar Award.

ALONE at Acadia, presents the work of 18 Nova Scotian artists whose work reflects on the impacts of COVID-19. Participating Artists: Rose Adams, Wayne Boucher, Geoff Butler, Louis-Charles Dionne, Frances Dorsey, Toni Clementi, Brandt Eisner, Celine Gabrielle, Annik Gaudet, François Gaudet, Bob Hainstock, Basma Kavanagh, Laura Kenney, Alexandra McCurdy, Bill Shaw, Susan Tooke, Miya Turnbull, Christopher Webb.

There are several ways in which you can engage with this ONLINE project: A virtual exhibition and an archival site that delves deeper into the artworks, including a segment of curator/artists in conversation. A series of artist roundtables on exhibition themes with the first held in later February is on "Art as Memory: private and public." A catalogue is also currently in development. Project link:

http://gallery.acadiau.ca/Acadia_Art_Gallery/Exhibitions.html

Department of Economics

Siew Ong has been selected as a finalist and invited to present her thesis topic at the 2021 Atlantic Association of Applied Economists (AAAE) Student Panel. The event takes place on Thursday, March 25, 2021 via a Teams Meeting

Department of English and Theatre

Three English students will present at the Annual Atlantic English Undergraduate Conference hosted virtually by MUN, Grenfell Campus on March 5-7. Emma Cole will present her short story, "Matter of the Heart." Rhea Davis will present her essay, "The Commodification of Humanity and the Trade of Women's Sexuality in Thomas Middleton's *A Chaste Maid* and *The Revenger's Tragedy*," and Rylie Moscato will present her essay, "Writing Women into History: Margaret Atwood's and Dionne Brand's Interrogation and Relocation of Power."

FACULTY OF PURE AND APPLIED SCIENCE

Biology

Dr. Trevor Avery's lab team conducted a series of 6 R/RStudio workshops from early Jan to mid Feb 2021 focused on data management and quantitative training. Thirty-four people attended these sessions: undergraduate (n=16), graduate (n=12), post-docs (n=1), staff (n=3) and faculty (n=2). Four attendees were from external institutions and/or agencies. Dr. Avery's graduate students, Danielle Quinn (PhD, MUN), Andrew Czich (MSc Acadia) were the instructors.

Earth and Environmental Science

Congratulations to the O'Driscoll group on two recent, peer-reviewed journal publications:

Gustavo Chiang, Nelson J. O'Driscoll and others (2021), Methylmercury biomagnification in coastal aquatic food webs from western Patagonia and western Antarctic Peninsula. *Chemosphere* 262 (2021) 128360.

Rute Cesário, Nelson J. O'Driscoll and others (2021), Air Concentrations of Gaseous Elemental Mercury and Vegetation–Air Fluxes within Saltmarshes of the Tagus Estuary, Portugal. *Atmosphere*. 2021; 12(2):228.

FACULTY OF PROFESSIONAL STUDIES

School of Kinesiology

Jonathon Fowles will be speaking at a National Roundtable this week "Change for Good Health" where organizations and experts address increased physical inactivity during the pandemic.

School of Business Administration

Doyle, Ashley

Under the direction of Prof. Ashley Doyle, the Accounting Society hosted an Accounting Leadership Session: Current and Emerging Trends on February 5th featuring a number of Acadia alumni. Last semester Ashley facilitated a webinar titled "It's Accrual World: Tax Chat for Musicians" with East Coast Music Association and Baker Tilly. The webinar was a huge success, connecting musicians with professional and aspiring accountants from Acadia's business school.

Dye, Kelly

Dye, K. and Dye, B. *Rethinking development: creative responses to economic injustice in developing economies*. Panel conveners at the European Association of Development Research and Training Institutes Conference: Solidarity, Peace and Social Justice, The Hague, Netherlands (July 2021).

Mitacs Business Strategy Internship (BSI) Award. Value; \$10,000 I will supervise Mia Kalogeropoulos as she works with SubC Imaging as part of the Ocean Allies project this summer.

Sheppard, Michael

The Path (in progress) is a virtual social purpose incubation network among Maple League partners which embodies the practical application of mentorship-based pedagogy for entrepreneurial studies that is

scalable beyond a single course in one university. The Path fits within Nova Scotia's economic recovery plan that includes building better connections between universities and colleges and innovation hubs such as Volta and Cove.

Guy Harrison-Murray (BBAH-'21)

Guy Harrison-Murray is to be doubly congratulated for having been named one of eight recipients of the prestigious the Frank H. Sobey Award for Excellence in Business Studies, and as this year's recipient of the J.W. Johnstone Award, given to a high-achieving student from the Faculty of Professional Studies. On top of these signal achievements, as captain of the varsity swim team since his sophomore year, Guy was recently appointed co-coach of the team as well.

Fourth Annual Women in Finance Conference

The Women in Finance Conference is an event that gives students the chance to hear from female industry experts. Because of the pandemic, this year's conference was held via Microsoft Teams on Saturday, February 27th. This year's speakers are Hilary Patterson, CFA, Mrugakshee Palwe and Heather Tulk, CM, ICD.D, along with the New Grad Panel Erin Weatherbee, Taylor MacLean, Jordana Tierney, Stephanie Johnston and Brianna Huycke.

Geoff Gates (BBA-'13)

Geoff Gates (BBA-MKTG 2013), Associate Director, Social and Content at Los Angeles Lakers, was honoured with a Laker's championship ring for his incredible social media work with the basketball team over the last number of years. In his words, he is "Absolutely beaming with gratitude, joy, and pride. Thank you, Lakers players. Thank you, Lakers front office. Thank you, Lakers organization. Thank you, Lakers fans. Thank you to the BEST MARKETING TEAM IN THE GAME. Humbled to be working with the best and brightest. And thank you to my family and friends for putting up with my constant ghosting and cancellations because of work over the years. Will cherish this season and this ring forever."

Geoff is a great supporter of the Business School, Acadia, and our students. Among other things, he makes himself available to my Digital Marketing students (usually by virtually joining a class to give a talk and host a Q&A) every year.

Lily Nottage (BBA-'20)

BBA marketing student Lily Nottage debuted her film "Farrin" on Tuesday, February 23rd at the Halifax Black Film Festival. "Farrin" is Jamaican patois for "foreign." The documentary revolves around three black females who find success in the restaurant field. Lily was also one of five recipients of a Netflix mentorship program where she received guidance from industry professionals, including a sound person, cinematographer, and editor. Lily is also two-time winner of the DHX media awards, now known as the WildBrain Awards, awarded in the Fred C. Manning School of Business Administration to business students that pursue extracurricular initiatives in the creative arts.

RESEARCH AND GRADUATE STUDIES

New Awards, Grants and Contracts

SSHRC Connection Grant (\$47,240)

Dr. Mary Sweatman (Community Development) is a co-investigator on a recently awarded SSHRC Connection Grant, *“Seizing the moment: Exploring just and sustainable pandemic recovery through community-campus partnerships”*, led by Dr. Amber Fletcher, University of Regina, along with co-investigators Dr. Lynn Gidluck, University of Regina and Dr. Magda Goemans, Community Campus Engage Canada and involving 15 institutions. The project aims to promote conversation and collaboration among a broad cross section of regions, sectors, and academic-practitioner partnerships, via an online workshop, webinar/discussion session series, and the development of web resources. Dr. Sweatman will serve as the lead organizer for the Atlantic region, and involvement includes Acadia’s Maple League partners.

NSERC Alliance Partnership Grant (\$488,726 /5 years) - Co-Applicant – Dr. Russell Easy

Dr. Russell Easy (Biology) and Dr Spiteria, (University of Saskatchewan) are co-applicants on an NSERC-funded project awarded to Dr. Adamo (Dalhousie University) for a project titled: *“Predicting the effects of climate change on the microbial and chemical control of agricultural pests such as oblique banded leafroller in apple”*. The partner organization is Agriculture and Agri-Food Canada, Kentville (Dr. Suzanne Blatt). Dr. Easy and his students will identify changes in gene expression in biochemical pathways in the leafroller as affected by pesticide treatments and other environmental factors including stress related to climate change.

Atlantic Canada Opportunities Agency (ACOA) Contribution Agreement (\$99,500)

Dr. John Murimboh (Chemistry) & **Hayley Craig Barnes** (ALAB) have secured \$99,500 in ACOA funding support for the Acadia Laboratory for Agri-Food & Beverage (ALAB). This funding will be used to purchase critical equipment necessary to improve efficiencies and increase analytical testing volumes for the Atlantic agri-food and craft beverage sector. The funds will also be used to hire a second technician to support ALAB’s International Organization for Standardization (ISO) accreditation activities. ISO accredited testing services will enable Atlantic Canadian SME’s to respond to export opportunities and to enhance product and consumer safety.

National Research Council - Industrial Research Assistance Program (NRC-IRAP) Projects

- **Dr. Andrew McIntyre** (Computer Science) was awarded **\$5000** in IRAP funding to collaborate with eNable Analytics Mobility Inc. Dr. McIntyre is working with this NB start-up to use scalable machine learning that will turn mobility assistive devices (walkers, canes) into remote monitoring tools.
- **Dr. Mojtaba Kaviani** (Nutrition & Dietetics) was recently awarded **\$5000** in IRAP funding to collaborate with a NS-based Terra Beata Farms Ltd. on a project examining the potential benefits of pure tart cherry juice on sport performance & recovery.
- **Dr. Paul Arnold** (Engineering) was awarded **\$5000** in IRAP funding to collaborate with AIM Environmental Group (ON) to help the company determine the best compost maturity test for industrial compost processing to implement in their facilities.

Mitacs - Awards to support Research Interns – Dr. Mark Mallory (\$135,000/3 years)

Dr. Mark Mallory (Biology) has been awarded \$135,000 for a three-year Mitacs Accelerate internship in partnership with Ducks Unlimited Canada. The project, entitled *Marine ecosystem changes in Atlantic Canada: drivers of altered abundance and habitat use by waterfowl and marine birds*, will provide funding to hire a postdoctoral fellow who will examine changes in bird use of marine regions through time, changes in site (habitat) quality due to various anthropogenic activities or indirect environmental change, and perspectives from stakeholders on what has enhanced or detracted from the value of these habitats.

Webinars and Training:

NSERC - Equity, Diversity and Inclusion (EDI) considerations in grant writing for Tri-Council programs: February 18, 2021; recording available on RGS website.

Upcoming Research Funding Programs and Submission Dates

SSHRC Institutional Grants (SIG): TBA; ~April 2021

SSHRC Connections Grants: May 1, 2021

SSHRC Institutional Grant (SIG): Spring call for proposals, TBA

INDUSTRY-LED - NSBI Productivity & Innovation Voucher Program: TBA; ~April 1, 2021

ACADIA STUDENTS' UNION ANNOUNCEMENTS TO SENATE:

No written report received.

COLLEGE OF DIVINITY/FACULTY OF THEOLOGY ANNOUNCEMENTS TO SENATE:

No written report received.

Report of the Senate Curriculum Committee (Administrative) 22 February 2021

The committee met on 13 October 2020 for an introductory meeting and then again on 21 December 2020 in a full-day meeting to consider curriculum change proposals from the three Faculties.

The Committee considered a total of curriculum change proposals, 23 new courses, 21 course deletions, 55 course modifications and 27 program modifications. The Committee returned 32 proposed changes to units with suggested edits, clarifications and proof-reading.

Included in this report are the following documents:

1. Summary sheets of all curriculum change proposals submitted by each of the three Faculties
2. A summary sheet of changes, modifications and edits suggested by the Senate Curriculum Committee (Academic) which were shared with the units following the 21 December 2020 meeting.
3. A brief relating to two curriculum change suggestions shared with the Biology and Chemistry Departments that the Committee judges worthy of Senate's consideration.

Full master sheets that provide additional details for curriculum change proposals will be made available to Senators upon request by Shawna Singleton via SharePoint.

The Committee would like to note that the summaries provided by each of the three Faculties (and in some cases, the individual units within Faculties) are considerably different in scope and detail. The Committee found the approach taken by the School of Business to be appropriately detailed providing information about changes and a synoptic rationale for the changes.

Yours collegially,

A handwritten signature in blue ink, appearing to read "m. j. Corbett".

Michael Corbett, Chair
Senate Curriculum Committee (Academic)

Senate Curriculum Committee (Administrative) - Additional Brief to Senate

22 February 2020

The Senate Curriculum Committee would like to thank units for their cooperation with our review process. We received these responses to our queries and have accepted them. We have, however two particular concerns which we would submit to Senate for consideration.

1. The Committee was concerned that the use of the notation 144h in Chemistry 4996 was confusing as that notation is normally used to denote credit hours. The matter was referred to the Chemistry Department and their response (in italics) was:

It is actually a 6h course (course code ends in 6). 144h comes from 2 semesters x 12 weeks x 6h. Essentially all our chemistry courses are 6h per week (3h lecture + 3h lab), so this count of 144h is consistent with the rest of our courses – except that in this case, the full 6h is in lab with no time in lecture. It is also consistent with the hour counts that appear in the calendar already for CHEM 3913 and CHEM 3923. These both list 72h in the calendar descriptions, which is half of 144h given they are only 3h courses.

The committee feels that adopting ‘144 hours’ will eliminate any potential confusion for students.

2. The Committee was concerned that the title of the Biology course ‘Becoming Human’ (proposed new course - BIOL 4183) can be read to suggest that there is a scientific basis for settling the ongoing moral/cultural debate concerning when a fetus becomes human. The Committee referred their concern to the Biology Department and their response (in italics) was:

The title Becoming Human was carefully considered when the course was developed. First, one comment from the committee was that ‘becoming human’ implies evolution. We agree- development is evolution. Evolution is included throughout the course at different levels depending on the topic. Second, ‘becoming human’ from a student perspective includes interdisciplinary perspectives (in my opinion) and we do that in this course- it includes bioethics (IVF), sociology (fetal origins of adult-onset disease), psychology (epigenetics), clinical practices (e.g., working at a maternity ward), and public communication (e.g., creating infographics). Third, the format encourages the development of transferable skills- group work, critical analysis of web sites and journal articles, plus others. The title Becoming Human is not intended to be a pun, but it does convey the way the course is structured and course content.

The Committee wished to bring these two matters to the attention of Senate.

Thank you for considering these issues.

Yours collegially,



Michael Corbett, Chair

Summary of Curriculum Changes

FACULTY of ARTS

Report of the Arts Faculty Curriculum Committee **November 17, 2020**

The members of the FA's Curriculum Committee are Chelsea Gardner, Anne Quéma, and Inna Viriasova. The Committee met on November 10 to review proposals from the following academic units: Comparative Religion, English and Theatre, Environmental and Sustainability Studies, Ethnocultural Diversity Studies, History and Classics, Material and Visual Culture, Politics, Sociology, and Women's and Gender Studies. The Curriculum Committee Report is organized according to Article VII, C. v. in the Faculty of Arts Constitution. This year, only categories A) and B) apply.

CATEGORY A AND B

- A)** Course title or content changes, course prerequisites, additions, deletions, divisions or mergers which do not concern more than one department, or which concern departments that are in agreement on the matter. In such cases, the Curriculum Committee's report will be received for information only.
- B)** Changes to a department's major and honours requirements which do not concern more than one department, or which concern departments (e.g. double major) that are in agreement on the matter. In such cases, the Curriculum Committee's report will be received for information only.

COMPARATIVE RELIGION

A)

New course proposal

CREL 3363 Special Topics

B)

Program modification

CLAS 3663 to be added to the list of cross-listed courses

ENGLISH AND THEATRE

A)

Course deletions

ENGL 3733 The Historical Novel

ENGL 3953 Visual Verbal Meaning Making

Course modifications

ENGL 3073 Theory: change in prerequisite

ENGL 3793 Contemporary British Fiction: change in calendar description

ENVIRONMENTAL AND SUSTAINABILITY STUDIES

B)

Program Modification

Change to the Major, Double Major, and Honours programs: change of requirements from concentrations to a combination of ESST core courses, core interdisciplinary courses, and interdisciplinary electives

ETHNOCULTURAL DIVERSITY STUDIES

B) Program Modification

Modification to the list of cross-listed courses to include CLAS 2823 Race and Ethnicity

HISTORY AND CLASSICS

A)

New course proposals

CLAS 2733 The Archeology of Daily Life in the Ancient Mediterranean

CLAS 2823 Race and Ethnicity in the Ancient Mediterranean

CLAS 3663 Temples, Sanctuaries, and Sacred Space in Ancient Greece

CLAS 3693 Special Topics

CLAS 3813 Ancient Greece and Rome in Film

HIST 3853 The Turbulent Era in America: The Great Depression and the Fight Against Fascism

Course deletion

CLAS 3443 Roman Women and the Family

Course modification

HIST 1043 The Middle East in World History: change in course number and title

B)

Program modification

Adding CLAS 2823 to the list of cross-listed courses

Adding courses to “Department Breadth Requirement”:

North America: HIST 2803, HIST 3853

World: HIST 1043, HIST 3743, HIST 3763

Thematic: HIST 3203

MATERIAL AND VISUAL CULTURE

B)

Modification to the Minor program

Adding CLAS 2733, 2823, 3663, and 3813 to the list of cross-listed courses

Updating the names of the program coordinators

POLITICS

A)

New course proposal

POLS 1503 Introduction to Indigenous Politics

Course modification

POLS 2893 Comparative Politics: change to course title

SOCIOLOGY

A)

New course proposals

SOCI 3643 Sociology of Disability

SOCI 4223 Seminar in the Sociology of Global Health

B)

Program modification

Adding CLAS 2823 to the list of cross-listed courses (Race and Ethnicity in the Ancient Mediterranean)

WOMEN'S AND GENDER STUDIES

A)

Course modifications

WGST 2906 Women and Gender in Today's World: A Cross-Cultural Perspective
change in course title and in prerequisite

WGST 2913 Global Women's Movements: change in calendar description and in prerequisite

B)

Program modification

Modification to the list of cross-listed courses to include CLAS 2733 and CLAS 3813, and to delete CLAS 3443

Summary of Curriculum Changes

FACULTY of SCIENCE

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2020 Biology Curriculum Forms Summaries

(1) BIOL2813/2823 Anti-requisite

Kinesiology requested anti-requisites for BIOL2813/2823 in Biology to be coordinated with KINE2413/2423. These anti-requisites were carried through by Kinesiology, but not Biology. This curriculum change is meant to bring the Academic Calendar up to date.

(2) Grad Program Curriculum Change (**Note this has been sent on to Graduate Studies**)

Our proposed changes to the Biology Graduate Program are relatively minor, to be consistent with practices since 2018. Many students take undergraduate courses that the instructor “amplifies” to a graduate level (inevitably requiring a greater workload for the graduate student, often including training in instruction). The shift from 12 h to 9 h for completion of the Biology graduate degree was enacted in 2018/19. At the time to be more consistent both with the pressure to have Biology MSc students able to complete their work on time, but also to be in line with requirements from other universities in Canada (e.g., in addition to the thesis, Dalhousie requires 4 courses, StFX requires 3, Carleton requires 1).

(3) BIOL5253 cross-listing of BIOL4253 Applied Statistical Modelling (**Note this has been sent on to Graduate Studies**)

The request is to cross-list a course being offered at a different level (senior undergraduate) with modifications to elevate it to a graduate level. In past years graduate students registered for the undergraduate course and received the undergraduate course number on their transcript. This year (2020) it was decided by the graduate office (Theresa) and our grad coordinator (Mark) that graduate students should receive graduate-level courses to reflect their level of training. The inclusion of extra work within the undergraduate offering warrants a graduate-level cross listing.

(4) New Course - BIOL4183 Becoming Human

The Biology Department is proposing a new course in embryology, BIOL 4183 Becoming Human. This course will replace BIOL 3163 Comparative Embryology (a course deletion form is also submitted for BIOL 3163). This change is in response to a strong student interest in human embryology at an advanced level. The course was developed last year as a pilot project. There was a lot of student interest and students asked for the course to be taught on a regular basis.

(5) Course Deletion - BIOL3163 - Comparative Embryology

(6) BIOL3123 - Parasitology Course Description

The current course description for BIOL 3123 Parasitology was written many years ago, by another faculty member. The current delivery of the course places different emphasis on various topics, and therefore the current description does not accurately describe course subject matter.

(7) Program Modification - Change to Biology Core

We are proposing to reduce our Biology Core requirements from six courses (18h) to five courses (15h). Three courses (BIOL1113/1123 Organisms in their Environment & BIOL2013 Cell Biology) will be required

by all Biology majors. After completing BIOL1113/1123 students will then choose two of the following Biodiversity Core courses: a) BIOL2043 - Plant Biodiversity; b) BIOL2053 Microbial Biodiversity; and c) BIOL2073 - Animal Biodiversity. The three hour difference will allow students to take a course at the 2000, 3000, or 4000 level in order to fulfill total hours required for various Biology Major scenarios outlined in the Academic Calendar.

(8) BIOL4993

We are proposing modification of BIOL4993 (Special Topics) to a Research Methods course that will be taken as a co-requisite for students enrolled in the Biology Honours program (BIOL4996). The goal of this change is to allow students more time to work on various aspects of their Honours project during the academic year, but also to engage students that traditionally don't enrol in Honours research because they choose not to be in Wolfville between years three and four. The addition of BIOL4993 as a co-requisite to BIOL4996 is also updated in the Honours Program description for the Academic Calendar.

(9) Associated with the above proposed modification (8) is a modification to BIOL4996 (Honours Biology) listing BIOL4993 as a co-requisite.

(10) Associated with the above proposed modification (8) is a modification to Biology's Honours Program listing BIOL4993 as a co-requisite.

Chemistry Curriculum Summary 2019-20

01 – Program Modification – Honours

We are proposing to add a new course (CHEM 4993) which is a required co-req with our existing honours course, CHEM 4996. The new course will focus on the literature review and proposal aspect of the thesis, and will be taught as a directed readings course by the honours supervisor. The overall result of this addition will be to allow students more time in lab to work on their projects during the fall semester, making it easier to have honours students who are not here in the summer.

02 – New Course Proposal - CHEM 4993 – Honours research methods. This is to add the course as described under 01 above.

03 – Course Modification - CHEM 4996 - added CHEM 4993 as coreq.

Chemistry Curriculum Changes 2020

1. New Course Proposal – Advanced Main Group chemistry. This is for students who need or are interested in an advanced chemistry course in Main Group chemistry. The course will only be offered either in rotation with other 4000-level courses or as a directed readings course, and therefore does not require any new resources. It will help students interested in this subdiscipline better prepare for graduate school, and provide our department with more options to help students with course conflicts.

2. Change in Prereq for Analytical II – Instrumental methods – We have two 2000-level analytical chemistry courses – CHEM 2813 which our majors take, and CHEM 2853 which is a service course for ENVS. Currently, access to the subsequent 3000-level analytical course, CHEM 3823 (Instrumental Methods) is available only to those who have taken CHEM 2813, however, we have been also granting access

to interested students who have taken CHEM 2853 instead. This change will change to prereq from CHEM 2813 to CHEM 2813 OR CHEM 2853, and is simply aiming to more honestly represent our current practices in the calendar.

3. Two connected Program Requirement changes to BSc Chemistry Double Major (Chemistry first) (on one form) – 1) change in Math requirement for BSc Chemistry Double Major from MATH 1013/1023 to MATH 1013/1023 or MATH 2233/2243; 2) Change in analytical chemistry requirement from CHEM 2813 to CHEM 2813 OR CHEM 2853.

Both of these changes are aimed at removing barriers for students wishing to double major in chemistry and another subject (mostly Biol and ENVS). Our BSc Chem Double Major (Chemistry first) students fall into three groups:

A) Students who started as chemistry majors in first year but couldn't handle/failed Calculus. The math change allows them to swap in stats and continue as a chemistry double major student, although they would be blocked from taking all physical chemistry courses.

B) Students who started as chemistry majors in first year, but wish to spread their focus over more than one subject. These students already have calculus and are not affected by the math change, since they were preregistered in calculus in first year.

C) Students who started in some other major (typically BIOL, ENVS, PHYS, or MATH) and want to switch to take more chemistry. All PHYS and MATH students will have calculus from first year and will be unaffected by the math change. BIOL and ENVS students do not typically take calculus, but instead take stats. They could now transition to a CHEM double major and use their existing stats credits to satisfy the math requirements for the program. Additionally, the analytical chem change will allow ENVS students to transition and use their existing analytical chemistry credits.

These changes were partly precipitated by a number of ENVS students who wanted to double major with chemistry. Due to program restrictions within ENVS, the only option these students have would be to do a double major with chemistry as the first major (ENVS second). These incoming students were facing some daunting requirements, potentially having to redo first year calculus (in place of stats) and analytical chemistry. These changes makes things smoother.

Note that any students who wish to do the Double major and use stats cannot take physical chemistry courses. This is only a minor concern, since it is exceptionally rare for double majors to do our phys chem courses.

Summary Curriculum Changes for Computer Science.

Computer Science in changing (for all degrees) the current CGPA requirement to Program GPA requirements. The values for the GPA requirements will stay the same – the only change is that we will now use the Program GPA calculation. This applies all Computer Science degrees (BCS, BCSH, BACS).

Computer Science course change summary.

Removed Math 1023 requirement for the Bachelor of Applied Computer Science defined option in Mobile and Ubiquitous Computing due to a change in course requirements for an upper year course. Also changed the course number for a required course (Security) that had moved from COMP 2523 to 3123.

Earth and Environmental Science Curriculum Changes 2021

Summary

ENVS 4423 – update of course description to reflect current pedagogical techniques and content.

GEOL 4843 – prerequisite amended to make course accessible to Environmental Science majors as well as Geology and Environmental Geoscience majors.

Second major in Environmental Geoscience – putting words to current practice of not using first year service courses as part of the 30 h second major in Environmental Science, as requested by Registrar.

Math Curriculum Changes 2020: Summary

We have a pair of proposed changes this fall. It is essentially one change, but the same change to two courses. Both have been passed unanimously by the Department.

Math 1213 Statistics for Business and Behavioural Sciences 1

Math 1223 Statistics for Business and Behavioural Sciences 2

The proposal for these courses is to create a pathway for students requiring Math 1213/1223 for their program to later take additional, more advanced statistics courses. More specifically, the changes here would allow students who have taken Math 1213/1223 to take Math 2213 for credit without giving up credits for Math 1213/1223. Students who do this would then be permitted to take more advanced statistics courses.

Currently, this possibility exists only for students switching programs to Math & Stats; this change would permit students to do so without having to switch majors, giving these students the opportunity to further their statistics knowledge. The antirequisite language used would still prevent students from taking Math 2213 and then taking Math 1213/1223 afterward. Note that this change is in line with a change to Math 1613/Math 1013 a few years ago.

The number of students this would impact is expected to be small. We do regularly hear from students who are interested in doing additional statistics courses, but turn away because they are not interested in a full switch of majors.

Summary of Nutrition Curriculum Change

Proposed Modification to Program – Bachelor of Science in Nutrition with Double Major in Psychology: Major Credit for PSYC 1013/1023

Nutrition majors who wish to add Psychology as a double major who have earned credit in PSYC1013/1023 (or their equivalent) will not be required to take PSYC1113/1123 if they received a grade of B- or better in PSYC1013/1023.

Physics Fall 2020 Curriculum Proposal Summary

We are introducing non-lab versions of two existing second year courses.

To accomplish this, we need four curriculum forms.

- 1) Two new course proposal forms that are the same as the existing courses except the lab component is removed. In addition, we also have to specify that credit may only be obtained for either the lab or the non-lab versions of the courses.
- 2) Two course modification forms for the existing courses specifying that credit may only be obtained for either the lab or non-lab versions of the courses.

The two “new” courses will be taught at the same time, in the same room, by the same person as the existing courses, so no increase in teaching load.

The two existing second year courses are required for physics majors and both courses have laboratories associated with them. The labs are intended to introduce physics students to lab techniques and lab report writing. While the experiments conducted in the lab are related to the material covered in the course, the course is complete as a stand-alone unit and no part of the course assessment relies on the laboratory material.

We feel that the material covered in these courses may be of general interest to non-physics students (we have had engineering students and math students enroll in these classes) but perhaps some of them are avoiding them because of the labs. So, we are introducing two new courses which are simply the exact same courses but with the lab component removed.

Coincidentally, these two courses were modified last spring when we moved the topic of special relativity from 2113 to 2413 and renamed 2413 Introductory Modern Physics instead of Introductory Quantum Physics. These changes were approved by the Faculty Curriculum Committee and approved at the FPAS Spring Meeting but, were not forwarded to the Senate Curriculum Committee (Admin) (SCC(A)). I used as my starting point for these proposals the modified courses, so we will need to send those proposals to the SCC(A) as well and I attach them here.

So, the attached documents are:

- 1) PHYS_2113_2019_20_Form3_A.docx – removing special relativity from the course description.
Approved by FPAS Council in spring of 2020

- 2) PHYS_2413_2019_20_Form3_A.docx – adding special relativity to the course description and renaming to Introductory Modern Physics. Approved by FPAS Council in spring of 2020.
- 3) 2020_21_CourseModificationProposalPhys2113_B.docx – adding Phys 2123 (non-lab version of 2123) as an anti-requisite and specifying credit may only be obtained for one of 2113 and 2123
- 4) 2020-21_NewCourseProposal_Physics_2123.docx – exactly the same as 2113 in 1) above except no lab and 2113 is the antirequisite.
- 5) Revised_2020_21_CourseModificationProposalPhys2413.docx - adding Phys 2423 (non-lab version of 2423) as an anti-requisite and specifying credit may only be obtained for one of 2413 and 2423
- 6) Revised_2020-21_NewCourseProposalPhys2423.docx – exactly the same as 2413 in 2) above except no lab and 2413 is the antirequisite.

Summary of Psychology Curriculum Changes

Department of Psychology Summary of Curriculum Changes Winter 2020

Change Type	Course	Proposed Changes	Reason for Change
Course Description	PSYC2163: Psychology of Gender	<i>Description:</i> This course examines recent scientific data on the psychological similarities and differences among genders, how differences are thought to arise, and implications of those differences. The separate dimensions of gender including sex assigned at birth, gender identity, and gender role/expression will be examined from different theoretical perspectives that challenge viewing gender as a binary construct.	- The new course description is current (e.g., expands the concept of gender beyond the binary) - Better reflects course content

Proposed Modification to Program – Major Credit for PSYC 1013/1023

Students who wish to switch to Psychology and who have earned credit in PSYC1013/1023 (or their equivalent) will not be required to take PSYC1113/1123 if they received a grade of B- or better in PSYC1013/1023.

Proposed Change to Course Title and Course Calendar Description for PSYC 3243

The proposed change to the title of Advanced Research Methods to Advanced Statistical Analysis in Psychology, along with the proposed change to the course description more accurately reflect the content and learning objectives of this course.

Proposed Change to Course Calendar Description for the following Graduate Courses: PSYC 5023, PSYC 5053, PSYC5063, PSYC 6076

The changes to the course description incorporate EDI content (e.g., cultural competence; anti-oppression approach to therapy) that is particularly important when training clinicians.

****Please note the above Grad Curriculum (PSYC 5023, 5053, 5063, 6076) have been sent to Graduate Studies****

Summary of Curriculum Changes

FACULTY of PROFESSIONAL STUDIES

The meeting of the Faculty of Professional Studies Council took place on Friday November 27th, 2020, beginning at 12:00 noon. The following motions were approved unanimously regarding proposed curriculum changes.

Motion to approve proposed curriculum changes to the M.Ed. program. Moved by G. MacKinnon and seconded by J. Dymont.

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School of Education

**Motion to approve proposed curriculum changes to the B.Ed. program.
Moved by J. Dymont and seconded by A. Aljarrah.**

SUMMARY OF B.ED. CURRICULUM CHANGE PROPOSALS

FALL 2020

- **YELLOW** suggestions for description and/or title changes, new courses
- **GREEN** suggested new title
- **RED** courses to be REMOVED from the Academic Calendar

PROGRAM CHANGE: B.Ed. Graduation Requirements. The graduation requirements statement for the elementary and secondary B.Ed. programs will be changed:

*In addition to the Program Requirements listed below, students must achieve a minimum ~~CGPA~~ **GPA** of 2.67 and have no course grades of less than C-.*

NEW COURSES

EDUC 42P3 Teaching Computer Science I NEW COURSE

This course introduces current methods for teaching computer science through the core competencies and multiple learning pathways emerging in secondary education. Drawing on relevant documents and current research, preservice teachers explore the expanding cross-curricular relevance of computer science in a modern education system and the pedagogical approaches to promote computational thinking as a foundation for inquiry and innovation.

EDUC 42R3 Teaching Computer Science II NEW COURSE

This course explores computer science curriculum connections through engaging instructional and assessment strategies in the secondary classroom. Focusing on current research and practices, preservice teachers will have the opportunity to apply computer science education principles in the design and implementation of innovative and inquiry-based classroom experiences with real-world applications.

EDUC 42T3 Classroom Management NEW COURSE

Successful classroom

management requires careful consideration and planning for effective teaching and learning. This course will explore classroom management using ways to create and maintain a supportive, safe, creative, ethical and inclusive learning-centered environment that promotes enlivened and positive student engagement. Pre-service teachers will consider various student behaviours from several points of reference, including what they are communicating and the critical role of the teacher in responding. They will explore and discuss relevant theories, models, plans, policies, programs and approaches by engaging with the literature, responding to case studies and scenarios, and reflecting on their own teaching and learning experiences. The course content will invite the class to recognize specific contexts while considering how to link theory to practice when planning how they will support their students and groups to learn and manage themselves in school.

EDUC 42U3 Environmental Justice and Equity NEW COURSE

The primary objective of this course is to develop a broad understanding of environmental justice and equity issues as they relate to education. The goal is to support students in developing their own informed pedagogical understandings on these complex and multifaceted issues. The geographic scope of environmental justice issues will extend from the local, to Pan Canadian and Global environmental justice struggles. Coursework will encourage expression of independent, fact-informed and well-argued opinions, and ideas concerning the development of curricula that encourages problem solving and critical thinking.

EDUC 4963 Music Education for the Secondary School (II) NEW COURSE	
This course builds on the foundational material developed in Music Education for the Secondary School (I). Students will examine psychology of learning theories and develop strategies for the teaching of music literacy that will lead to a teaching model to empower musicianship and address Nova Scotia music curricula content and outcomes.	
EDUC 4993 Developmental Psychology for Teachers NEW COURSE	
Human development is a process of change that occurs over time and extends across the lifespan. Pre-Service Teachers will explore how learning occurs in context and is influenced by biological, environmental, social, and cultural factors. By examining development from a psychosocial and ecological perspective, pre-service teachers will begin with a foundation for understanding the continuous interaction and integration of individual student competencies with the demands and resources of their environments. These influences have a profound impact on learning. Through examining development across the lifespan, teachers can be better informed in best practice approaches in preventative measures and the engagement of diverse learning models, hence promoting conditions for optimal learning for all students. This course will take up theoretical perspectives of both stage and ecological theories of development and explore these unique and complementary aspects, examining the integration of both approaches for a more comprehensive understanding of students' lives.	
NEW TITLES AND DESCRIPTIONS	
EDUC 4313 Physical Activity and Healthy Living Education	This course
incorporates theoretical and practical applications of comprehensive physical and health education at the elementary/secondary level within an inclusive school setting. Via instruction and activity in a variety of settings (gymnasium, outdoors, regular classroom) the course focuses on the development of active and healthy lifestyles. Attention will be given to the incorporation of physical activities in a typical classroom.	
EDUC 4313 Teaching Physical Activity and Healthy Living Education I NEW TITLE AND DESCRIPTION	
This course introduces current methods for teaching physical education at elementary and secondary levels within an inclusive school setting. Drawing on relevant documents and current research, preservice teachers explore the pedagogical approaches to promoting activity in a variety of settings (gymnasium, outdoors, regular classroom) with a view to promoting active and healthy lifestyles.	
EDUC 4703 Advanced Curriculum and Instruction in Physical Education	This course will
investigate the many facets of Junior, Middle and High School Physical Education programs. It provides the opportunity to explore the avenues of highly effective teaching strategies and organizational functions that focus on student participation in an inclusive setting.	
Prereq: Educ 4313 or Kine 3143 or equivalent.	
EDUC 4703 Teaching Physical Activity and Healthy Living Education II NEW TITLE AND DESCRIPTION	
This advanced course will investigate how to design, deliver and assess an innovative and inclusive physical education program in junior, middle and high schools in the 21st century. Pre-service teachers will develop an understanding of research and practices examining how physical literacy and movement competency represents the foundation for lifelong participation and enjoyment in sport/recreation/active lifestyles.	
Prereq: Educ 4313 or Kine 3143 or equivalent.	
EDUC 4773 Environmental Education in the Classroom	
This elective course provides teachers with background in the theory and current practice of Environmental Education (EE) and Education for Sustainability (EfS). Students will explore the philosophical, political, scientific, technological, economic, cultural, social justice and psychological dimensions surrounding the concept of sustainability as these relate to education for the future. Interdisciplinarity and 'sustainability citizenship' issues feature prominently.	
EDUC 4773 Place and Outdoor-Based Teaching and Learning Methodologies (NEW TITLE AND DESCRIPTION)	
In this course, pre-service teachers will explore the ways in which learning can move beyond traditional indoor classrooms and how local and natural places (e.g., school grounds, community grounds, wilderness) can be critical sites for teaching and learning. Pre-service teachers will learn how to design and deliver experiential and embodied learning activities that are linked to the curriculum via learning tasks that require students to explore, wonder, investigate, predict and observe. A key outcome of this course is to widen perceptions of 'where and how' teaching can occur and includes highlighting the environmental and social benefits of incorporating local people and places into teaching practices.	

NEW TITLE
<p>EDUC 4663 Music Education for the Secondary School (Old Title)</p> <p>EDUC 4663 Music Education for the Secondary School I NEW TITLE</p> <p>This course focuses on the principles and practice of music education in junior and senior high school programs. Both traditional and contemporary theoretical frameworks and their practical applications will be introduced and examined critically.</p>
NEW DESCRIPTION
<p>EDUC 3203 Introduction to Education</p> <p>An introduction to the purpose, structure and operation of public schools in Canada with a particular focus on the role of the professional educator in the global community. (Not for credit towards the Bachelor of Education program).</p> <p>EDUC 3203 - Introduction to Education NEW DESCRIPTION</p> <p>This course provides an introductory overview of the teaching profession for students beginning or considering a career in education. The course strives to help individuals better understand the purpose, structure and operation of public schools in Canada with a particular focus on the role of the professional educator dedicated to lifelong learning and to advancing the achievement of all children. In this course, you will participate in a community of inquiry around various educational issues present in education. (Not for credit towards the Bachelor of Education program).</p>
<p>EDUC 42D3 Principles and Practices I (Secondary)</p> <p>EDUC 42D3 is an introduction to teacher education, focusing on the nature and importance of the teaching profession and examining working conditions in today's schools. Students are introduced to essential professional topics including the art and science of teaching, curriculum outcomes frameworks, lesson planning, instructional strategies, assessment, safe classroom communities and classroom management, professionalism, and reflective practice.</p> <p>EDUC 42D3 Principles and Practices I (Secondary) NEW DESCRIPTION</p> <p>EDUC 42D3 is an introduction to teacher education, focusing on the nature and importance of the teaching profession and examining a broad range of current educational topics. These topics include the qualities of an effective, reflective, authentic, and professional teacher; teaching standards and curriculum outcomes frameworks; principles of learning, learning styles and student engagement; lesson planning, instructional strategies and assessment; and creating and managing safe and inclusive learning communities.</p>
<p>EDUC 42E3 Principles and Practices I (Elementary)</p> <p>EDUC 42E3 is an introduction to teacher education, focusing on the nature and importance of the teaching profession and examining working conditions in today's schools. Students are introduced to essential professional topics including the art and science of teaching, curriculum outcomes frameworks, lesson planning, instructional strategies, assessment, safe classroom communities and classroom management, professionalism, and reflective practice.</p> <p>EDUC 42E3 Principles and Practices I (Elementary) NEW DESCRIPTION</p> <p>EDUC 42E3 is an introduction to teacher education, focusing on the nature and importance of the teaching profession and examining a broad range of current educational topics. These topics include the qualities of an effective, reflective, authentic, and professional teacher; teaching standards and curriculum outcomes frameworks; principles of learning, learning styles and student engagement; lesson planning, instructional strategies and assessment; and creating and managing safe and inclusive learning communities.</p>
<p>EDUC 4263 Curriculum Practices for Diverse Learners</p> <p>This course engages with relevant policies and curriculum documents as well as research informed instructional theories and practices related to inclusive schooling. Pre-service teachers will examine child and adolescent development and inclusive practices to support diverse learners' transitions through the education system.</p> <p>EDUC 4263 Curriculum Practices for Diverse Learners NEW DESCRIPTION</p> <p>This course engages with relevant policies and curriculum documents as well as research informed instructional theories and practices related to diversity, equity and inclusion. Pre-service teachers will examine, design and develop inclusive practices to support diverse learners' progress and transitions through the education system.</p>

EDUC 4333 Equity and Inclusive Schooling

This course examines the foundations of social difference, social justice and equity and their relationship to inclusive schooling. Pre-service teachers will consider the significant systemic factors that shape society with particular attention to the historic, economic, political, socio-cultural, linguistic, and religious, factors that impact schooling.

EDUC 4333 Equity and Inclusive Schooling NEW DESCRIPTION

This course examines the foundations of social justice and equity and their relationship to the principles of inclusive schooling. Pre-service teachers will consider the systemic barriers that shape public education within a Canadian human rights framework and explore the first voice - lived experience of minoritized communities.

EDUC 4503 Digital Literacy and Curriculum

This course explores critical digital literacies for the empowerment of effective teaching and learning practices within diverse classroom contexts. The complexity of technology integration will be examined from the perspective of overlaps with pedagogical and content knowledge in the context of teacher as reflective practitioner. Topics include, mobile computing, social media, web-based resources, curriculum integration, instructional and assistive technologies.

EDUC 4503 Digital Literacy and Curriculum NEW DESCRIPTION

This course explores critical digital literacies for the empowerment of effective teaching and learning practices within diverse classroom contexts. The complexity of technology integration will be examined from the perspective of overlaps with pedagogical and content knowledge in the context of teacher as reflective practitioner. Through the use of current digital tools and classroom strategies, students will explore concepts such as Blended Learning, Digital Citizenship, new literacies, Universal Design for Learning, and design thinking in STEAM environments.

EDUC 4553 Teaching Creative Arts in Secondary School

This course introduces pre-service teachers to the teaching and infusion of creative arts across the curriculum at the secondary school level. Emphasis will include textual, visual and performative arts. The purposes and powers of the creative arts will be explored.

EDUC 4553 Teaching Creative Arts in Secondary School NEW DESCRIPTION

This course provides pre-service teachers with opportunities to explore and reflect on the purposes and powers of the creative arts, while practicing with colleagues how to teach the creative arts in secondary schools, including the infusion of creative arts across the curriculum. Emphasis will include textual, visual and performative arts.

MINOR REVISION**EDUC 4003 Practicum 1 MINOR REVISION**

The first designated block of supervised student teaching that involves observation, reflection, ~~and~~ team teaching, ~~and some introductory small group and full group instruction~~, 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.

EDUC 42M3 Principles and Practices II (Secondary) MINOR REVISION

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, ~~and the hiring process including resume writing, interview preparation, and job search~~. *Prerequisite(s): EDUC 42D3 or equivalent.*

EDUC 42N3 Principles and Practices II (Elementary) MINOR REVISION

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, ~~and the hiring process including resume writing, interview preparation, and job search~~. *Prerequisite(s): EDUC 42E3 or equivalent.*

<p>EDUC 4153 Teaching Science in the Elementary School MINOR REVISION</p> <p>This course is designed as an introduction to science education at the elementary level of the public school system. The course will address supporting theory, current research and lesson planning surrounding constructivist modes of instruction. With this as a philosophical template, individual components of a science lesson will be addressed.</p> <p>The practice of integrating science with other subjects is a central theme of the course with examples that align with STSE, STEM and STEAM curricular initiatives.</p>
<p>COURSE DELETIONS</p>
<p>EDUC 1000 English for Academic Purposes DELETE</p> <p>This course is designed for international students for whom English is a second language. It is an intensive course in English designed to prepare students for the advanced academic demands that will be made of them at Acadia. The course is centered on a series of introductory lectures on topics ranging across the university curriculum.</p>
<p>EDUC 3173 Teaching Strategies for Professionals DELETE</p> <p>As an introduction to teaching methodologies for professionals in any field, this course prepares participants for teaching responsibilities they might encounter in modern employment environments. Emphasis will be placed upon presentation skills, workshop and micro-lesson teaching, teaching with technology, and the instruction of adults (not for credit towards the Bachelor of Education program).</p>
<p>EDUC 41E3 Science, Technology and Society DELETE</p> <p>This course is intended to expose students to: 1) the relationship between science and technology, 2) curriculum issues within science and technology, and 3) the social impact and ethics of science and technology.</p>
<p>EDUC 41J3 Videography in Classroom and Community DELETE</p> <p>This course offers education students instruction in documentary film-making. The documentary as a genre is valuable tool for expanding the literacy of students in contemporary schools. The course consists of a series of workshops in technical skills, narrative structure of the documentary genre, analysis of educational documentaries, digital editing, and issues in documentary making.</p>
<p>EDUC 4163 Literacy Learning for Students at Risk DELETE</p> <p>Development of a theoretical framework related to the teaching of language arts for students at risk. In addition, it will explore the implications of theory for practice. Assessment, planning and implementation of language arts programs for students at risk will be critically analyzed.</p>
<p>EDUC 4193 Curriculum and Instruction for Emerging Adolescents DELETE</p> <p>A curriculum and instruction focus to the education of emerging adolescents in the eleven to fourteen age range. Guidelines for the development of appropriate curricula will be considered along with instructional procedures appropriate in middle schools/junior high schools.</p>
<p>EDUC 4213 Learning Difficulties: Assessment and Instruction DELETE</p> <p>Students will become familiar with the literature, theories and intervention models in the field of learning and behaviour problems. A review of the various instructional techniques utilized in remediation of learning problems, as well as ways to adapt instruction to meet the specific needs of the child will be discussed in detail.</p> <p>Prereq: Educ 4433</p>
<p>EDUC 42G3 Teaching and Learning for Activism DELETE</p> <p>This interdisciplinary course, bridging the arts, social studies, science, environmental studies, language arts, and math, will explore from multiple perspectives the teaching of sociocultural, environmental and scientific issues. A variety of pedagogical approaches will be employed in order to help students achieve critical consciousness and co-create new forms of knowledge to become better informed and engaged teachers and citizens in an interconnected world.</p>
<p>EDUC 42L3 Sexual Orientation and Gender Diversity in Schools DELETE</p> <p>This course offers opportunities, through conversing, reading, writing, and presenting, to increase students' understandings of sexual orientation and gender diversity in schools. Specific approaches for inclusive pedagogical practices will be addressed, with opportunities to read and discuss literature for children and youth. Focus will be on the Canadian cultural, historical and legal contexts.</p>

<p>EDUC 4453 Advanced Curriculum and Instruction in Elementary Science Education DELETE</p> <p>This course will examine strategies for delivering specific units in the elementary science curriculum. An emphasis will be placed on developing units that integrate other subject matter including language arts, social studies, and mathematics.</p>
<p>EDUC 4513 Digital Multimedia in Education DELETE</p> <p>This course uses a project-based approach to investigate the potential for digital multimedia tools to empower teaching and learning in schooling. The course takes a critical perspective on the tangible impacts of technology on identified learning outcomes across the curriculum. The culture and diversity in schools is considered carefully as pre-service teachers judge the suitability of pedagogical approaches. Prereq or Coreq: Educ 4503 or equivalent.</p>
<p>EDUC 4603 Teaching Global Education DELETE</p> <p>Global education focuses on the interrelated nature of conditions, issues, trends and processes and events. Topics include world cultures, historic, geographic, economic, political, cultural and environmental relationships among world regions and peoples. Students will examine the nature of cultural differences, population, culture and identity, human rights, poverty and wealth, technology and the environment and interdependence.</p>
<p>EDUC 4713 Cultural Aspects of Teaching and Learning English as a Second Language (ESL) DELETE</p> <p>Designed for students preparing to teach English as a Second Language. Addresses key questions about cross-cultural experiences and interactions as they related both to ESL teachers and learners. Topics include the psychology of culture shock, social-psychological aspects of immigration and emigration, and practical matters relating to cross-cultural encounters in and out of the classroom.</p>
<p>EDUC 4803 Curriculum Studies Project DELETE</p> <p>This course is designed to allow students to develop a curricular project based on current research and theory in curriculum and instruction. The project can involve the development of a combination of print, audio-visual, and computer applications within a conceptually-based thematic unit. Details of the project are to be arranged with the instructor</p>
<p>EDUC 4943 Practicum and Case Study in Teaching English as a Second Language DELETE</p> <p>In this course, which is a requirement for the proposed Certificate in Teaching English as a Second Language, students will complete a thirty-hour teaching practicum with one or more students for whom English is a second language. They will also be required to develop and present a detailed case-study analysis of the learning experiences of one ESL student.</p>

MOTION APPROVED.

Summary of Curriculum Changes- School of Kinesiology

Motion to approve proposed curriculum changes to the Kinesiology program.

Moved by J. Fowles and seconded by J. Wentzell.

Course #		Curriculum Changes	Rational
		New Option, Program Change, New Course, Course Modifications	
1.	KINE 3153 Development of Sport Expertise	New Course	New faculty member expertise
2.	Bachelor of Kinesiology with Honours (Exercise Science & Training Option) Bachelor of Kinesiology (Exercise Science & Training Option)	Modification of program option.	This program option was formalized last year but one additional course needs to be included.
3.	KINE 4193 Exercise Science Training Practicum	Course modification.	Students require an introductory and advanced
4.	KINE 4203 Exercise Science Clinical Practicum	New Course	opportunity for Exercise Science & Training practicum.

MOTION APPROVED. ONE VOTE AGAINST.

Summary of Curriculum Changes – School of Music

Motion to approve proposed curriculum changes to the Music program.

Moved by C. Rushton and seconded by M. Hopkins.

COURSE

MUSI 3660 (Third Year
Recital)

Form 3

RATIONALE

Change the course description to include all degree programs in the School, not just the BMus. The School recognizes that students in all programs may want to be able to perform a recital. Description is adjusted to be more inclusive.

Course Modification

MUSI 4343 (Jazz Ed.
Methods)

Form 3

Change course title and course description to update and broaden the course content and context. New title and description reflect the School's continued work in decolonization and indigenization. The change now allows future musicians, educators and therapists to investigate cultural music literacy, beyond just Jazz.

Course Modification

MUSI 3163 (Electronic
Music Composition)

Form 3

Change the course description to allow the course to be repeated for credit. As well, to broaden the description to allow non-music majors to take this course.

Course Modification

MUSI 3283 (Music since
1945)

Form 2

Deleting course as it hasn't been offered in years. Content is covered in many other courses.

Course Deletion

Bachelor of Music,
concentration in Education

Form 4

To update redundancy-error in program description and list of courses. These are typographical errors that clean up the course lists, not substantive changes to the program.

Modification of Program

MUSI 3660

Current: Recital in the third year of Bachelor of Music program. Prereq: permission of the School of Music Coreq: MUSI 3666

New: Recital in the third year of a School of Music program. Prereq: Permission of the School of Music Coreq: MUSI 3666

MUSI 4343

Current: Jazz Education Methods. This course provides a survey of specific topics crucial for success in jazz instruction in the school system. These topics include jazz theory, improvisation strategies, and basic jazz history. Through observation and class teaching projects, students will gain insights and expertise in conducting/leading jazz ensembles. Prerequisite(s): MUSI 1273, MUSI 1283, and MUSI 2106, each with a minimum grade of C-.

New: Musicians for Contemporary Communities.

Identify and provide methods for hearing across musical traditions.

Students will develop a framework to create, support and facilitate contemporary music making spaces.

Topics will include self-assessment of musical language and bias, tools to hear and describe music and movement outside one's frame of reference, and case studies on creating spaces of play in education and community.

MUSI 3163

Current: The history, theory and practice of electro-acoustic and computer music production, including practical work in the recording studio.

New: The theory, history and practice of electroacoustic and computer music creation, including practical work in the electroacoustic music studio. May be offered as a structured seminar or an independent study. Can be repeated for credit. Course is open to music and non-music majors.

Bachelor of Music Program Update:

BACHELOR OF MUSIC WITH CONCENTRATION IN EDUCATION

(The concentration in Music Education is designed to provide preparation for entrance into the Bachelor of Education program. Students must earn a minimum CGPA of 3.0, by the end of second year, in order to continue in the Music Education program.)

Graduation Requirements Students must complete the program as outlined below. Additionally, students must achieve a minimum cumulative GPA of 2.00 to graduate from the program. Bachelor of Music (concentration in Education)

Requirements: (120h)

1. School of Music Core (33h)
2. MUSI 1666, MUSI 2666, MUSI 3666 and MUSI 4666
3. 6h Chamber Music Workshop (MUSI 2713)
4. 3h additional Music Theory, History and Culture
5. Music Education students must complete all the courses, in preparation for either Elementary or Secondary Music Teacher Certification in a BE. program. (27h) - MUSI 2343, MUSI 3143, MUSI 3310, MUSI 3311, MUSI 3320, MUSI 3321, MUSI 3331, MUSI 3341, MUSI 3351, MUSI 3361, MUSI 3371, MUSI 3381, MUSI 3391, MUSI 4153, MUSI 4343, MUSI 43A3, MUSI 43B3
6. 3h from MUSI 1353, MUSI 2353 or MUSI 4143 or MUSI 4363
7. 24h non-music electives
8. First-year music students will take MUSI 1600. Students in each subsequent academic level must successfully complete both terms of MUSI 2700 each year.

MOTION APPROVED.

Summary of Curriculum Changes – School of Business

**Motion to approve proposed curriculum changes to the Business program.
Moved by P. Callaghan and seconded by E. Callaghan.**

1. Modification to Existing Course (Form 3)

1.1 Change in Course Titles only for four courses* *Calendar descriptions with proposed changes highlighted listed. Curriculum forms attached.*

Current Title	New Title
BUSI 3073 Financial Accounting 3	BUSI 3073 Intermediate Accounting 1
BUSI 3083 Financial Accounting 4	BUSI 3083 Intermediate Accounting 2
BUSI 4073 Financial Accounting 5	BUSI 4073 Advanced Accounting 1
BUSI 4083 Financial Accounting 6	BUSI 4083 Advanced Accounting 2

** Do not require Senate Curriculum Committee approval (go directly to Senate).*

~~BUSI 3073 Financial Accounting 3~~ Intermediate Accounting 1

Financial accounting functions and basic theory including the conceptual framework underlying financial accounting. The CPA Canada Handbook will be used. Recognition, measurement and disclosure of revenue and assets including inventories, investments, capital assets and intangible assets. Suitable for students considering a professional accounting designation or finance career.. *Prerequisite(s): BUSI 2013 and BUSI 2033, each with a minimum grade of C-.*

~~BUSI 3083 Financial Accounting 4~~ Intermediate Accounting 2

This course builds on the concepts in BUSI 3073 and deals with liabilities, recognition, measurement and disclosure, shareholders' equity and special topics including corporate income tax and leases. The CPA Canada Handbook will be used. *Prerequisite(s): BUSI 3073 with a minimum grade of C-.*

~~BUSI 4073 Financial Accounting 5~~ Advanced Accounting 1

An advanced financial accounting course that includes a comprehensive coverage of reporting for portfolio investments, companies subject to significant influence, business combinations and joint ventures. *Prerequisite(s): BUSI 3083 with a minimum grade of C-.*

~~BUSI 4083 Financial Accounting 6~~ Advanced Accounting 2

Techniques and theory for various specialized areas of financial accounting including: segmented information, interim reporting, foreign currency transactions and operations, businesses in financial difficulty, alternative measurement models, not-for-profit organizations, estates and trusts, fund accounting, government accounting, and personal financial statements. *Prerequisite(s): BUSI 4073 with a minimum grade of C-.*

1.2 Change in Prerequisites only for three courses. *Calendar descriptions with proposed changes highlighted listed, curriculum forms attached.*

Course:	Current Prerequisites:	Proposed Prerequisites:
BUSI 3273 Investment Analysis	<i>BUSI 2223 with minimum grade of C-, or permission of the instructor.</i>	<i>BUSI 2233 with minimum grade of C-, or permission of the instructor.</i>
BUSI 3913/3923 Special Topics	<i>Permission of School.</i>	<i>Third-year standing or higher, or permission of the instructor.</i>
BUSI 4913/4923 Special Topics	<i>Permission of School.</i>	<i>Fourth-year standing or permission of the instructor.</i>

BUSI 3273 Investment Analysis

Financial assets and the markets in which they are traded. The analysis of common and preferred stock, bonds, warrants, and working knowledge of investing. *Prerequisite(s):* ~~BUSI 2223~~ **BUSI 2233** with minimum grade of C-, or permission of the instructor.

BUSI 3913/3923 Special Topics

Special projects or topics not covered in the regular curriculum. Visiting instructors or Acadia faculty members may present specific subjects. *Prerequisite(s):* ~~Permission of School.~~ **Third-year standing or higher, or permission of the instructor.**

BUSI 4913/4923 Special Topics

Special projects or topics not covered in the regular curriculum. Visiting instructors or Acadia faculty members may present specific subjects. *Prerequisite(s):* ~~Permission of School.~~ **Fourth-year standing or permission of the instructor.**

1.3 Changes to Course descriptions, titles and prerequisites; BUSI 4633 Ethics, Business and Society BUSI 4893 Managing Information Technology. *Curriculum forms attached.*

Current Title, Description & Prerequisites

BUSI 4633 Ethics, Business and Society

The role of business as a responsible member of the community. Such topics as business ideologies, concentration of corporate power, relations with unions, the ethics of advertising, social justice and the free market, ethical responsibilities of managers, will be selected studies. *Prerequisites: currently none are stated.*

Proposed Title, Description & Prerequisites

BUSI 4633 Ethics, Morality and Social Responsibility

The course examines the challenges of ethical decision making, moral cultivation, and social responsibility in a variety of contexts. Decisions made and actions taken by people in everyday organizational life can have significant ethical implications. The implications this has for broader societal health and wellness are considered by examining the relationship between corporate social responsibility and individual pursuit of moral cultivation. *Prerequisite: Third-year standing or higher.*

Current Title, Description & Prerequisites**BUSI 4893 Managing Information Technology**

The use of information as a corporate resource and the problems encountered in managing information resources. Case studies and lectures centre on managing the system development process as well as evaluating the effect of technology on the corporate data base. *Prerequisite(s): BUSI 2803 and third -year standing or higher.*

Proposed Title, Description & Prerequisites**BUSI 4893 Digital Transformation**

In today's economy, information technology has become a driving force that enables gradual changes as well as paradigm shifts. This course offers an in-depth look at digital transformation and disruption. It helps develop the understanding of how digital transformation unfolds and delves into critical issues such as innovation lifecycle, work redesign, IT governance, compliance, and ethics. *Prerequisite: BUSI 2803.*

2. Proposed Modifications to Program (Form 4)

Modifications are being proposed for the BBA with Honours and Major, BBA with Major and BBA ("general") programs. Separate curriculum proposal forms are provided for each of these degree variants. Summary of resultant changes in Calendar descriptions of program requirement is provided as Appendix 1.

2.1 BBA with Honours and Major (6 degree variants); Curriculum proposal form attached**Summary of Changes**

- (i) For BBAH with Major in Accounting, Major in Finance and Employment Relations; total credit hours to meet degree requirements reduced from 126 h to 120 h.
- (ii) Slight adjustments in the number of credit hours designated as "non-business" and "university (business or non-business)" electives made for accounting, employment relations and finance majors.
- (iii) In the case of BBAH Major in Employment Relations a change in the "choose from" among degree requirements (reduced by 6h); shifting these to 6h of university (business or non-business) open electives.
- (iv) In the case of BBAH Major in Business technology Management, an additional course is being added to the choose from among courses in degree requirement item #7.

Rationale

Item (i) is being introduced so that Honours students majoring in accounting, finance and employment relations no longer have to overload during their program of studies to complete degree requirements. In part this change is a result of the recent change in the university's tuition schedule. The change also normalizes the total credit hours required for all BBA Honours degree variants.

Item (ii) is being introduced to provide BBA Honours students greater flexibility in choosing electives, and greater consistency in the number of non-business and university (business or non-business) electives across the BBA with Honours degree variants. Students commonly express frustrations in finding suitable elective courses, which this change provides some remedy by providing a bit more flexibility in selecting electives.

Item (iii) In the case of BBAH Major in Employment Relations; the rationale detailed as (i) and (ii) applies, but there is also greater flexibility provided by shifting 6h of "choose from among" degree requirements to open electives.

For item (iv) a dormant course has been substantially updated to reflect current issues in the field of technology management (BUSI 4893 Digital Transformation), so it is being added within the choose from among options for the BTM Major

2.2 BBA with Major (6 degree variants); Curriculum proposal form attached

Summary of Changes

(i) For four of the six majors, the requirement of a minimum grade of C- for required non-business courses in the BBA program (ECON 1013, 1023, 2613 and Math 1613 or 1013) is being dropped. The exceptions are the accounting and finance majors where the minimum grade of C- will remain (as it does for all degree variants of the BBA with Honours program)

(ii) Slight adjustments in the number of credit hours designated as non-business and university (business or non-business) electives.

(iii) In the case of BBAH Major in Employment Relations a change in the "choose from" among degree requirements (reduced by 6h); shifting these to 6h of university (business or non-business) open electives.

(iv) In the case of BBAH Major in Business technology Management, an additional course is being added to the choose from among courses in degree requirement item #7.

Rationale

Item 1 is being introduced because the C- prerequisite for non-business required courses (as opposed to a passing grade) is not essential to student success across all degree pathways in the BBA program. Making a D in these courses disrupts the transition to the CORE second year of the BBA program, which is the year students are exposed to the breadth of disciplinary options to focus their studies in years 2 through 4 of the program. Requiring all BBA students (regardless of eventual choice of major) that receive a D in one or more of these courses to repeat them hinders students' opportunities to discover / explore options in what is still the formative stages of their programs of study. While practice varies across programs, the change is consistent with many academic units that do not require a minimum level of passing grade for required courses taught by other academic units.

Item (ii) is being introduced to provide BBA students greater flexibility in choosing electives, and greater consistency in the number of non-business and university (business or non-business) electives across all BBA Major degree variants. Students commonly express frustrations in finding suitable elective courses, which this change provides some remedy by providing a bit more flexibility in selecting electives.

Item (iii) In the case of Major in Employment Relations; the rationale detailed as item (ii) applies, but there is also greater flexibility for students being proposed by shifting 6h of "choose from among" degree requirements to open electives.

For item (iv) a dormant course has been substantially updated to reflect current issues in the field of technology management (BUSI 4893 Digital Transformation), so it is being added within the choose from among options for the BTM

2.3 Bachelor of Business Administration (no major) Curriculum proposal form attached

Summary of Change

The requirement of a minimum grade of C- for required non-business courses in the BBA program (ECON 1013, 1023, 2613 and Math 1613 or 1013) is being dropped.

Rationale

The proposed change is being introduced because the minimum grade of C- prerequisite for non-business required courses (as opposed to a passing grade) is not essential to student success across all degree pathways in the BBA program. Making a D in these courses disrupts the transition to the CORE second year of the BBA program, which is the year students are exposed to the breadth of disciplinary options to focus their studies through years 2 through 4 of the program. Requiring BBA students to repeat courses they receive a D hinders students' opportunities to discover / explore options in what is still the formative stages of their programs of study. While practice varies across programs, the change is consistent with many academic units that do not enforce a minimum grade for required courses taught by other academic units.

2.4 Bachelor of Business Administration with Honours (no major) *Curriculum proposal form attached*

Summary of Change

Shift of 6h of degree requirements from non-business electives to business electives. and “university (business or non-business)” electives made for accounting, employment relations and finance majors.

Rationale

The proposed change provides BBA Honours students that do not declare a major greater flexibility in choosing electives. Students commonly express frustrations in finding suitable elective courses, which this change provides some remedy by providing a bit more flexibility in selecting electives.

APPENDX 1

Items 2.1, 2.2, 2.3 & 2.4 Changes in Calendar Descriptions as per proposed modifications to BBA with Honours and Major, BBA with Major, BBA (“general”) and BBA Honours (no major) programs. **Changes highlighted**

Bachelor of Business Administration with Honours and Major

Graduation Requirements

Students must complete a minimum of 120 credit hours including the program requirements outlined below (please note: most BBA Honours programs with Major require the completion of more than 120h). In addition, a minimum program GPA of 3.00 is required for graduation.

Program Requirements

All students must complete the 72h as outlined in requirements 1-4 below, plus additional courses as listed with their chosen major.

1. All of the following (51h): BUSI 1013, BUSI 1703, BUSI 2803, BUSI 2013, BUSI 2223, BUSI 2233, BUSI 2423, BUSI 2433, BUSI 2513, BUSI 2733, BUSI 2743, BUSI 3063, BUSI 3483, BUSI 3613, BUSI 3993, BUSI 4953, BUSI 4963, each completed with a minimum grade of B-
2. 6h from: BUSI 4886 or BUSI 4996 (whichever course is chosen must be completed with a minimum grade of B-)
3. All of the following (12h): COMM 1213, ECON 1013, ECON 1023, ECON 2613, each completed with a minimum grade of C-
4. 3h from: MATH 1613 or MATH 1013 (whichever course is chosen must be completed with a minimum grade of C-)

Major in Accounting

5. All of the following (9h): BUSI 2033, BUSI 3073, BUSI 3083 (each completed with a minimum grade of C-)
6. 15h from: BUSI 3113, BUSI 3373, BUSI 3383, BUSI 3623, BUSI 4013, BUSI 4073, BUSI 4083, BUSI 4113 (or approved equivalents); (Courses chosen must be completed with a minimum grade of C-)

7. ~~30h~~ **15 h** of non-business courses

8. 9 of university electives (business or non-business)

Major in Business Technology Management

5. All of the following (12h): BUSI 3723, BUSI 3813, BUSI 3853, BUSI 4663 (each completed with a minimum grade of C-)
6. All of the following (15h): COMP 1113, COMP 1813, COMP 2853, COMP 2863, COMP 3513
7. 6h from: BUSI 2773, BUSI 3293, BUSI 4433, BUIS 4553, **BUSI 4893** (course chosen must be completed with a minimum grade of C-)
8. 6h from: COMP 1123, COMP 2513, COMP 2663, COMP 2903
9. 9h of university electives (business or non-business)

Major in Employment Relations

5. All of the following (9h): BUSI 3313, BUSI 3323, BUSI 4313 (each completed with a minimum grade of C-)
6. ~~45h~~ **12h** from BUSI 3483, BUSI 3623, BUSI 3723, BUSI 3733, BUSI 3753, BUSI 3763, BUSI 4323, BUSI 4633, BUSI 4663, BUSI 4933, BUSI 4943, COMM 1223 (Courses chosen must be completed with a minimum grade of C-)
7. ~~45h~~ **12h** from ECON, PSYC, SOCI, WGST or other non-business disciplines related to the field of Employment Relations as approved by the Director of the School of Business
8. ~~45h~~ **9h** of non-business courses

9. 6h of university electives (business or non-business)

Major in Entrepreneurship and Innovation

5. All of the following (9h): BUSI 2773, BUSI 4773, BUSI 4553 (each completed with a minimum grade of C-)
6. 15h from BUSI 2763, BUSI 3853, BUSI 3723, BUSI 4413, BUSI 4563, BUSI 4613, BUSI 4653, BUSI 4663 (Courses chosen must be completed with a minimum grade of C-)
7. 18h of non-business courses
8. 6h university electives (business or non-business)

Major in Finance

5. All of the following (12h): BUSI 2033, ECON 2623, BUSI 3243, BUSI 3273, each completed with a minimum grade of C-
6. 12h from BUSI 3233, BUSI 3253, BUSI 4223, BUSI 4233, BUSI 4243, BUSI 4253 (Courses chosen must be completed with a minimum grade of C-)
7. 9h from BUSI 3073, ECON 2113, ECON 2213, ECON 3113, ECON 3123, ECON 3133, ECON 3143
8. ~~24h~~ **9h** of non-business courses
9. **6h of university electives (business or non-business)**

Major in Marketing

5. Both of the following (6h): BUSI 3433, BUSI 3473 (each completed with a minimum grade of C-)
 6. 15h from BUSI 3463, BUSI 4403, BUSI 4413, BUSI 4423, BUSI 4433, BUSI 4483, BUSI 4543, BUSI 4633, BUSI 4653, BUSI 4933/BUSI 4943 (Courses chosen must be completed with a minimum grade of C-)
 7. 18h of non-business courses
 8. 9h university electives
-

Bachelor of Business Administration with Major**Graduation Requirements**

Students must complete a minimum of 120 credit hours including the program requirements outlined below. In addition, a minimum program GPA of 2.00 is required for graduation.

Program Requirements

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

1. All of the following courses (48h): BUSI 1013, BUSI 1703, BUSI 2803, BUSI 2013, BUSI 2223, BUSI 2233, BUSI 2423, BUSI 2433, BUSI 2513, BUSI 2733, BUSI 2743, BUSI 3063, BUSI 3613, BUSI 4953, BUSI 4963, COMM 1213 each completed with a minimum grade of C-

Major in Accounting

2. All of the following (9h) ECON 1013, ECON 1023, ECON 2613 each completed with a minimum grade of C-
3. 3h from: MATH 1613 or MATH 1013 (whichever course is chosen must be completed with a minimum grade of C-)
4. All of the following (9h): BUSI 2033, BUSI 3073, BUSI 3083 (each completed with a minimum grade of C-)
5. 15h from: BUSI 3113, BUSI 3373, BUSI 3383, BUSI 3623, BUSI 4013, BUSI 4073, BUSI 4083, BUSI 4113 (or approved equivalents) (Courses chosen must be completed with a minimum grade of C-)
6. ~~30h~~ 24h of non-business courses
7. ~~6h~~ 12h university electives (business or non-business)

Major in Business Technology Management

2. All of the following (9h) ECON 1013, ECON 1023, ECON 2613
3. 3h from: MATH 1613 or MATH 1013
4. All of the following (12h): BUSI 3723, BUSI 3813, BUSI 3853, BUSI 4663, each completed with a minimum grade of C-
5. All of the following (15h) COMP 1113, COMP 1813, COMP 2853, COMP 2863, COMP 3513
6. 6h from: BUSI 2773, BUSI 3293, BUSI 4433, BUSI 4553, BUSI 4893 (Courses chosen must be completed with a minimum grade of C-)
7. 6h from COMP 1123, COMP 2513, COMP 2663, COMP 2903
8. 6h of non-business courses
9. 15h university electives (business or non-business)

Major in Employment Relations

2. All of the following (9h) ECON 1013, ECON 1023, ECON 2613

3. 3h from: MATH 1613 or MATH 1013

3. All of the following (9h): BUSI 3313, BUSI 3323, BUSI 4313 (each completed with a minimum grade of C-)
4. ~~15h~~ 12h from BUSI 3483, BUSI 3623, BUSI 3723, BUSI 3733, BUSI 3753, BUSI 3763, BUSI 4323, BUSI 4633, BUSI 4663, BUSI 4933, BUSI 4943, COMM 1223 (Courses chosen must be completed with a minimum grade of C-)
5. ~~15h~~ 12h from ECON, PSYC, SOCI, WGST or other non-business disciplines related to the field of Employment Relations as approved by the Director of the School of Business
6. 15h of non-business courses
7. ~~6h~~ 12h university electives (business or non-business)

Major in Entrepreneurship and Innovation

2. All of the following (9h) ECON 1013, ECON 1023, ECON 2613

3. 3h from: MATH 1613 or MATH 1013

4. All of the following (9h): BUSI 2773, BUSI 4553, BUSI 4773 (each completed with a minimum grade of C-)
5. 15h from BUSI 2763, BUSI 3853, BUSI 3723, BUSI 4413, BUSI 4563, BUSI 4613, BUSI 4653, BUSI 4663 (Courses chosen must be completed with a minimum grade of C-)
6. ~~30h~~ 27h non-business electives
7. ~~6h~~ 9h university electives (business or non-business)

Major in Finance

2. All of the following (9h) ECON 1013, ECON 1023, ECON 2613 each completed with a minimum grade of C-
3. 3h from: MATH 1613 or MATH 1013 (whichever course is chosen must be completed with a minimum grade of C-)
4. All of the following (12h): BUSI 2033, ECON 2623, BUSI 3243, BUSI 3273, each completed with a minimum grade of C-
5. 12h from BUSI 3233, BUSI 3253, BUSI 4223, BUSI 4233, BUSI 4243, BUSI 4253 (Courses chosen must be completed with a minimum grade of C-)
6. 9h from BUSI 3073, ECON 2113, ECON 2213, ECON 3113, ECON 3123, ECON 3133, ECON 3143
7. ~~21h~~ 18h of non-business courses
8. ~~6h~~ 9h of university electives

Major in Marketing

2. All of the following (9h) ECON 1013, ECON 1023, ECON 2613

3. 3h from: MATH 1613 or MATH 1013

4. Both of the following (6h): BUSI 3433, BUSI 3473 (completed with a minimum grade of C-)
 5. 15h from BUSI 3463, BUSI 4403, BUSI 4413, BUSI 4423, BUSI 4433, BUSI 4483, BUSI 4543, BUSI 4633, BUSI 4653, BUSI 4933/BUSI 4943 (Courses chosen must be completed with a minimum grade of C-)
 6. ~~30h~~ 27h of non-business courses
 7. ~~9h~~ 12h of university electives
-

Bachelor of Business Administration**Graduation Requirements**

Students must complete a minimum of 120 credit hours including the program requirements outlined below. In addition, a minimum program GPA of 2.00 is required for graduation.

Program Requirements

1. All of the following courses (57h): BUSI 1013, BUSI 1703, BUSI 2803, BUSI 2013, BUSI 2223, BUSI 2233, BUSI 2423, BUSI 2433, BUSI 2513, BUSI 2733, BUSI 2743, BUSI 3063, BUSI 3613, BUSI 4953, BUSI 4963, COMM 1213, each completed with a minimum grade of C-
 2. All of the following (9h): ECON 1013, ECON 1023, ECON 2613,
 3. 3h from: MATH 1613 or MATH 1013.
 4. 15h business electives
 5. 30h non-business electives
 6. 15h university electives (business or non-business)
-

Bachelor of Business Administration with Honours**Graduation Requirements**

Students must complete a minimum of 120 credit hours including the program requirements outlined below. In addition, a minimum program GPA of 3.00 is required for graduation.

Program Requirements

1. All of the following (51h): BUSI 1013, BUSI 1703, BUSI 2803, BUSI 2013, BUSI 2223, BUSI 2233, BUSI 2423, BUSI 2433, BUSI 2513, BUSI 2733, BUSI 2743, BUSI 3063, BUSI 3483, BUSI 3613, BUSI 3993, BUSI 4953, BUSI 4963, COMM 1213, each completed with a minimum grade of B-
 2. 6h from: BUSI 4886 or BUSI 4996 (whichever course is chosen must be completed with a minimum grade of B-)
 3. All of the following (12h): ECON 1013, ECON 1023, ECON 2613, each with a minimum grade of C-
 4. 3h from: MATH 1613 or MATH 1013 (whichever course is chosen must be completed with a minimum grade of C-)
 5. ~~3h~~ 9h of business electives.
 6. ~~30h~~ 24h non-business electives
 7. 15h university electives (business or non-business)
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MOTION APPROVED.

Admission and Academic Standing Committee
(Policy) Senate Motion
March 8, 2021

Motion: To adopt, effective the 2021/22 academic year, the proposed mathematics requirement for Psychology are Mathematics 12 or Precalculus 12.

All psychology majors are required to take four (4) math-based courses as part of their major requirements (MATH1213; MATH1223; PSYC2013; PSYC2023). Honours students are required to take five (5) math-based courses (as above plus PSYC3243). All honours, Neuroscience Option, and Applied option students are required to take one (1) upper level lab course. These courses are research intensive and include significant statistics related content. Though not required, many majors also take upper level lab courses. Given the importance of these courses to our program, weaker math skills contribute to student stress and anxiety in these courses, loss of students, and to a higher likelihood of failure in our program.

Consultation Process

This proposal was developed by the Department of Psychology and approved by a unanimous vote at a department meeting. It was then discussed with Heads and Directors in both the Faculty of Science and the Faculty of Arts. Support for the proposal was obtained in both groups.

Rationale

Concerns related to student preparedness, mental health, and retention:

- All psychology majors are required to take four (4) math-based courses as part of their major requirements (MATH1213; MATH1223; PSYC2013; PSYC2023). Honours students are required to take five (5) math-based courses (as above plus PSYC3243). All honours, Neuroscience Option, and Applied option students are required to take one (1) upper level lab course. These courses are research intensive and include significant statistics related content. Though not required, many majors also take upper level lab courses. Given the importance of these courses to our program, weaker math skills contribute to student stress and anxiety in these courses, loss of students, and to a higher likelihood of failure in our program.
- The single most common reason students give us for leaving psychology is that they were either not expecting the degree of required math content or they are struggling with the math content. Some of the students who struggle with the math-based courses leave Acadia and some switch majors. Additionally, although this is true across all majors, and both BSc and BA students have the same admission requirements, BA students are more likely to leave a psychology degree than BSc students. We suspect this is in part because they are more likely than BSc students to only have met the current minimum math requirement (Math 11), making them less well prepared for the math components of the psychology degree and less likely to expect significant math related requirements as Arts students.
- Math-based courses for psychology majors are the most cited reason for course/program

related stress and anxiety. This is undoubtedly because students in our program tend to do more poorly on average in research intensive courses (i.e., those that require math skills), which we believe may be linked to poorer math preparedness. Ensuring that our incoming students are better prepared for the requirements of completing a psychology major and have reasonable expectations about what is required of psychology majors will help reduce stress, anxiety, and ideally reduce their difficulty completing course requirements.

- Psychology has the lowest math requirements for admission in the faculty of science currently. However, we believe the math level requirement that is appropriate for psychology is the same as that associated with Biology and Earth and Environmental Sciences; that is, Academic Math 12 (calculus is not necessary). Notably, two programs in the Faculty of Arts also have higher math requirements for admission: Economics and Community Development. The math related requirements (e.g., number of courses) for a psychology degree actually surpass that for a degree in Community Development and are more similar to those required for Economics majors. In sum, our current requirements are inconsistent with our expectations for psychology majors and those required for other similar programs in both the Sciences and the Arts.
- All NS students are now required to take a grade 12 math course (previously they could graduate with a grade 11 course). To improve student's preparedness for our program we believe students should be required to take an *academic grade 12* math course. We do not believe a Math for Work or Math Essentials course will provide the appropriate additional skills required to achieve our goals of improving outcomes.

Anticipated Impact

- Because all NS students have to take a grade 12 math course, we do not believe the stipulation that it be an academic math course will significantly reduce the number of applicants to the program from NS. Although high school requirements vary across the country and internationally, we do not expect this change will have a significant impact on the applications received from outside of NS.
- Both MtA and StFX require Precalculus 12 for a science degree. Math 12 is therefore not an atypically high bar for admission.
- We acknowledge there will be some reduction in applications but believe that it is likely that we will also see better retention in our program if students come to Acadia better prepared and with more realistic expectations of the requirements for completing a psychology major.
- Students can (and do currently) take the non-credit math course (Math 0110) to upgrade their high school math skills to qualify for admission as a psychology major. This will continue to provide a path for students with less math background to take psychology, and reduce any lost enrolment associated with changing our admission requirements.
- We believe there will be less stress and anxiety, and better academic outcomes for our students. Having better prepared students and creating reasonable expectations for applicants will be a win-win for students and the University. It is, in our view, the right thing to do.

