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Minutes of the Senate Meeting of Monday March 14th, 2022.

A meeting of the Senate of Acadia University occurred on Monday March 14th, beginning at 4:00 p.m., with Chair A. Kiefte presiding and 45 Senators plus two guests. This was a Teams meeting due to the University pandemic operations.

1) Approval of Agenda

The Chair called the meeting to order, noting that there was quorum at present and thanked Senators for meeting virtually.

Motion to approve the agenda. Moved by M. Adam and seconded by D. Seamone.

The Chair asked that Item 5)a) be moved up to Item 3) and that 5)d) be moved up to Item 2) in order to accommodate the guests M. Corbett and H. Chipman who were attending Senate.

MOTION TO APPROVE AGENDA AS REVISED CARRIED.
UNANIMOUS.

2) Motion from the T.I.E. Committee: Motion that Item 1 be modified, and Item 12 be added to the “Principles for the Preparation of Academic Dates”, as indicated in the attached document. (Rationale and Principles for the Preparation of Academic Dates document attached).

Motion from the T.I.E. Committee: Motion that Item 1 be modified, and Item 12 be added to the “Principles for the Preparation of Academic Dates”, as indicated in the attached document. (Rationale and Principles for the Preparation of Academic Dates document attached). Moved by L. Narbeshuber and seconded by D. Benoit.

H. Chipman noted that at a previous Senate meeting the principles used for setting the academic Calendar dates had been discussed and he stated that this list assisted the Registrar’s Office and T.I.E. in developing the dates.

The T.I.E. had been asked to review the wording in the first principle and had now done so in order to make it clear that faculty would not be expected to teach outside of normal working hours. Classes would not be scheduled outside of the regular teaching hours as outlined in the faculty collective agreement.

H. Chipman explained that the 12th principle was a new one requested by the International Admissions Office. They had requested that an arrival deadline be provided for international students and the T.I.E. committee was suggesting that the first day of classes be set as the arrival date and be included in the Calendar. He explained that the rationale was that international students arriving late risked setting themselves up for failure or at least difficulty in catching up with the coursework during the term.

H. Chipman pointed out that international students with a Study Visa were required to carry a full load of courses which could compound their problems.

C. Mutlu did not feel that adding a deadline would be helpful and he felt that international students were being singled out. Domestic students were not provided with a deadline.

H. Chipman responded that because there was currently no deadline explicitly stated for international students, they tended to arrive late as a result of various things: travel difficulties, visa delays etc. The consequence of delays had not been spelled out to these students. This would give the International Admissions Office a way to signal to the students that it was important to arrive on time. Should they be delayed, he felt that they could delay their start date to the Winter term if necessary. H. Chipman expected that if a student was a day or two later that would be accommodated.

D. Benoit asked whether this also applied to graduate students.

He asked whether specifying the first day of classes could mean that students chose not to arrive until the first day of classes and wondered what would happen with academic orientation which currently took place prior to classes starting.

H. Chipman expected that this would apply to graduate students. He did not anticipate that orientation activities would be altered.

M. Bishop pointed out that this recommendation had come from the Admissions Office and the International Student Service Centre and that these were the only details provided.

C. Mutlu stated that he studied as an international student and had not seen this sort of rule before. He asked what would happen if an international and a domestic student both missed the first week of classes in either term or in the whole four years of their program. Domestic students were not held to this standard and he felt that this change would make Acadia University less attractive to international students.

He would be voting against the motion.

D. Keefe agreed and felt that the motion should be split into two motions. The wording was problematic because the University wanted international students to arrive earlier than the first day of classes and this might cause students to arrive later than desired.

The Chair suggested dividing the question.

Motion that Item 1 be modified in the ‘Principles for the Preparation of Academic Dates’, as indicated in the attached document. Moved by C. Mutlu and seconded by D. Keefe.

Rationale

1. *The academic calendar identifies the regular hours of the university as follows (pg. 31 of the 2021-22 calendar):*

Course Schedules

The regular hours of the University are Monday to Friday, with classes running between 8:30 a.m. and 10:00 p.m. The University reserves the right to change the times and the academic instructor(s) of a course from those advertised in the official Timetable. A 3-credit course will have a minimum of 36 contact hours.

The modified language seeks to clarify that days other than the regular class meeting days would still fall in the regular hours of the university (i.e. not on weekends).

MOTION APPROVED. THREE ABSTENTIONS.

Motion that Item 12 be added to the ‘Principles for the Preparation of Academic Dates’, as indicated in the attached document. Moved by C. Mutlu and seconded by D. Benoit.

Michael Holmes (International Admissions Office, Admissions Office) requested that the TIE consider establishing an arrival deadline for new international students. Challenges occurring with late arrivals by new international students include:

- *Poor academic performance (missed classes, assignments, office hours with professors, etc.)*
- *Missed orientation (missing important information about Acadia and settlement information).*
- *Arriving without prearranged housing*
- *Lack of social support – orientation is when students often meet their friend group. Late arrivals find it much more difficult to meet friends. Late arrivals also miss the opportunity to participate in clubs, intramurals and other social programming that begins at the beginning of the semester.*
- *Financial issues. Students who arrive late that haven't yet paid for the semester often face financial challenges that are impossible to catch up with. Too many students are arriving relying on paying for their education and housing by working in Canada, without realizing that international students can only work 20 hours per week off-campus. It is obviously not enough to support their tuition and housing. As a result, we have had students facing homelessness and food insecurity, causing students to rely on financial resources from the university, which are very limited.*

We are proposing that new international students must be on campus no later than the first day of classes in any given semester, and our primary rationale for doing so is to ensure the best chance of success for our students and to avoid the above issues.

Furthermore, the TIE committee identified the additional constraints that students on study visas face, including requirements that they be on-campus and carry a full load of courses. Students performing poorly in courses will not be able to drop the courses and still meet their visa requirements.

C. Mutlu felt that this discriminated against international students and did not apply to all students.

D. Benoit was also against the motion. He noted that it did not get students to Acadia sufficiently early and pointed out that an international student coming from Maine, USA, was rather different from an international student coming from India.

D. Benoit recommended that this be sent back to M. Holmes pointing out that it was important to have strong language in the recruitment or admissions literature to impress upon students that they must arrive at Acadia early.

D. Keefe was in favour of stating something like “all students are expected to be on campus no later than the first day of classes”. This would apply to all students and could provide a little flexibility.

The Chair stated that if the Senate rejected this motion, the T.I.E. committee would still be informed from the discussion and may choose to bring another proposal to Senate that was more inclusive.

MOTION FAILED. SEVEN ABSTENTIONS.

H. Chipman agreed to carry out further discussions with the T.I.E. committee and the International Admissions Office.

The Chair thanked H. Chipman for attending.

D. Looker asked that more detail be included in the earlier sections of Senate agendas so that it was clearer what the motions included when reading agendas and minutes.

The Chair stated that she and the Recording Secretary would put some thought into how to incorporate this request for future agendas.

3) Motion that all curriculum proposals submitted by the faculties and reviewed by the Senate Curriculum committee (Administrative) be approved.

The Chair stated that she had received a message from the Curriculum committee at the beginning of Senate noting that the motions from the Curriculum committee had not appeared as two separate motions on page 1 of the agenda. She noted that there were in fact two motions, and they would be treated as two separate items.

Motion that all curriculum proposals submitted by the faculties and reviewed by the Senate Curriculum committee (Administrative) be approved. Moved by K. Pinder and seconded by L. Robinson.

K. Pinder stated that the report from the Curriculum committee described the way in which the work had been carried out this year and included a summary of all of the proposed changes to curriculum. K. Pinder noted that the detailed curriculum change forms had also all been made available to Senators.

K. Pinder reported that the Curriculum committee members had contacted programs if there were any minor clarifications needed and these would be communicated to S. Singleton in the Registrar’s Office. K. Pinder thanked everyone who had been involved in the process and noted that there had been over 600 pages of curriculum changes this year.

M. Corbett agreed that this had been an enormous task with 245 proposals.

MOTION CARRIED. TWO ABSTENTIONS.

4) **Motion that the Curriculum proposals submitted to the Senate Curriculum Committee (Administrative) by the Senate Curriculum committee (Policy) be approved as emergency solutions to problems posed by the Colleague system, and that approval of these proposals does not set a precedent for the process of proposing future curriculum changes.**

Motion that the Curriculum proposals submitted to the Senate Curriculum Committee (Administrative) by the Senate Curriculum committee (Policy) be approved as emergency solutions to problems posed by the Colleague system, and that approval of these proposals does not set a precedent for the process of proposing future curriculum changes. Moved by K. Pinder and seconded by S. Currie.

K. Pinder explained that the Curriculum committee had worked hard to follow policy as far as was possible while at the same time not interfering with a program's ability to make decisions about its curriculum.

The committee was proposing to delete 4996 (Thesis course) across the Calendar and replace this with 407T and 408T which would allow students to complete their thesis without being forced to pay overload fees which would be the case if it was left as a 6 hour credit in the new Colleague system. This proposal came from the Curriculum Committee (Policy) directly rather than from individual units and up through the Faculty Councils. As this was a universal change the committee reached out to all programs offering thesis courses to ensure that they understood that this was a change being made on their behalf. Some programs were pleased with this approach. Other programs felt that these changes needed to come from the unit up and they were concerned that this shift in procedure could be seen as an opportunity in future to effect curriculum changes in a different manner.

K. Pinder noted that one academic unit had voted against approving these proposals. The proposals had not been presented to Faculty Councils.

The Chair noted that if Senate approved this motion it would not set a precedent for future curriculum changes to be handled in this manner due to the nature of the wording provided in the motion.

K. Pinder agreed that this was the case.

M. Corbett agreed that guidance would come in the form of the debate at Senate.

S. Currie thanked the Curriculum committee for all of the work. She noted that 1.5 years earlier the Curriculum Committee (Policy) visited Heads, Directors, and Coordinators meetings to discuss this issue and seek possible solutions for the Honours Thesis as a result of changes needed in the Colleague system. This was discussed in the Faculty of Science and members of Science Heads and Directors understood that there would be an omnibus motion made to reflect required change. She was in favour of the motion.

A. Quema stated that the unit that had voted against this was English and Theatre, following a careful process of consultation. The unit felt that the problem affected all 6 credit hour courses and it was felt that although these courses posed problems for the Colleague system, this was resulting in a reorganisation of the curriculum. A. Quema stated that a decision had been made without sufficient consultation. She had felt that a precedent could be

created but was pleased to see an acknowledgement in the wording of the motion, of the potential way in which the process could be affected in the future. It was important to keep reaffirming Senate as the seat of academic decisions and she felt that Senate needed to follow proper process beginning from the ground up.

V. Provencal suggested that a precedent had been set. He stated that Colleague had necessitated these changes and in his view Colleague did not suit or serve the policies and process that Acadia already had in place. He was also concerned that Colleague would be used to create timetables. This was intrusive and might not allow a department the ability to organise courses around what the students most needed. V. Provencal saw this as a bureaucratic imposition upon faculty and he was concerned that this procedure pushed aside the normal method for bringing forward curriculum change. V. Provencal was against the motion and felt that once passed, this would create a precedent for the future. He felt that there should be a workaround in the Colleague system.

D. Seamone agreed. She felt that there could be changes in the Colleague system that could be made to better facilitate the pedagogical interests and programs of units.

M. Adam referred to earlier discussions in December at Senate with respect to six credit hour courses and noted the reluctance to make these changes in order to meet the system needs. He noted that it could be a year before he could tell whether the changes would meet the system needs.

D. Benoit spoke in favour of the motion. He stated that in 2019/2020 the Heads and Directors had met to discuss the way in which the Colleague system implemented courses. It was obvious that courses would need to be accounted for in a different manner. D. Benoit felt that the EDEN system had allowed Acadia to do all sorts of system things that should not have been done whereas the new system would ensure that Acadia did only what was in the Calendar.

D. Benoit stated that pedagogy associated with a six credit hour course would not need to be altered, only the accounting of the six credit hours needed to be altered. He did not feel that his faculty had any concerns about the accounting change for the thesis course and he was quite happy with the action taken by the Senate Curriculum committee (Administrative).

K. Pinder appreciated the responses that she had received from units, positive and negative. She noted that if the change was not made students would be charged for an overload.

President Ricketts spoke in favour of the motion. He noted that this really was a housekeeping approach that would allow units to continue to offer full year courses. Because all thesis course numbers were the same it made sense to offer this as an omnibus motion.

President Ricketts stated that every institution that had adopted a new system such as this had worked through the same challenges. Various systems existed

and they all used one term to define a course. He noted that he had been at Dalhousie when they adopted the Banner system and similar debates occurred at that time. There had been concern that full year courses would end but this had not been the case.

MOTION CARRIED. FIVE AGAINST.

C. Mutlu asked why the voting poll was anonymous and wanted to see how Senators voted reflected in the poll results. He felt that historically this had been the case at Senate unless there was a request for an anonymous vote.

M. Bishop stated that this was not intentional and that this was a default that came up when he created a poll on Teams. M. Bishop agreed to see whether votes could be shown again in the future.

The Chair thanked K. Pinder and M. Corbett for all of their work on the Curriculum Committee, and thanked M. Corbett for attending as a guest.

5) Approval of the Minutes of January 10th, 2022

Motion to approve the minutes of January 10th, 2022. Moved by D. Rice and seconded by K. Pinder.

MOTION TO APPROVE THE MINUTES CARRIED.

6) Approval of the Minutes of January 26th, 2022

Motion to approve the minutes of January 26th, 2022. Moved by President Ricketts and seconded by V. Provencal.

MOTION TO APPROVE THE MINUTES CARRIED. TWO ABSTENTIONS.

7) Announcements:

From the Chair

The Chair announced the guests that had attended Senate: H. Chipman and M. Corbett. Regrets had been received from G. Saleski, M. Robertson, A. Robbins and P. Leonard. R. Murphy would be arriving late.

From the President

President Ricketts reported that a fund had been set up to raise money to support students coming from war-torn countries and that an announcement had been circulated. He noted that the situation in Ukraine had brought this to everyone's attention but recognised that there were horrific events taking place in various parts of the world.

President Ricketts reported that seven students were currently isolating with Covid which was a significant drop from the numbers one month ago.

From the Provost and VPA

D. Keefe highlighted the program developments detailed in his written report. MPHEC had now approved the modifications to the B.Ed. degree program.

D. Keefe reported that MPHEC had also given approval for the Master of Applied Kinesiology with conditions. The first cohort of students would start in September 2023. D. Keefe acknowledged the amount of work that went into preparing these applications and congratulated the Schools involved.

**Associate Vice-President
Research and Dean of
Graduate Studies**

A. Redden announced that the new deadline for applications for Article 25.55 funding would be April 1st, 2022.

V. Provencal asked whether travel was now permitted to be included in the application for 25.55.

A. Redden confirmed that travel could now be included in the application. She also stated that there would be a round of SSHRC Institutional Grants announced during the next month, and that the Harrison McCain Foundation grants would be coming available.

**President of the Acadia
Student Union**

M. Cyr reported that the ASU was helping students to transition back to classes as many were feeling overwhelmed and stressed. Elections were underway.

The Chair asked when M. Stanbrook had finished the ASU Presidency and when G. Salesky has begun the Presidency. M. Cyr stated that M. Stanbrook had resigned at the end of January 2022. G. Salesky assumed the Presidency at that time and would continue in the position until the end of April.

**College of Divinity and
Faculty of Theology**

There were no announcements from the Acadia Divinity College.

8) New Business:

**a) Motion from the
Graduate Committee to
approve the proposed
modification to EDUC
5066**

Motion from the Graduate Committee to approve the proposed modification to EDUC 5066. Moved by T. Surette and seconded by J. Dymont.

T. Surette explained that this curriculum change had been submitted in the Fall of 2021 but that the description of the course was over 60 words at the time. This had now been rectified and the proposal had already been approved by the School Council and the FPS Faculty Council.

MOTION CARRIED UNANIMOUSLY.

**b) Motion from the By-Laws
Committee that Senate
approve an amendment
to incorporate changes in
University
administration/organizat**

Motion from the By-Laws Committee that Senate approve an amendment to incorporate changes in University administration/organizational structure in Senate Constitution and B-Laws. Moved by I. Semenenko and seconded by G. Wooden.

ional structure in Senate Constitution and B-Laws.

The Chair reminded Senators that this item had been on the January Senate agenda as a Notice of Motion.

I. Semenenko noted that this was an administrative change that would bring the By-laws in line with administrative changes that had been made at the University level. Inconsistencies were now addressed.

MOTION CARRIED UNANIMOUSLY.

c) Call for Nominations to replace Senator vacancies on the Nominating Committee

The Chair noted that this item always appeared on the agenda of the March Senate meeting and asked the Registrar whether he had anything to add.

The Registrar had nothing to add.

d) Call for Nominations for Senate and Senate Committee Vacancies

The Chair noted that this related to nominations that would go to the Nominating Committee for Senate positions such as the Chair, Deputy Chair, Senate Executive faculty representatives, Senate Lay Persons, and members of other Senate sub-committees. The Chair asked A. Quema, Chair of the Nominating Committee, whether she had anything to add.

A. Quema had nothing to add.

9) Question Period for the President and the Provost and Vice-President Academic

D. Seamone asked if there had been any progress regarding the reinstatement of acadia-fyi, noting that conversations were continuing amongst faculty and staff who missed this forum. She noted the lack of a sense of community without the existence of acadia-fyi.

President Ricketts asked C. Callbeck to comment.

C. Callbeck stated that acadia-fyi was a component of Acadia's communications and that he had asked the Communications department to prepare a comprehensive communications strategy for the University and that email listservs such as acadia-fyi would be addressed in this overall strategy. He drew attention to the Acadia Bulletin Board that had been set up on Teams by A. Kieft.

The Chair pointed out that she had set this up as an independent member of the Acadia community in January and that it was not related to her role as Senate Chair. It was an initiative to try to meet some of the community needs that had previously been met by the acadia-fyi listserv. She posted the Teams link to the Acadia Bulletin Board in the meeting chat for people to join if they were interested and for inviting others if they wished.

D. Seamone asked who would be represented on the Communications team as they developed the communications strategy, and whether faculty, staff and community would be consulted. The Acadia Bulletin Board did not fill the gap that acadia-fyi had left.

C. Callbeck had not solicited input and stated that this was a high level communications strategy for the University. He suggested that the Employer was responsible for providing a non-threatening work environment.

D. Seamone pointed out that this would not solve the absence of acadia-fyi.

C. Callbeck agreed. He stated that whatever went out under the University umbrella was the responsibility of the University as an Employer.

D. Looker pointed out that acadia-fyi had been shut down in November and that it was now March. She pointed out that four months was a long period and noted that it did not take that long to set up a monitored discussion group.

D. Looker was concerned at the lack of progress and commented that this was an important issue. It was critical that initiative be taken and she urged the Administration to move quickly. Having gone through two years of pandemic restrictions during which time it was not possible to meet with each other, ensuring that the community feel of Acadia could continue meant that finding alternatives to acadia-fyi were essential.

M. Adam thanked Senators for discussing this. He was concerned about a communications strategy that controlled all communication coming from the University community. He noted that communications from the University during the recent strike suggested that they represented Acadia, but that no one was able to respond to these, or to question their content. These communications were read by people external to the University.

M. Adam felt that acadia-fyi could easily be moderated and noted that this was a huge loss.

President Ricketts stated that during labour relations communications came from both the University and the Union.

President Ricketts suggested that it would take a lot of time for someone to moderate a listserv such as acadia-fyi. He referred, as he had in the past, to Institutional liabilities. He stated that one alternative was a Teams site which was unobtrusive and allowed people to join if they wished to. Comments could be made on a forum such as the Acadia Bulletin Board.

M. Adam pointed out that the labour relations communications from the University were sent to the whole campus and appeared to follow a different set of rules. He asked what was now controlling employee communication on campus. Faculty no longer had the ability to circulate large scale emails.

The Chair stated that one element of acadia-fyi that should be easy to manage or moderate would be announcements of events on campus such as seminars, readings, concerts, and shows. Currently, the Deans were circulating this information when asked, but that did not seem to be good use of their time. She also noted that the number of notices circulated for these types of events had been greatly reduced. The Chair asked C. Callbeck to recognise that these types of events were a core part of the University environment and culture and needed to be central to any communications strategy.

C. Callbeck agreed that this was a component of the communications strategy.

A. Quema agreed with the Chair's comment regarding events and noted the 'Authors of Acadia' series which needed to be communicated to the campus.

10) Other Business

There was no other business.

11) Adjournment

Motion to adjourn the meeting at 6:03 p.m. Moved by V. Provencal.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Senate Curriculum Committee (Administrative)

2021-2022 Curriculum Change Proposals

Report to Senate

4 March 2022

Committee Members: Mark Bishop (Registrar), Shawna Singleton (Associate Registrar), Roxanne Seaman (Chair SCC Policy), Heather Saunders (Library), Sonia Hewitt (FA), Kait Pinder (Co-Chair, FA), Igor Semenenko (FPS), Michael Corbett (Co-chair, FPS), Andrew Mitchell (P&AS), Rob Raeside (P&AS), Chris Killacky (Theology), Student Rep (position currently unfilled)

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Overview

The number of curriculum proposal submitted by faculties for consideration by the Senate Curriculum Committee (Administrative) is summarized below:

Type of Proposal	Faculty			Total
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	6	5	12	23
Course Deletion (Form 2)	6	4	10	20
Course Modification (Form 3)	24	55	91	170
Program Modification (Form 4)	6	14	8	28
New Program (Form 5)	1	2	0	3
Totals:	43	80	121	244

The Senate Curriculum Committee – Administrative also received curriculum change forms from the Senate Curriculum Committee – Policy.

Type of Proposal	
New Course (Form 1)	1
Course Deletion (Form 2)	1

Curriculum proposals were sent to the Senate Curriculum Committee – Administrative (SCCA) by Nov. 26, 2021. A summary listing of all proposals submitted follows, with the complete forms for all proposals available within the “Files” section of the Senate TEAM. Within the “Files” section a master file is provided for each Faculty (Arts, FPAS, and FPS).

Compilations of proposals by Faculty were distributed to members of the committee for review in advance of meetings held on December 7, 2021 and January 4, 2022. During these meetings, each proposal was discussed, resulting in one of the following actions: (i) proposals were deemed acceptable as submitted; (ii) proposals were edited by the committee during the meeting to catch minor, non-substantive oversights in completing forms (e.g. grammatical errors, course mis-numbered, numbers of characters in title, etc.); or (iii) proposals were designated as requiring clarification through consultation with the Director or Head of the relevant academic unit.

All instances requiring consultation with academic units have now been resolved. In turn, the Co-Chairs have and will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2022/23 Calendar and within Colleague, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

The implementation of the Colleague System has required a number of changes to courses across faculties. This year, on behalf of all programs offering undergraduate thesis courses, the SCC – Policy has proposed that XXXX-4996 be deleted and replaced with two new courses: XXXX-407T and XXXX-408T, to be linked in Colleague. In submitting the proposed deletion of 4996 and creation of 407T and 408T for Senate’s approval, the SCCA would like to highlight the unusual process by which these proposals were received by the SCCA. Usually, curriculum change proposals are approved by programs and Faculty Councils before reaching the

SCCA and eventually Senate. We have done our best to ensure that each program is aware of these changes and that each has had a chance to register their concerns, support, or objections with the SCCA. To this end, Heads and Directors of each program were contacted by members of the SCCA and asked to provide feedback by January 14. To our knowledge, the proposed changes have not been approved by the Faculty of Arts Council, the Faculty of Pure & Applied Science Council, or the Faculty of Professional Studies Council.

Our consultation indicated that while many units have been grateful that the SCC–Policy has made these proposals on their behalf, others have felt the normal process for proposing curriculum changes must be upheld (i.e., that curriculum change proposals move from programs, through faculties, to Senate). One unit (English & Theatre) has voted in a unit meeting *not to accept* the proposed deletion of 4996 and creation of 407T and 408T. Others have communicated their alarm and concern that the process of proposing curriculum changes has been modified because of changes required by Colleague. On January 28, the SCCA met to discuss the best process for presenting the proposed changes to Senate.

The SCCA would like to underline that the process by which the proposed deletion of 4996 and creation of 407T and 408T were submitted to the SCCA should not set a precedent for the process by which future curriculum changes are proposed. Additionally, we ask for Senate’s guidance on whether Senate can approve curriculum changes that affect a program that has rejected the proposal and that have not been presented and accepted at the relevant Faculty Councils.

Motions

1. That all curriculum proposals submitted by the faculties and reviewed by the Senate Curriculum Committee (Administrative) be approved.
2. That the curriculum proposals submitted to the Senate Curriculum Committee (Administrative) by the Senate Curriculum Committee (Policy) be approved as emergency solutions to problems posed by the Colleague system, and that approval of these proposals does not set a precedent for the process of proposing future curriculum changes.

Summary Listing; Proposals for Curriculum Changes 2022/23

Faculty of Arts

Category 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.

A. ECONOMICS

1. *New Course Proposal*
 - a. ECON 2883 ‘Contemporary Economic Issues’
 - b. ECON 3533 ‘Economics and Personal Finance’

B. ENGLISH & THEATRE

1. *Modification to existing course*
 - a. THEA 2853 'Theatre Movement 1': change to course description
 - b. THEA 2863 'Theatre Movement 2': change to course description
 - c. THEA 3853 'Theatre Movement 3': change to course description and pre-requisite
2. *New course*
 - a. THEA 4613: 'Digital Theatre'

C. ENVIRONMENTAL AND SUSTAINABILITY STUDIES

1. *Modification to an existing course*
 - a. ESST 4003 'ESST Capstone': change in course description.

D. HISTORY AND CLASSICS

1. *Modification to existing course*
 - a. CLAS 3813 'Ancient Greece and Rome in Film': change in calendar description
 - b. GREE 2013 'Intermediate Greek 1': change in course number – from GREE 2006 – and weight
 - c. HIST 1533 'Britain in World History to 1707' : change in calendar description and ante-requisite (fewer than 60h)
 - d. LATI 2013 'Intermediate Latin 1' : : change in course number – from LATI 2006 – and weight
2. *Program modification*
 - a. Classics – description of the program is being updated to reflect its current shape and remove outdated language.
3. *New course*
 - a. GREE 2023 'Intermediate Greek 2'
 - b. HIST 2653 'Law and Life in Medieval England'
 - c. LATI 2023 'Intermediate Latin 2'
4. *Course deletions*
 - a. GREE 2006 'Intermediate Greek'
 - b. HIST 1103 'Introduction to Western Civilization 1'
 - c. HIST 1113 'Introduction to Western Civilization 2'
 - d. HIST 3163 'Total War and Social Change, 1870-1945'
 - e. HIST 3503 'Germany since 1870'
 - f. LATI 2006 'Intermediate Latin'

E. LANGUAGE AND LITERATURES

2. *Modification to existing course*
 - a. FRAN 1113 'Basic French 1': change in calendar description and prerequisite
 - b. FRAN 1123 'Basic French 2': change in calendar description and prerequisite
 - c. FRAN 1213 'Intermediate French 1': change in calendar description and prerequisite
 - d. FRAN 1223 'Intermediate French 2': change in calendar description and prerequisite
 - e. FRAN 1613 'Intermediate French for Immersion Students 1': change in calendar description and prerequisite
 - f. FRAN 1623 'Intermediate French for Immersion Students 2': change in calendar description and prerequisite
 - g. FRAN 2013 'Français avancé, niveau 1': change in prerequisite
 - h. FRAN 2023 'Français avancé, niveau 2': change in prerequisite

- i. SPAN 1113 'Intermediate Spanish 1': change in course number, level, and prerequisite; was SPAN 213
 - j. SPAN 1123 'Intermediate Spanish 2': change in course number, level, and prerequisite; was SPAN 2023
3. *Program modifications*
- a. French: change to preamble in calendar description

F. POLITICS

1. *Modifications to existing courses*

- a. POLS 3203 'Politics in Atlantic Canada': change in calendar description and level; was POLS 4203
- b. POLS 3893 'European Politics': change in title and calendar description

G . SOCIOLOGY

1. *Modifications to existing courses*

- a. SOCI 2013 'Thinking Through Society': change in title and calendar description
- b. SOCI 2413 'Indigeneity and Sociology': change in title and calendar description.
- c. SOCI 3013 'Contemporary Social Theory: Sociology in the Now': change in title and calendar description
- d. SOCI 3093 'Social Thought: Continuity, Divergence and Intersection': change in title and calendar description
- e. SOCI 3113 'Qualitative Research Methods': change in title and calendar description

Category 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.

A. ENGLISH AND THEATRE

1. *Program modification*

- a. Modification to the Theatre program, Production stream: adding THEA 4613
- b. Modification to the Theatre program, Performance stream: adding THEA 4613

B. ENVIRONMENTAL AND SUSTAINABILITY STUDIES

1. *Program modification*

- a. Making ENVS 1013 'Introduction to Environmental Science 1' a core course for majors and moving ESST 2013 'Environmental Justice and Equity' from the 'core concentration' list to the core list, a requirement for all majors.

C. LANGUAGES AND LITERATURE

1. *Program modification*

- a. German: adding GERM 2513 and GERM 2523 to 'Program Requirements'

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

- **New Program Proposal:** Faculty of Arts and Faculty of Pure and Applied Science: Science, Technology, and Ethics (STE) – included in the FPAS files for Senate review
New Program Proposal: Law and Society (LAWS)

Law and Society is an interdisciplinary program bachelor's degree program that examines the theory, practice, and social consequences of law through a variety of research methods and modes of analysis. The program will teach students to think critically about the law, legal systems both in Canada and abroad, and how the law intersects with pressing political, economic, environmental, and social issues.

Because this program proposal is complex and requires external approval, the previous SCCA Chair agreed to accept the more detailed MPHEC proposal in lieu of Form 5. This proposal is available to interested Senators in Sharepoint.

Faculty of Pure and Applied Science

Modification to a Program

- All BSc programs are changing the minor from 12hr to 18hr.
- A large number of minor changes to program language are being made to reflect the changes in the Statistics course sequences put forward by Math & Stats.

New Program Proposals (Form 5: New Program Non MPHEC)

- FPAS is proposing **two new multidisciplinary minors**, one in *Science, Technology and Ethics* and one in *Health Sciences and Humanities*. Both are 24h minors (consistent with the multidisciplinary minors in the Faculty of Arts), and both would draw equally from the Faculty of Arts (12h) and the Faculty of Pure and Applied Science (12h). As the minors were developed, the committees met with the Dean of Science, and the Dean and Assistant Dean of Arts for initial approval and suggestions. This process was followed by submitting the minors to the Heads, Directors and Coordinators of the academic units that have courses listed as electives. The proposed new minors were also submitted to the FPAS and FA Curriculum Committees.
 - *Science, Technology, and Ethics:* This minor is intended to provide both Arts and Science majors with the background to understand complex, emerging issues in science and technology with both an increased scientific literacy and a foundation in the ethical implications of advancements in these fields. The minor was developed by Glenys Gibson (Biology) and Anna Wilks (Philosophy).
 - *Health Sciences and Humanities:* The proposed minor will help guide students to courses that are required for many health-related professional schools. Students will be able to focus on their chosen discipline (e.g., Chemistry) but also, will have the *Health Sciences and Humanities* minor on their transcript, of benefit when they are applying to health-related professional programs. If approved, the minor will be available to majors in Arts and in Sciences. The minor was developed by Glenys Gibson, H  l  ne d'Entremont and Melanie Coombs (Biology).

SCHOOL OF ENGINEERING

New Course Proposal

- APSC 3553: Project Management & Leadership

BIOLOGY*New Course Proposal*

- BIOL 2173 Research Skills in Biology. This new course would allow 2nd year students to learn basic research skills by assisting (6h/wk) Masters students or faculty with an existing research project.

Course Modifications

Course	Calendar description	Pre-requisites, etc.
BIOL 2013 Cell & Molecular Biology	Updated to reflect current content.	
BIOL 3373 Aquatic Ecology	Updated to reflect current content.	Pre-requisites- small change
BIOL 3553 Immunology	Updated to reflect current teaching practice	
BIOL 3613 Principles of Genetics	Updated to reflect current content	Anti-requisite removed (course no longer offered)
BIOL 3623 Molecular Genetics and Genomics	Updated to reflect current content	Pre-requisites simplified
BIOL 3633 Topics in Cell Biology	Updated to reflect current content	
BIOL 4253 Applied Statistical Modeling	Updated to reflect current content	Pre-requisites - small change
BIOL 5253 Applied Statistical Modeling	Updated to reflect current content	Changed

Program Modifications

- *Health Sciences Option*. FPAS has revised the existing Health Sciences Option (last revised in 2015). Revisions include minor changes to the courses listed as electives, to bring the option into alignment with current course offerings.

CHEMISTRY*Modification to an Existing Course*

- Changes to course description for CHEM 1053. We removed the line “cannot be used for major or minor credit” so that it can be included in new multidisciplinary minors. We also updated the course description to reflect the content that is currently taught.

Modification to a Program

- We changed the minor from 12 to 18h, and specified 6h at the intro level plus 12h at 2000 level and higher. CHEM 1053 cannot be used.
- We are updating the program description for the Chemistry first and second major degrees to more clearly define what courses can be used. No changes are being made to the degree requirements, only clarifying the language around what courses can count, which was made necessary by the change to the CHEM 1053 course description in 1.
- Modification to our major program to add COOP 1902 as satisfying our lab hours requirement.

Jodrey School of Computer Science

Overarching notes:

- MATH replacing M2233 with M1253 needed to be updated in all of our degrees.
- MATH added a new course (M2253) which is now a valid option anywhere M2243 is allowed.
- Previously, we had allowed students to use M1333 as a replacement for M1323, and M1313 as a replacement for M1413. This was in some of our course requirements but not all. We have added this change to all the required courses to make things work easier with the new system and to be consistent.

Proposed Modifications to an Existing Course

- COMP 3123 – change in pre-requisites
- COMP 3343 – change in pre-requisites
- COMP 3403 – change in pre-requisites
- COMP 3413 – change in pre-requisites
- COMP 3503 – change in pre-requisites
- COMP 3553 – change in pre-requisites
- COMP 3613 - change in pre-requisites
- COMP 3703 - change in pre-requisites
- COMP 3753 - change in pre-requisites; updated spelling of “database”
- COMP 4343 – change in pre-requisites

Details on course changes:

Course	M1413 or M1313	M1323 or M1333	Stats changes	Other changes / Notes
COMP 3123	X		X	
COMP 3343		X		
COMP 3403		X		
COMP 3413	X		X	
COMP 3503		X		
COMP 3553	X		X	
COMP 3613	X	X	X	
COMP 3703		X		
COMP 3753	X			Changed “Data Base” to “Database” in the title.
COMP 4343	X			Removed M1323, as it was already required for another pre-req

Proposed Modification to a Program

- **BACS:** removed M2233, added M1253, changed Data Analytics option to allow M2253; Several of the BACS degrees had a “Permission of the School” requirement. These courses were usually just electives that applied to the degrees in question. Over the past few years, it has become increasingly clear that most any course works in this category, so we are removing the “Permission of the School” courses and aligning them with the base BCS degree by shuffling the courses into other categories.

- **BACSH:** removed M2233, added M1253, changed Data Analytics option to allow M2253.
- **BCS:** removed M2233, added M1253, changed Data Analytics option to allow M2253.
- **BSch (Computer Science):** removed M2233, added M1253, clarified that either was either M1253 or M2213/M2223.
- **Data Science Option for the BSc:** Removed M2233, added M1253, clarified that M2253 was also an option.

EARTH AND ENVIRONMENTAL SCIENCE

Course Deletion

- **ENVS 1643:** This course has not been taught on campus since 2010 and was retained only as an Open Acadia course until 2015. There are no plans to offer it again. It is not needed for any of our program offerings.

Modification to an Existing Course

- Modification of ENVS 1013 to permit ENGO and ESST majors to register. As of 2022 this will be a required course for both these programs.

Modification to a Program

- **BSc & BSch Environmental Science:** Modification of the ENVS programs to state that 6 courses are required at the 3000 or higher level (as required by MPHEC).
- **BSc & BSc H Geology; BSc double major (Geol as first major):** Modification of the GEOL program to state that 6 courses are required at the 3000 or higher level (as required by MPHEC).

MATH & STATS

New Course Proposal

- MATH 1253: Statistics I

Modification to an Existing Course

- MATH 3803: Fundamentals of Long-Term Actuarial Mathematics – change in title, calendar description, pre-requisites
- MATH 3813: Fundamentals of Short-Term Actuarial Mathematics – change in course title, calendar description
- MATH 3823: Investment and Financial Markets – change in course title, calendar description
- MATH 4803: Advanced Long-Term Actuarial Mathematics – change in course title, calendar description
- MATH 4813: Advanced Short-Term Actuarial Mathematics – change in course title, calendar description
- MATH 2253: Statistics II for Science – change in course number and title, calendar description, prerequisites, course level
- MATH 2243: Statistics II for Life Science – change in calendar description, prerequisites
- MATH 2213: Applied Probability for Science and Engineering – change in prerequisites
- MATH 2223: Applied Statistics for Science – change in prerequisites
- MATH 3233: Regression – change in prerequisites
- MATH 3253: Nonparametric Statistical Inference – change in prerequisites
- MATH 3263: Sampling Theory – change in prerequisites

- MATH 3273: Design and Analysis of Experiments – change in prerequisites
- MATH 3283: Time Series – change in prerequisites
- MATH 3293: Statistical Learning - change in prerequisites
- MATH 1003: Precalculus – change in course number and title, calendar description, course weight, course level
- MATH 1013: Introductory Calculus 1 – change in prerequisites
- MATH 1323: Matrix Algebra – change in prerequisites
- MATH 1333: Introduction to Linear Algebra – change in prerequisites

Course Deletion

- MATH 1213: Statistics for Business and Behavioural Sciences I – course is being replaced by MATH 1253
- MATH 2233: Statistics for Life Sciences 1 – This course and MATH 1213 are being replaced by a new single 1000-level Statistics I course (MATH 1253)

Modification to a Program

- **Double Major: Mathematics and Statistics as Second Major:** This proposal will allow alternative pathways for students in this program to complete the statistics requirement for the second major, allowing different options in place of the Math 2213/2223 sequence.

NUTRITION AND DIETETICS

New Course Proposal

- NUTR 4313: Applied Sports Nutrition 1
- NUTR 4323: Applied Sports Nutrition 2

Course Deletion

- NUTR 4306: Applied Sports Nutrition - Six credit course is being deleted and replaced with two 3 credit courses (Nutr 4313 and 4323), because of the new Colleague system.

Modification to an Existing Course

- NUTR 1333: Food 1 – change in title (from Food Commodities 1)
- NUTR 1343: Food 2 – change in title (from Food Commodities 2)
- NUTR 2023: Communications in Nutrition and Dietetics – change in title (from Introduction to Communication)
- NUTR 3013: Nutrition and Health Research – change in title (from Introduction to Nutrition and Health Research)
- NUTR 4013: Management in Dietetics 1 – change in calendar description
- NUTR 4023: Management in Dietetics 2 – change in calendar description

PSYCHOLOGY

Modification to a Program

- Changes to the Psychology Core and Program Requirements for ALL Psychology Programs. We are moving the Math & Stats requirements out of the Psychology Core to a program requirement for all programs in psychology. This change is being made to be consistent with other FPAS units who list courses outside the major discipline as a program requirement rather than a core requirement. This

change will also provide clarity when interpreting the new degree audits.

Faculty of Professional Studies

SCHOOL OF EDUCATION – changes in the B. ED Courses and Program

Modification to an existing course

- EDUC 4313 change in course title. Current title is “Teaching Physical Activity and Healthy Living Education 1.” New title is “Teaching Physical Education and Healthy Living 1”
- EDUC 4703 change in course title. Current title is “Teaching Physical Activity and Healthy Living Education 2.” “Teaching Physical Education and Healthy Living 2”

Modification to a Program – Bachelor of Education

Briefly (in one paragraph) outline the nature of the changes you are requesting to your program.

1. Program description: In text describing program, we will remove the ‘four distinct features’ of the program.
2. Eligibility to take courses: Clarity provided that EDUC 4000 level courses are taken only by students admitted to the B.Ed. program, unless permission given by Director.
3. Admissions: In admissions text, we clarify our efforts to diversify representation in the program.
4. Transfer credits: We clarify maximum number of transfer credits (N=12).

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

1. Program description: Modified because those four distinct features do not apply (they were very dated in their focus).
2. Admissions: With a strong commitment to Equity, Diversity, Inclusion and Decolonization (EDID), we are looking to attract, recruit, admit and support more diverse students to our B.Ed. program with a view to graduating teachers who are more representative of the public schooling system in NS.
3. Eligibility to take courses: This additional clause clarifies a longstanding practice in the School whereby only B.Ed. students are allowed to enrol in B.Ed. 4000 level courses. Permission is sought from the Director prior to allowing other students to enrol.
4. Transfer credits: There was no detail regarding transfer credits in the previous calendar and this was something that has been negotiated with the Registrar on a case-by-case basis. We deemed there was merit to placing this explicitly in the calendar.

SCHOOL OF KINESIOLOGY

Summary: There are two main reasons for curriculum changes in SOK: (1) to align the new Colleague course catalog with existing course accessibility and (2) to meet the Athletic Therapy or CCUPEKA accreditation requirements.

#	Course	Modification
1.	BKIN/BKIH AT Option	Requiring KINE 2003, 3343, 4013 and decreasing 9hrs of university electives. Requiring KINE 3500, 3600, 4500, 4600
2.	KINE 3500 KINE 3600 KINE 4500 KINE 4600	Method of tracking the AT Practicum for students in the AT Option.

3.	KINE 1413/1410	Increasing the lab from 1hr to 2hr to meet accreditation standards. Prerequisite Addition: BKIN Students Only Prerequisite deletion: KINE 1013
4.	KINE 2003	Prerequisite Addition: BKIN Students Only, second-year standing. Prerequisite deletion: and higher
5.	KINE 2993	New Course: Personal Health. Prerequisite: This course cannot be counted as credit towards the BKIN/BKIH degree.
6.	KINE 3053	Description Change. Prerequisite Addition: BKIN/BKIH students only. Increasing the lab from 1hr to 1.5hr to meet accreditation standards.
7.	KINE 3173	New Course: Sport and Law. Prerequisite(s): BKIN/BKIH students only.
8.	KINE 3183	New Course: Developing Leadership. Prerequisite(s): BKIN/BKIH students only.
9.	KINE 3193	New Course: Para-Sport. Prerequisite(s): BKIN/BKIH students only.
10.	KINE 3343	Description Change: Prerequisite Addition: BKIN/BKIH Students Only. Prerequisite deletion: Permission of the School of Kinesiology or Instructor
11.	KINE 3383	New Course: Aesthetics of Sport and Dance. Prerequisite(s) BKIN/BKIH, second-year standing or higher.
12.	KINE 3393	Description Change: Prerequisite Addition: BKIN/BKIH (ES&T Option) Students Only and KINE 3343. Prerequisite deletion: Permission of the School of Kinesiology or Instructor
13.	KINE 3433	Title Change. Prerequisite Addition: BKIN/BKIH (AT Option) Students Only. Prerequisite deletion: Permission of the School of Kinesiology or Instructor
14.	KINE 3453	New Course: Positive Youth Development in Sport and Physical Activity: Prerequisite: BKIN/BKIH Students Only and KINE 2433
15.	KINE 3683	Prerequisite Addition: BKIN/BKIH Students Only. Prerequisite deletion: KINE 1113 or equivalent
16.	KINE 4433	Title Change. Prerequisite Addition: BKIN/BKIH (AT Option) Students Only
17.	KINE 4563	Prerequisite Addition: BKIN/BKIH and BCD/BCDH Students Only.
18.	KINE 4633	Change in pre-requisite. Prerequisites: BKIN/BKIH students only, successful completion of all Kine core courses in the 1000, 2000, and 3000 levels or permission of the School of Kinesiology.
19.	KINE 4763	Prerequisite Change: third-year standing.
20.	KINE 4783	Course Deletion
21.	KINE 4853	Prerequisite Addition: BKIN/BKIH (AT Option) Students Only and KINE 3423 with a minimum grade of B.
22.	KINE 4863	Prerequisite Change: Prerequisite(s): BKIN/BKIH students only, 1333 and third-year standing or higher. Students in Athletic Therapy Option cannot receive credit for this course.

		Antirequisite(s): KINE 3413.
23.	KINE 4883	Course Deletion
24.	KINE 1100, 1213, 2033, 2423,	Prerequisite Addition: BKIN Students Only
25.	KINE 1113, 1243, 2433	Prerequisite Addition: BKIN Students Only. Prerequisite deletion: KINE 1013
26.	KINE 2413	Prerequisite Addition: BKIN Students Only. Prerequisite deletion: BIOL 1823
27.	KINE 3100, 3133, 3143, 3153, 3163, 3323, 3373, 3533, 3573, 3663, 3693, 3853, 3883, 4003, 4013, 4083, 4373, 4573, 4593, 4693, 4803, 4823, 4873	Prerequisite Addition: BKIN/BKIH Students Only
28.	KINE 3013, 3213, 3363	Prerequisite Addition: BKIN/BKIH Students Only. Prerequisite deletion: KINE 1013
29.	KINE 2133, 4213, 4233	Prerequisite Addition: BKIN/BKIH Students Only. Prerequisite deletion: Permission of the School of Kinesiology or Instructor
30.	KINE 4193, 4203,	Prerequisite Addition: BKIN/BKIH (ES&T Option) Students Only. Prerequisite deletion: Permission of the School of Kinesiology or Instructor
31.	KINE 3400, 3423, 4843	Prerequisite Addition: BKIN/BKIH (AT Option) Students Only
32.	KINE 3413	Prerequisite Addition: BKIN/BKIH (AT Option) Students Only. Prerequisite deletion: Permission of the School of Kinesiology or Instructor
33.	KINE 181B	Course Addition: Yoga. Prerequisite Addition: BKIN/BKIH Students Only.
34.	KINE 181C	Course Addition: Sledge Hockey. Prerequisite Addition: BKIN/BKIH Students Only.
35.	KINE 182A	Course Addition: Ringette. Prerequisite Addition: BKIN/BKIH Students Only.
36.	KINE 185E	Course Addition: Golf. Prerequisite Addition: BKIN/BKIH Students Only.
37.	KINE 185F	Course Addition: Curling Prerequisite Addition: BKIN/BKIH Students Only.
38.	KINE 176D, 177D, 180D, 184D, 185H, 188B, 276D, 280D, 281D, 282D	Prerequisite Addition: BKIN/BKIH and BCD/BCDH Students Only.
39.	KINE 178A, 181A, 182B, 185A, 185B, 185D, 187A, 188A, 189A, 190A, 190B, 190C, 280S	Prerequisite Addition: BKIN/BKIH Students Only.
40.	BKIN/BKIH (Biology Option)	Reduction in mandatory Biology courses, increase in university electives
41.	KINE 176D, 276D	Prerequisite Addition: BKIN/BKIH and BCD/BCDH Students Only.

Co-requisite: KINE 176D/276D

SCHOOL OF BUSINESS

1. Modification to Existing Course (Form 3)

1.1 Change in Prerequisites only for three courses. *Calendar descriptions with proposed changes 1ghlighted are listed below, curriculum forms to follow.*

Course:	Current Prerequisites:	Proposed Prerequisites:
BUSI 2223 Fundamentals of Finance 1	<i>ECON 1013, ECON 1023, ECON 2613, and MATH 1613 or MATH 1013.</i>	ECON 1013, ECON 1023, ECON 2613 , and MATH 1613 or MATH 1013, and <i>Corequisite: ECON 2613.</i>
BUSI 2513 Operations Management	<i>ECON 1013, ECON 1023, ECON 2613, and MATH 1613 or MATH 1013.</i>	ECON 1013, ECON 1023, ECON 2613 , and MATH 1613 or MATH 1013, and <i>Corequisite: ECON 2613.</i>
BUSI 2733 Organizational Behaviour	BUSI 1703 and COMM 1213, each with a minimum grade of C-	Corequisite(s): BUSI 1703 and COMM 1213, each with a minimum grade of C-.

Rationale

For proposed change of prerequisites to corequisites for BUSI 2733 Organizational Behaviour 1: To make it feasible for students to register in BUSI 2733 during the second semester of the first year of the BBA program, thereby increasing exposure to foundational knowledge of another functional discipline and perspectives of business/management in the first year of the program.

For proposed change of ECON 2613 Empirical Analysis from a prerequisite to a corequisite for both BUSI 2223 Fundamentals of Finance 1 and BUSI 2513 Operations Management: To make it feasible for students to complete ECON 2613 Empirical Analysis during their second year of the program without disrupting their program of study, and thereby lessening the extent to which quantitative analytic courses are emphasized in the first year of the program.

2. Proposed Modifications to Program (Form 4)

2.1 Option to include a minor in areas outside the School of Business for all BBA degree variants

As part of the program of study for BBA students, the proposed modification will allow the non-business and university electives currently specified in all degree variants within the BBA program to be used to complete a minor in an area outside the School of Business (including multi/interdisciplinary areas). Completing a minor will be optional. The proposed calendar description of the option follows.

Minors in areas outside the School of Business

All BBA students have the option to complete a minor in a single subject area or in a multidisciplinary area as part of their degree. The minor must be in subject areas outside the School of Business. A minor consists of at

least 18h for single subject areas and at least 24h for multidisciplinary areas. Students interested in completing a minor should discuss it with their academic advisor and review the requirements for a minor in the relevant academic department. The credit hours to complete a minor are those designated as non-business or university electives in the specification of requirements for various BBA degree variants.

Rationale: Motivate BBA students to consider the potential value of a purposeful focus in their electives. Allow BBA students interested in pursuing a disciplinary focus in their non-business and university electives to have this aspect of their program of study formally designated as a minor. Respond to the Acadia 2025 objective to enhance opportunities for interdisciplinary programs of study.

2.2 Adjust numbering of degree requirements for BBA with Major in English, BBA with Major French, BBA with Major German and BBA with Major in Spanish

For 2021/22, 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) was dropped for 4 of 6 majors in the BBA program, and for the general BBA degree (no major). This change required adjusting how degree requirements were clustered and numbered. The adjustment was missed in the forms submitted for BBA with Major in English, BBA with Major French, BBA with Major German and BBA with Major in Spanish.

SCHOOL OF MUSIC

Course Deletions

8 courses in total. Courses that are not relevant in our curriculum in its updated form, have not been offered for years, or are covered in other courses within the curriculum.

New Course

Practicing Music (MUSI 1823) – This course is a new and exciting addition to our first year School of Music core courses that position our students uniquely with tools and research to inform their work habits throughout their career.

Program Modification

The Colleague system has created many course number and name changes to many of our courses that act as pre-requisites to our different degrees and certificate. There has been no structural change to any part of our program but our modification has to reflect the course name/number changes done to meet the new course system. A small update in our program description has also happened. This is to better describe the offerings in our current program offerings.

Course Modifications

The School of Music proposed 55 course modifications, 8 course deletions, 1 new course and one program modification and provided the following summary rationale:

Our course modifications exist in the following categories:

1) 6 credit courses split into two 3 credit courses.

- a. MUSI 2106 Theory,
- b. Principal Applied lessons MUSI 1666-4666

2) Three 3 credit course offerings offered as full year courses adjusted to meet the Colleague naming/delivery capabilities.

- a. Applied 30-minute lessons taken across the year now turned into two courses linked as required co-requisites. (MUSI 16C0-46C0 and MUSI 16C3-46C3)
- b. Comprehensive Keyboard renamed as two courses linked as required co-requisites, MUSI 181A, MUSI 181B.
- c. Playing and Hearing Music 1 renamed as two courses linked as required co-requisites, MUSI 169A, MUSI 169B

3) All other modifications address the changes to pre-requisite and co-requisite requirements that these course modifications in numbers 1 and 2 have created across our curriculum.

COMMUNITY DEVELOPMENT

1. Course Modifications:

- a. CODE 1043 Communications & Professional Skills – updates to course description
- b. CODE 3613 (which will become 2613) Facilitation & The Art of Gathering – updated course name and course description
- c. CODE 3623 International Community Development – updates to course description

2. Degree Modifications:

- a. Two courses have moved from electives into mandatory core courses. This addresses a key skill gap. CODE 2613 Facilitation and CODE 3853 Diversity, Equity and Social Justice are now mandatory.

Senate Curriculum Committee – Policy on behalf of all units offering Honours Thesis

New Course Proposal

- XXXX-407T Honours Thesis 1 & XXXX 408T Honours Thesis 2 –courses to replace XXXX 4996: Honours Thesis

Deletion

- XXXX 4996: Honours Thesis – “The new ACE system does not permit courses that span 2 terms”

Motion from the Graduate Curriculum Committee to approve proposed modification to EDUC 5066
(circulated separately)

Motion from the T.I.E. Committee

Suggested motion and rationale for the proposed modifications of the “Principles for the Preparation of Academic Dates”

Motion: that item 1 be modified, and item 12 be added to the “Principles for the Preparation of Academic Dates”, as indicated in the attached document.

Rationale

1. The academic calendar identifies the regular hours of the university as follows (pg. 31 of the 2021-22 calendar):

Course Schedules

The regular hours of the University are Monday to Friday, with classes running between 8:30 a.m. and 10:00 p.m. The University reserves the right to change the times and the academic instructor(s) of a course from those advertised in the official Timetable. A 3-credit course will have a minimum of 36 contact hours.

The modified language seeks to clarify that days other than the regular class meeting days would still fall in the regular hours of the university (i.e. not on weekends).

12. Michael Holmes (International Admissions Office, Admissions Office) requested that the TIE consider establishing an arrival deadline for new international students. Challenges occurring with late arrivals by new international students include:

- Poor academic performance (missed classes, assignments, office hours with professors, etc.)
- Missed orientation (missing important information about Acadia and settlement information).
- Arriving without prearranged housing
- Lack of social support – orientation is when students often meet their friend group. Late arrivals find it much more difficult to meet friends. Late arrivals also miss the opportunity to participate in clubs, intramurals and other social programming that begins at the beginning of the semester.
- Financial issues. Students who arrive late that haven't yet paid for the semester often face financial challenges that are impossible to catch up with. Too many students are arriving relying on paying for their education and housing by working in Canada, without realizing that international students can only work 20 hours per week off-campus. It is obviously not enough to support their tuition and housing. As a result, we have had students facing homelessness and food insecurity, causing students to rely on financial resources from the university, which are very limited.

We are proposing that new international students must be on campus no later than the first day of classes in any given semester, and our primary rationale for doing so is to ensure the best chance of success for our students and to avoid the above issues.

Furthermore, the TIE committee identified the additional constraints that students on study visas face, including requirements that they be on-campus and carry a full load of courses. Students performing poorly in courses will not be able to drop the courses and still meet their visa requirements.

Principles for the Preparation of Academic Dates

Principles

1. Class hours that are lost due to holidays will be rescheduled and accounted for in the academic dates. It is possible that these hours may be scheduled during regular hours of the University on days other than the regular class meeting days.
2. The first day of classes in the fall semester will be scheduled on the first Wednesday in September after Labour Day.
3. The first day of classes in the winter semester will be scheduled on the first Monday after January 5th.
4. A 5-day reading week will be scheduled in each of the fall and winter terms. In the fall, the break will be scheduled in the last week of October / first week of November. In the winter, it will be scheduled in conjunction with the Nova Scotia Heritage Day holiday.
5. At least one day will be designated as a study day and be scheduled between the last day of classes and the first day of exams.
6. It is desirable that the exam period end as early as possible. No exams should be scheduled after December 20. If required, exams may be scheduled on Sundays.
7. There will be a period of 7 working days between the first day of classes and the last day to add a course or receive a no record withdrawal.
8. The last day to withdraw from classes and receive a 'W' will be the first Friday, two weeks after the Fall and Winter breaks.
9. When possible, there will be 12 weeks of classes.
10. Due to the prevalence of Monday holidays in the fall term, courses with 3h instruction on Mondays are discouraged for that term.
11. In the event that a holiday falls on a weekend, and the holiday is to be observed on a weekday, that the observance be on Friday.
12. An arrival date for international students will be set as the first day of classes in a term, and that date be included in the calendar.

Motion from By-Laws Committee

Motion: Motion that Senate approves an amendment to incorporate changes in University administration/organizational structure in Senate Constitution and By-Laws. References to the following positions will be amended as follows:

- reference to “University Librarian” will be replaced with “Dean of Libraries and Archives”
- reference to “Dean of Research and Graduate Studies” will be replaced with “Associate Vice-President Research and Dean of Graduate Studies”
- reference to “Director of Open Acadia” will be replaced with “Vice-Provost Teaching and Learning Innovations” as follows:
 - #1. page 4: II. MEMBERSHIP. The membership of the Senate of Acadia University shall be as follows: (See Appendix A)
 - #2. page 28: VIII. (l) ADMISSIONS AND ACADEMIC STANDING COMMITTEE (POLICY)
 - #3. page 4: APPENDIX A – MEMBERSHIP (membership of the Senate of Acadia University)
- “Director of Open Acadia” will keep representation on Board of Open Acadia:
 - #1. page 33: VIII. (p) BOARD OF OPEN ACADIA* (CONTINUING AND DISTANCE EDUCATION)
- “1 Coordinator of Academic Technologies” will be changed to “1 Manager of Learning Technologies and Instructional Design (or designate)” on page 32 within the membership of the Faculty Support Committee.

Context: changes to the constitution and bylaws will reflect changes to the University’s organizational structure.