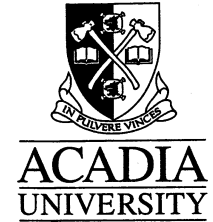


Office of the Senate Secretariat

Acadia University
Wolfville, Nova Scotia
Canada B0P 1X0

Telephone: (902) 585-1617
Facsimile: (902) 585-1078



Minutes of the Senate Meeting of Monday February 13, 2023.

A hybrid meeting of the Senate of Acadia University occurred on Monday February 13, 2023, beginning at 4:00 p.m., with Chair A. Kiefte presiding and 41 Senators present and two guests. The meeting took place in the Langley Classroom, Divinity College, with 16 members attending in person and 25 members attending using Zoom.

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 N. D'Amato and seconded by D. Kruisselbrink.

K. Pinder added as the mover of the motion related to Micro-credentials.

Motion to approve the agenda as amended with the addition of the name of the mover on the Micro-credentials motion.

MOTION TO APPROVE AGENDA AS AMENDED CARRIED.

2) Minutes of the Meeting of Senate – Monday January 16th, 2023

Motion to approve the Minutes of Monday January 16th, 2023.

Moved by S. McAlear and seconded by K. Pinder

As the Chair asked about any amendments, D. Looker brought up two items in the minutes. One was the suggestion in research funding that there be research funding made available for part time faculty and asked if there is any more information about that. Secondly, she asked to have more information about the student numbers by month, as there was a decline from the September to December in student numbers which she was interested to understand.

The Chair suggested that D. Looker follow up with A. Redden regarding the topic of research funds, and that the topic of student numbers be brought forward during question period.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements:

a) From the Chair:

The Chair welcomed G. Menon to her new role at Acadia as the University Secretary, which includes the role of Recording Secretary of Senate. The Chair

had also recently e-mailed Senators and Faculty members to notify them of G. Menon's arrival.

The Chair thanked R. Hare for her exemplary service as Recording Secretary over many years.

The Chair also thanked John Campbell of Acadia Divinity College for meeting with her on Friday and today before the meeting to set things up so that polls could be used for secret ballots at the meeting today.

The Chair announced that regrets have been received from M. Bishop, P. Ricketts, and J. Colton.

The Chair announced that L. Price and H. Saunders will be arriving late today.

The Chair announced that there are two guests for today's meeting: S. Hewitt on behalf of the Curriculum Committee, administrative and H. Chipman on behalf of the TIE committee.

b) From the President:

No announcements from the President this month.

c) From the Provost and VPA

D. Keefe highlighted that The Dean of Arts has been posted and he encouraged everyone to share it with their networks.

D. Keefe also shared that around 700 people participated in the recent Maple league session led by Daniel Lametti related to ChatGPT, and he encouraged everyone present in the meeting to listen to the recording and stated that the discussion was really engaging, and he also felt that this is exactly the sort of thing that we need to be aware of as a faculty and to look at how these things evolve over time.

Lastly, D. Keefe congratulated L. Frank who received The Queen's Platinum Jubilee Medal.

K. Pinder had a question regarding the timeline and process for the Dean of Arts search.

D. Keefe mentioned that the advertisement will be posted until the middle of March, and added that the process depends on the committee if they need to do one or two rounds. He mentioned that the final round is expected to be on campus. He added that though the timeline is tight, the first assessment will be done in March and the final decision may happen as early as April.

d) From the Associate VP Research and Dean of Graduate Studies

A. Redden stated that the partnership grants of 2.5 million dollars was submitted last week as part of external grants program of which the stage one is successful, and stage two is onboard. A. Redden also mentioned that an email was sent out today requesting information from faculty members who hold grants with collaborators where the grants are held/awarded at other institutions.

A. Redden stated that she is trying to get this information for reporting purposes in the Research Office but also for the Finance Office. She

encouraged the faculty representing their departments to fill out the excel sheet attached to the email that she forwarded today.

D. Looker suggested that one of the things universities could do to make part time and contractually limited positions more attractive is to make it clear that we are willing to administer funds on their behalf even if we are not committed to hiring them next year if they are currently at Acadia. She asked if there are plans to work on that.

A. Redden responded that one mechanism that made this possible was adjunct status, and it had been carried out with some faculty members previously. She mentioned that the process is complicated but also mentioned that she would follow up regarding this.

**e) ASU Vice-President
Academic and External**

S. McAlear noted that nominations are open for the ASU general elections and will close by the end of reading week followed by the campaign.

**f) President of the Divinity
College and Dean of
Faculty of Theology**

A. Robbins highlighted that there is nothing new today.

g) Other Announcements

D. Looker reminded the Chair about reading out the Territorial Acknowledgement, which was missed at the beginning of the meeting.

The Chair apologized that she had not read the Territorial Acknowledgement out loud at the beginning of the meeting, and thanked D. Looker for the reminder. She read it out at 4:23 pm.

4) New Business:

**a) Motion: That all
curriculum proposals
submitted by the faculties
and reviewed by the
Senate Curriculum
Committee
(Administrative) be
approved.**

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 C. Stanley.

S. Hewitt mentioned that the curriculum is a lot of work for this committee and that this year has been unusually difficult because the committee was not fully constituted until the end of January. She mentioned two corrections: a misspelling of the word Holocaust in the HIST 3033 course and an error in the number 17 in the Music curriculum changes.

P. Doerr also requested that HIST 3033 be cross-listed with CREL and asked whether that is something that could be amended at this meeting.

The Chair suggested that it be brought to the March Senate meeting.

S. Hewitt suggested that whatever happens in this meeting can be approved by the Senate and that S. Singleton could bring everything together and do the cross-listing immediately.

The Chair again suggested bringing the cross-listing to the March meeting of Senate, but also asked whether Senators were open to cross-listing occurring today even if it hadn't gone through the Curriculum Committee.

A. Quema explained that she was not opposed to this particular cross-listing but was concerned about it being done without going through the Curriculum Committee and was concerned that this may set a precedent. She felt that this cross listing could be considered in March and could still be listed in the Academic Calendar. She mentioned that whenever a course is cross-listed within a program, it must go through a process and that members of each of the programs involved should be consulted.

T. McGillivray asked about what CREL is, to which the Chair responded that it is the code for Comparative Religion and clarified that the current discussion was regarding cross-listing History 3033 with Comparative Religion.

D. Seamone stated that she is happy to work with P. Doerr and bring this discussion back regarding the cross-listing. She also explained that she did not know about this earlier and hence sent P. Doerr a last-minute notice regarding the same topic.

The Chair agreed with A. Quema about handling this on the spot being a potential precedent setting process and stated that a cross-listing amendment should be brought forward at a future Senate meeting rather than debated today.

C. Rushton stated an amendment from the minutes which is 17 items from the Music course list are regarding 17 deleted courses and in the initial table of the curriculum committee, it said 7 and while there are 17 from Music, it is actually 21 and must be corrected. The Chair stated that this would be recorded and documented accordingly.

K. Pinder thanked S. Hewitt and other members of the Curriculum Committee (Administrative) for their intense work during this time of the year.

D. Kruisselbrink shared a correction that on page 14 of the Pure and Applied Science documentation, within the Biology program changes, letter "I" should be added to the "Biology".

MOTION TO APPROVE THE CURRICULUM CHANGES (WITH RECORDED CORRECTIONS) CARRIED.

The Chair thanked S. Hewitt for chairing this committee and for attending as a guest today.

b) Motion: That Senate endorse the Capacity-Based Admissions statement and process. This Statement will be added to the 2024/2025 Academic Calendar in PART I: ADMISSION: Admission to Undergraduate Programs

Motion: That Senate endorse the Capacity-Based Admissions statement and process. This Statement will be added to the 2024/2025 Academic Calendar in PART I: ADMISSION: Admission to Undergraduate Programs just after Admission with AP Tests. (D. Keefe)

Moved by D. Keefe and seconded by D. Kruisselbrink.

D. Keefe mentioned that the motion had been discussed at the Admissions and Academic Standing (Policy) Committee and is part of the academic planning process. The intention would be for the programs that have limited

just after Admission with AP Tests. (D. Keefe)

capacity and the programs that are expected to exceed their capacity would have a capacity-based admission so that we could do two admission stages, where the department or school would set the threshold and then admissions will work with them throughout the admissions process to finalize the admission for that program. He mentioned that it's a positive move forward.

D. Kruisselbrink stated that this process would allow for a better academic planning and could also help programs retain the quality of their programming.

C. Stanley asked how programs and admissions could handle late applications.

D. Keefe explained that there are two steps. There would be a threshold average required for automatic admission and anybody who makes that average would automatically get admitted to the program irrespective of when they applied. As the admissions progress throughout the year, if the program has not reached the capacity, it would admit more students. He further said that once the capacity is reached, more students cannot be accepted. He mentioned that the capacity of the program must be thoroughly examined and understood.

D. Looker asked whether the information regarding capacity based programs would be publicly displayed somewhere for prospective students to read. She also asked about how and who would make decisions about the capacity of the programs.

D. Keefe explained that students won't be informed about the specifics of the capacity of particular programs. Once the students apply, they will get a response of whether they are admitted or not. He mentioned that it is a standard process at many universities that when applications are received by a particular date, decision regarding admission is sent out following that date. He further said that in our education program, students apply and on a particular date, everybody is assessed, and admission offers are sent out together. But if Acadia was to implement this process for Kinesiology, for example, where other institutions don't have it, the university might not want to wait until a later date because then a lot of the good students may have accepted offers at other institutions. He stated that the capacities of programs are assessed by the units with the Directors, Heads, Coordinators, and Deans then consulting with the Admissions Office about capacities.

K. Pinder asked about cases where a conflict may arise regarding increasing or decreasing the capacity of program. What would happen if a conflict arose between the Director/Head/Coordinator of a program and the Dean?

D. Keefe responded that there would not normally be many concerns regarding the capacity process between the Director/Head/Coordinator and the Dean. Issues would normally only arise if the capacity was set to be extremely high or low.

T. McGillivray asked whether there is a listing within the university that lists capacity limited and non-capacity limited programs and asked about how people could distinguish between the two.

D. Keefe clarified that all programs are technically of limited capacity, but only a few programs meet or exceed that limit. For a number of years, Acadia has had a few programs that have been operating at or above their real capacity, but the university has been admitting all eligible students. For these programs,

limiting the capacity will help provide a better quality of education for the students admitted. The real capacity must be determined by the programs and implemented through the admissions office.

T. McGillivray asked about reconciling this with admission targets.

D. Keefe explained that once the current capacity of a program is determined, then we need to do a market assessment, and also consider what would be the barriers to increasing the capacity at Acadia, such as number of faculty, physical resources, classroom space, nature of the program, etc. Then we could investigate the strategic enrolment process and advance the enrolment capacity. This is a first step in that process.

T. Weatherbee asked about mechanisms used at the pan faculty level. There are interrelations between programs and faculties, such as service courses offered by other units/programs for the capacity limited programs.

D. Keefe stated that there are a couple of possible approaches and said that the units are generally very collegial in scheduling timetables and the Dean is involved in this process to make sure that the consultation happens with other units whether that's within the faculties or other faculties and this is considered as the first step of the process.

N. D'Amato asked about the interrelation between the Dean and the Director/Head/Coordinator in this process and interrelation of Academic Units.

D. Keefe mentioned that we wanted units to be the ones that control capacities as they know their programs best, and those who were involved with the development of this proposal did not want to have a heavy-handed approach in this. He mentioned the frustration that students are experiencing now in some programs where we do not set admission limits and the students can't register in the courses they need for their programs. He stated that it is unfair to admit students beyond capacity when they are unable to finish the courses due to unavailability of courses just because we do not have capacity to offer them. This process is being proposed as an improvement to what we have right now. If we implement this, some of those issues could be solved.

C. Stanley asked about how this process may overlap with or interact with the year-round admission with January, May, or September intake of students.

D. Keefe stated that it is a part of the process that if programs go into multiple intakes, they must determine how many students would go into each intake and how much capacity would they have. The process would be followed for each program entry date.

A. Quema stated that we could offer programs to more students if we had more teaching faculty, and that capacity also depends on how many faculty members there are.

T. McGillivray pointed out that this capacity-based admission approach could be a first step in determining the factors leading to the limited capacity, whether it is faculty numbers or classroom space or other factors.

D. Keefe mentioned that we must know on one level what our current capacity is and what can be delivered without a change in resources, and then

if we want to increase a program capacity we need to determine what we need to expand it, whether it be more faculty, support staff, space, or equipment.

D. Seamone said that there may be cases where we do not want to expand, we might have to keep it a particular size to maintain the quality or character of a program. She then asked about cases where students are turned down for one program and whether they can they be admitted to another program immediately.

D. Keefe responded that students will be offered a spot in a program that has capacity to admit them.

K. Pinder felt that this motion and process was a good step for future academic planning. She asked if the capacity-based admission process was a continuous intake process.

D. Keefe stated that this capacity-based admission is not directly connected to continuous intake. If this motion passes and if a unit decided to have multiple intakes, and if they were a capacity-limited program, they would have to think about capacity limits at each intake date. He said that continuous intake would be a different discussion topic at Senate.

D. Benoit asked for clarification in the motion about point one in the second sentence. He also asked about the word Chair whether in point three.

D. Keefe clarified that it says “this applies to new to post-secondary applicants as well as internal and external applicants”. He further clarified that the word Chair would be replaced with the word “Co-ordinator” for consistency.

J. Brady asked about continuous intake and online learning. She further added that some students who are starting in May may not want to move to Wolfville at that time of year, so online learning would be appealing if it is available for them.

D. Keefe stated that this topic was not directly related to this motion and that this could be considered by Senate as a different topic.

MOTION TO ENDORSE THE CAPACITY-BASED ADMISSION STATEMENT AND PROCESS CARRIED.

c) Motion on Micro-Credentials: It is moved that an ad hoc committee be struck to examine this matter from the perspective of Senate jurisdiction and determine the role of Senate in the creation and on-going supervision of micro-credential programs and/or other non-traditional credit programs.

Motion on Micro-Credentials: It is moved that an ad hoc committee be struck to examine this matter from the perspective of Senate jurisdiction and determine the role of Senate in the creation and on-going supervision of micro-credential programs and/or other non-traditional credit programs.

Moved by K. Pinder and seconded by J. Sachs

K. Pinder stated that this is a revised version of the notice of motion that they brought forward during a Senate meeting in the Fall term. K. Pinder and J. Sachs had since discussed this with D. Keefe. She also referred to the development of the provincial framework of Micro-credentials and stated that it is important to see that Senate has a committee to look at micro-credentials and non-traditional credits and what the academic processes should be for approving those courses.

J. Sachs stated that Senate has the power to control, determine and regulate educational policy. The Department of Labour and Advanced Education is encouraging universities and other educational institutions to develop Micro-credential frameworks. This committee may provide clarity about Senate's responsibility and awareness regarding certificates that Acadia offers.

D. Keefe said that he supports this motion. He stated that there is no longer a Ministry of Labour and Advanced Education now, and it is now the Ministry of Advanced Education, and hence he suggested that the name of the same be corrected in the motion. He further suggested that we consider adding the Director of Open Acadia to this committee, as many certificates or Micro-credentials may potentially go through that unit. He suggested that the committee include the Director of Open Acadia as a resource (if not as a full member), so they can provide valuable input.

K. Pinder thanked D. Keefe for the correction of the title and also agreed that the Director of Acadia would indeed be a valuable member of this committee.

K. Pinder and J. Sachs, as mover and seconder, agreed to this change to the motion.

D. Looker said that when she looked for information about this topic of Nova Scotia and Micro-credentials, the provincial government information indicated that they are just starting the provincial processes for this. She asked S. Currie for an update, as S. Currie was involved in the discussions that were taking place at the provincial level.

S. Currie stated that there is meeting of the working group on February 16 and that feedback was received from Acadia and other post-secondary institutions on the drafts that were prepared in November. Mostly there was a satisfied response from our sector and the plan was to have a final draft towards the end of April. She further stated that the framework is generally an attempt to try to have some consistency and can be used as a resource for best practices around Micro-credentials.

C. Stanley asked if Acadia still has the concept of co-curricular transcript and asked about how this relates to Micro-credentials.

D. Keefe responded that Acadia is not currently using the co-curricular transcript and its use had been paused several years ago. He stated that a co-curricular transcript will have activities that would not necessarily be credentials, whereas a Micro-credential would provide a designation or recognition from the institution. Though there is a potential overlap, Micro-credential and co-Curricular transcripts are not the same.

C. Stanley further stated that he remembered that that a GIS short course offered by his unit had been recorded on the co-curricular transcript due to its informal but still professionally relevant nature.

D. Keefe stated that this would be a good topic for the committee to discuss.

T. McGillivray asked if Acadia currently offers any certifications or credentials outside Senate committees.

J. Sachs stated that the Certificate in Maritime Security is offered in partnership with International Association of Maritime Security Professionals and Irving

Shipbuilding Incorporated, and is an example of educational program that may be described as a Micro-credential certificate that was approved outside of the Senate.

T. McGillivray asked if that certificate had the signature of Dr. Peter Ricketts or D. Keefe.

D. Keefe stated that the actual issue is between offering credit and non-credit programs and courses, and Open Acadia has offered non-credit programming for a long time. He further mentioned that the credit programs and courses are the ones that lead to degrees and certificates that are conferred at Convocation. He explained that a lot of times, people confuse Micro-credentials with non-credit programs, but Micro-credentials could sometimes be applied toward university degrees. The certificates could also be credit and non-credit, but the big distinction is whether it gets conferred through a convocation or not.

A. Quema asked if the Chair of the Curriculum Committee (Policy) should be a member of this committee.

K. Pinder stated that she is not opposed to adding the Chair of the Curriculum Committee (Policy) to this ad hoc committee but stated that this could lead to potential ballooning of the committee and lead to it becoming unwieldy.

J. Sachs mentioned that if the Chair of the Curriculum Committee (Policy) is the right person to determine whether Micro-credentials is a Senate responsibility, then it is suggested The Chair be added to this committee.

The Chair suggested that if there is concern of potential ballooning of committee membership, that others can be invited to meetings as guests when topics that overlap with their areas are discussed. Committees often have some amount of overlapping responsibility, where the same people are not on the committees but the Chairs invite the others as required for consultation. The Chair of this Ad Hoc Committee could invite a particular person as a guest for relevant conversations.

T. Weatherbee suggested that the members of this committee not restrict themselves to the discussion of Micro-credentials specifically due to the overlap of certain other things mentioned such as certificates and short courses. All of these involve teaching and curriculum, which are part of Senate's mandate.

The Chair read item 5 where it says, "Creation and ongoing supervision on Micro-credential programs and or other Non-Traditional Credit Programs" and asked K. Pinder and J. Sachs whether that item was intended to capture the essence of what T. Weatherbee was speaking about.

J. Sachs said that the language of Non-traditional credits was included here in the second part specifically to capture things like certificates that are not necessarily Micro-credentials.

T. Weatherbee mentioned that his only concern with that is that the motion has mentions non-traditional credits and as we adopt things they become traditional.

The Chair stated that if this motion passes and the committee is struck, some specific input could go into the nature of this Ad-Hoc committee's work and the wording of the topics. The motion pertains mainly to the creation of the committee to discuss Senate's role in future decision making.

D. Looker mentioned that one of the issues that might arise is that the micro-credentials come from different programs. It may not be a new program, but the existing courses could be combined in ways that show a collection of skills.

V. Zamlynn supported the motion and asked if Micro-credentials could be defined and if the committee could provide examples of Micro-credentials.

J. Sachs mentioned that this Ad-hoc committee is not to decide whether to or not to adopt Micro-credentials, but the committee is to explore whether Senate is a place to assess and approve Micro-credentials and other such programs and courses.

MOTION TO CREATE THE AD HOC COMMITTEE ON MICRO-CREDENTIALS CARRIED.

The Chair stated that the nomination process will soon begin for this Ad-Hoc committee.

d) Report and Motion from the Timetable, Instruction Hours and Examinations Committee: Motion that Calendar dates for 2026-2027 and 2027-2028 be approved. (H. Chipman)

Report and Motion from the Timetable, Instruction Hours and Examinations Committee: Motion that Calendar dates for 2026-2027 and 2027-2028 be approved. (H. Chipman)

Moved by C. Stanley and seconded by M. Robertson.

H. Chipman stated that there were concerns raised at the last meeting about the modified dates of convocation. The conventional convocation dates, which have typically fallen on Mother's Day Sunday and the Monday after, had been shifted to be connected to the Victoria Day long weekend. Since then, the proposed dates have been reverted back to the conventional dates.

The Chair asked whether the shift in convocation dates to later in the month was still in discussion at the T.I.E Committee.

H. Chipman stated that there will be a survey conducted shortly related to whether the convocation dates should be altered or not. When that survey and subsequent discussion is concluded, it may be brought back to the Senate.

MOTION TO APPROVE CALENDAR DATES FOR 2026-2027 and 2027-2028 CARRIED.

H. Chipman also mentioned that in the report, under timeslots, TIE was not planning to bring forward any additional modifications to the timeslot structure in the near future. He stated that timeslots at midday continue to be the most heavily used and more evenly distributing course offerings over all available timeslots would help to lessen course schedule conflicts for students and demands on classroom space.

- e) **Motions: Approval of Honourary Degree Recipients (Report from Awards Committee circulated separately to members of Senate- all discussion and voting will occur in camera).**

The Chair reminded Senators that they had been sent the nomination packages for the Honourary Degree Recipients last week, and that the contents were confidential. The debate and voting would now need to move to in camera.

Motion to move the meeting to in camera.

Moved by C. Stanley and seconded by A. Robbins.

The meeting went in camera at 5:35 p.m.

The meeting went out of camera at 5:57 p.m.

- f) **Notice of Motion from the By-Laws Committee: Motion that the Vice- Provost, Equity, Diversity & Inclusion become a voting member of the Senate.**

The Chair stated that items 4(f), 4(g), and 4(h) are all notices of motion. The chair also said that there was a suggested modification to item 4(g) requested by H. Saunders.

H. Saunders suggested that the By-Laws committee consider adding a representative from Research Services to the Academic Planning Committee as well. When a program grows, it has a direct impact on the Library and Archives.

- g) **Notice of Motion from the By-Laws Committee: Motion that the Associate Vice- President Research and Dean of Graduate Studies be added to the Academic Planning Committee.**

- h) **Notice of Motion from the By-Laws Committee: Motion that the Faculty of Arts Constitution be amended as outlined.**

- i) **Senate Membership Discussion- Per course appointments**

The Chair noted that we did not have time to discuss this item in detail at today's meeting. She asked J. Sachs to speak briefly about this discussion topic.

J. Sachs would like to propose that there be three new Senate members added to Senate, drawn from Acadia's non-continuing faculty who have per course appointments (PCAs) or contractually-limited term (CLT) appointments, to serve one-year terms, nominated by the Senate Nominating Committee.

The Chair suggested that this topic to be added to the next meeting's agenda as either a discussion item or in the form of a motion to request that the By-Laws Committee discuss this.

5) **Adjournment**

Motion to adjourn at 6:02 pm. Moved by C. Stanley.

ORIGINAL SIGNED

G. Menon,
Recording Secretary of Senate and University Secretary

Announcements

PRESIDENT AND VICE-CHANCELLOR REPORT - FEBRUARY 13TH, 2023

No report to be submitted.

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – FEBRUARY 13TH, 2023

DEAN OF ARTS SEARCH

The search committee has been established under the board guidelines. The search committee is fully staffed:

- a) the Vice-President (Academic) who shall chair the committee and have a vote (Dale Keefe);
- b) one Dean appointed by the President (Corrine Haigh);
- c) one Department Head appointed by the Vice-President (Academic) (Rebecca Casey);
- d) one Department Head chosen by the Heads of the Faculty concerned (Michael Dennis);
- e) two members of Faculty chosen by the members of the faculty (Cynthia Alexander and Paul Abela);
- f) one student, from the faculty concerned to be chosen by or under the auspices of the Students' Representative Council (Allie Delaney);
- g) one member of the senior academic support staff appointed by the President (Scott Duguay);
- h) two members of the Board of Governors appointed by the Board of Governors (Judith Tod and Lana Wood).

The committee held its first meeting on January 30 and is preparing an advertisement, which at the time of writing was in the final edits and should be posted before the Senate meeting. The plan is to advertise until the end of March and then conduct interviews around the end of April.

VICE-PROVOST, EQUITY, DIVERSITY, AND INCLUSION

Dr. Bonner Claudine has hired a co-op intern and hopes to launch an EDI climate survey this month.

VICE-PROVOST, TEACHING AND LEARNING EXCELLENCE

The team is working on a teaching and learning centre website with the launch later this term. The website will also feature video interviews with our award-winning instructors.

Site visits have been conducted for information gathering on best practices for teaching and learning centres: Memorial's Centre for Innovation in Teaching and Learning, University of Guelph's Teaching and Learning Centre, the Taylor Institute for Teaching and Learning in Calgary, UPEI's Teaching and Learning Centre.

The Teaching and Learning Enhancement Awards for faculty to enhance and innovate their curriculum have been resurrected. Applications are due February 6th, 2023.

We are actively mentoring internal teaching award-winning faculty members to apply for the Association of Atlantic Universities Distinguished Teaching Award. We can nominate one or two individuals a year, but we have not for several years.

We continue to provide programming to faculty members:

- December 2022: Danielle Pierce leading a roundtable discussion with faculty members on Tips for Writing Learner-Centred Syllabi Workshop.
- January 2023: The Better Together Maple League sessions, with Acadia's Daniel Lametti

presenting on *AI and Academia: The End of the Essay?*

CHATGPT

The release late last year of the artificial intelligence language model ChatGPT has been creating lots of discussion within the academic community around the world. Some instructors have expressed concern that this AI will be able to write student essays. Dr. Daniel Lametti, Department of Psychology, has written an [article](#) and led an online discussion on 31 January 2023 as part of the Maple League *Better Together* virtual lecture series on “[AI and Academia: The End of the Essay?](#)” Dr. Lametti discussed what ChatGPT is and, not only why we shouldn’t be afraid of it, but also how we can use it as a tool in the classroom. It was the most popular Maple League *Better Together* session so far, with close to 420 actual participants from all over the world.

QUEEN’S JUBILEE MEDAL

Acadia University Canada Research Chair, Dr. Lesley Frank, has been honoured by the Province of Nova Scotia for exceptional qualities and outstanding service to the province in academics and research. At an investiture ceremony held at Government House on January 24, 2023, the Honourable Keith Irving, MLA for Kings South, presented Dr. Frank with the Queen Elizabeth II Platinum Jubilee Medal in recognition of her commitment.

MI’KMAW OR INDIGENOUS AND AFRICAN NOVA SCOTIA/CANADIAN CLUSTER HIRES

I am very pleased to announce that the ads for the three Mi’kmaq/Indigenous and three African Nova Scotian/Canadian cluster hires are live on the Acadia [website](#). This is very exciting, and I encourage you to share the ads widely with your networks.

The committees are:

Mi’kmaq/Indigenous Cluster Hire

Dale Keefe, Provost (chair)
Cynthia Alexander (Arts)
Glenys Gibson (Pure and Applied Science)
Jennifer Tinkham (Professional Studies)
Ann Sylliboy, Community Representative
Zabrina Whitman, Community Representative
Claudine Bonner, Vice-Provost EDI, Equity Representative

African Nova Scotian/Canadian Cluster Hire

Dale Keefe, Provost (chair)
Daniel Blustein (Pure and Applied Science)
Edith Callaghan (Professional Studies)

Chelsea Gardner (Arts)
Rachel Brothers, Community Representative
Steve Carrington, Community Representative
Claudine Bonner, Vice-Provost EDI, Equity Representative

RECRUITMENT AND RESIDENCE UPDATE

The Vice-Provost of Students, Recruitment and Enrolment Management will provide an update orally at the Senate meeting.

Respectfully submitted,
C. Dale Keefe, PhD
Provost & Vice-President Academic

ASSOCIATE VP RESEARCH & DEAN OF GRADUATE STUDIES REPORT TO SENATE – FEBRUARY 13TH, 2023

Associate VP Research & Dean of Graduate Studies Report to Senate – 13 February 2023

SSHRC Discussion Regarding Support for Small Universities

Research and Graduate Studies hosted 3 information sessions in January and February with faculty to discuss how SSHRC might better support small universities. The sessions were led by **Dr. Dianne Looker**, Professor Emerita (Sociology) and SSHRC Council member. This was an opportunity to hear from faculty about their experiences with SSHRC programs and ideas for how SSHRC can better serve the research communities of “primarily undergraduate universities”. These in-person engagement sessions, coupled with a similar discussion session with the Maple League Research Committee, will inform SSHRC Council’s discussion on this topic at their Spring Council meeting. We thank Dianne for her leadership on this matter and on SSHRC Council more broadly.

RESEARCH & SERVICE AGREEMENTS

Environment and Climate Change Canada (ECCC)

- **Dr. Mark Mallory** (Biology) received **\$40,000** in funding for his project entitled: *Analysis of plastic pollution in seabirds from eastern Canada.*
- **Dr. Mark Mallory** (Biology) also received **\$39,999** in funding for his project entitled: *Pacific Storm-Petrel Diet Analysis.*

Vitis Vines Inc. – Service Agreement

- **Dr. Robin Browne** (K.C. Irving Environmental Science Centre and Harriet Irving Botanical Gardens) received **\$5,968** in funding for the project entitled: *Investigating micro-propagation of grapevines.*

MITACS AWARDS TO SUPPORT RESEARCH INTERNS (\$15,000)

- **Dr. Kirk Hillier** (Biology) and **Dr. Dave Shutler** (Biology) have been awarded **\$15,000** in Mitacs Accelerate Internship funding in partnership with Springboard Atlantic. Project Title: *Behavioural responses of Varroa destructor mites to volatiles within Western honey bee (Apis mellifera) colonies.*

OTHER AWARDS/RESEARCH FUNDING

Atlantic Canada Opportunities Agency (ACOA) Innovative Communities Fund (ICF) - Data Analytics Pilot Advisory Support (DAPAS) Program

- **Dr. Andrew McIntyre** (AIDA) was awarded **\$35,000** to collaborate with Academic Edge Inc. on a project entitled: *Predicting student attrition in boarding schools.*

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

- **Dr. Edith Callaghan** (Environmental & Sustainability Studies; Business Administration)

was awarded \$5000 to collaborate with Melvin Farms Ltd. on a project entitled: *Researching the various climate goals that are being established by corporations/industry regarding carbon sequestration, carbon neutral and regenerative practices.*

- **Dr. John Murimboh** (Chemistry) was awarded \$5000 to collaborate with The Station Food Company Ltd. on a project entitled: *Determining the sodium levels in canned jackfruit for value-added food product development.*

Acadia Laboratory for Agri-food & Beverage (ALAB) - Update

During December 2022 and January 2023, ALAB conducted analytical testing for 39 clients in the Atlantic region (\$11,221). These tests are in addition to testing conducted under a \$200,000/yr Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

OTHER RGS INITIATIVES / ACTIVITIES

New Entrepreneur in Residence

Acadia recently announced a new on-campus resource to mentor students interested in launching viable businesses and social enterprises. Successful entrepreneur and Acadia business grad Martin Suter ('88) has been appointed Acadia's first Entrepreneur in Residence (EIR). Suter joins the LaunchBox, Acadia's entrepreneurship centre for students, located on the top floor of Patterson Hall. Martin, a member of Acadia's Board of Governors, recently moved to Wolfville and considers this new role an opportunity to return to his roots and inspire the next generation of entrepreneurs.

Established in 2014, LaunchBox encourages students of all disciplines to be creative and think "outside of the box" while offering programming, networking, mentorship, working space, and student competition opportunities. It was designed to create a rural-based entrepreneurial ecosystem for all students in the region. For more information visit:

<https://www2.acadiau.ca/home/news-reader-page/entrepreneur-martin-suter-returns-to-acadia-to-mentor-students.html>

IP 101 Information Session for The Path/LaunchBox Students

Knowing Intellectual Property (IP) basics and what needs to be considered when developing any kind of product as a young entrepreneur is essential. LaunchBox recently had the pleasure of hosting Andre Gallant, IP Advisor Atlantic with the Canadian Intellectual Property Office (CIPO) on January 25, 2023 to provide an "IP 101" Information session for students involved in LaunchBox and The Path (<https://thepath.mapleleague.ca/>).

Nova Scotia Health Innovation Hub - Information Session for Faculty

On January 12, 2023, the Research and Graduate Studies Office welcomed Katie Cameron, Business Development Manager, Research, Innovation & Discovery, with the NS Health Innovation Hub to present on the Hub's initiative "*Research is Care: Making a difference in Health Research and Innovation for Nova Scotians*". The Nova Scotia Health Innovation Hub is a newly formed team with the mandate to use research and innovation to solve healthcare challenges. It's a mission that requires collaboration and partnerships from industry, academia, and the health system itself. The virtual session was very well attended by over 20 faculty, staff and students who learned about NS Health funding opportunities and project collaboration opportunities. Ms. Cameron will be visiting Acadia in the coming weeks to meet in-person with interested faculty members.

Acadia Hosts Horticulture Nova Scotia's Annual Congress Banquet

This year's Scotia Horticultural Congress was held on January 23 & 24, 2023 at the Old Orchard Inn. The ICE Office was asked to assist Horticulture NS by organizing their annual Congress Reception and Banquet on campus at the Fountain Commons. On the evening of January 23rd, Acadia welcomed 160 banquet guests, including representatives from industry, government and ag-sector organizations, as well as The Honorable Minister for Agriculture, Greg Morrow, the Deputy Minister Loretta Robichaud, Member of Parliament Kings West, Kody Blois, and several local MLAs. The ICE Office and Springboard Atlantic sponsored the banquet and Dr. Dale Keefe, Provost & Vice-President Academic, gave welcoming remarks on behalf of Acadia, ICE and Springboard.

RESEARCH GRANT AND SCHOLARSHIP PROGRAMS / UPCOMING SUBMISSION DATES

Internal

- Harrison McCain Foundation Grants – April, date TBA
- SSHRC Institutional Grants (SIG) – May, date TBA
- University Research Fund (CA Article 25.55) (2 competitions /yr) - 1 February, 15 October

External (not inclusive of all opportunities)

- CIHR Project Grant – Registration due February 8, Application due March 8
- SSHRC Connection Grants (4/yr) - February 1, May 1, August 1, November 1
- SSHRC Insight Development - February 1
- SSHRC Partnership Engage Grants (4/yr) - March 15, June 15, September 15, December 15
- NSERC Alliance (partnership) Grants – Open Call
- MITACS (student and post-doc internships; various programs) - Open Call
- CLARI (Change Lab Action Research Initiative; <https://actionresearch.ca/>) – Open Call

Respectfully submitted,
 Anna Redden, PhD
 Associate VP Research and Dean, Graduate Studies

ACADIA STUDENTS' UNION – FEBRUARY 13TH, 2023

No report received by February 10, 2023.

COLLEGE OF DIVINITY AND FACULTY OF THEOLOGY – FEBRUARY 13TH, 2023

No report received by February 10, 2023

Senate Curriculum Committee (Administrative)

2022-2023 Curriculum Change Proposals

Report to Senate

6 February 2023

Committee Members: Mark Bishop (Registrar), Shawna Singleton (Associate Registrar), Roxanne Seaman (Chair SCC Policy), Heather Saunders (Library), Sonia Hewitt (Chair, FA), Chris Killacky (Theology), Lynn Aylward (FPS), Jennifer Tinkham (FPS), Todd Smith (FPAS), Holly Modzelewski (Student Rep)

Table of Contents

<u>Overview</u>	9
<u>Motion</u>	9
<u>Summary Listing; Proposals for Curriculum Changes 2022/23</u>	9
<u>FACULTY OF ARTS</u>	10
<u>FACULTY OF PURE AND APPLIED SCIENCE</u>	14
<u>FACULTY OF PROFESSIONAL STUDIES</u>	19

Overview

The number of curriculum proposals 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)	20	4	6	30
Course Deletion (Form 2)	0	2	7	9
Course Modification (Form 3)	124	25	38	187
Program Modification (Form 4)	4	19	21	44
New Program (Form 5)	0	0	0	0
Totals:	148	50	121	270

Curriculum proposals were sent to the Senate Curriculum Committee – Administrative (SCCA) by Nov. 25, 2022. A summary listing of all proposals submitted by the three faculties follows.

Within the Senate TEAM, the “Files” section contains complete forms for all proposals and a master file for each faculty (Arts, FPAS, and FPS).

The Committee reviewed the proposals in advance of meetings on January 6 and February 2, 2023 where 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 meetings to flag 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 of the latter are resolved. In turn, the Chair will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2023/24 Calendar and within Colleague, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

All instances requiring consultation with academic units have now been resolved. In turn, the Chair will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2023/24 Calendar and within Colleague, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

Motion

1. That all curriculum proposals submitted by the faculties and reviewed by the Senate Curriculum Committee (Administrative) be approved.

Summary Listing; Proposals for Curriculum Changes 2022/23

FACULTY OF ARTS

1. This year, the Arts Faculty Curriculum Committee received submissions from **Art, Classics, Economics, English, Environmental and Sustainability Studies, History, Languages and Literatures, Law and Society, Philosophy, Politics, Sociology, and Women’s and Gender Studies.**
2. The Constitution of the Faculty of Arts states that proposals must be presented to Faculty Council in 3 categories: A, B and C. Only changes presented under C require formal FAC approval. The items in categories A and B are presented for information only.
3. **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. ART

1. *Modifications to existing courses*
 - a. ART 2013 – Changing title and description
 - b. ART 2023 – Changing title and description

- c. ART 3013 – Changing title and description
- d. ART 3023 – Changing title and description

B. CLASSICS

1. Modifications to existing courses

- a. GREE 3003 – change in course weight (6h to 3h) and prereq
- b. GREE 3013 – change in course weight (6h to 3h) and prereq
- c. LATI 3103 – change in the prereq
- d. LATI 3133 – change in the prereq
- e. LATI 3503 – change in the prereq

C. ECONOMICS

1. Modifications to existing courses

- a. ECON 2213 – change in calendar description
- b. ECON 3123 – change in calendar description
- c. ECON 407T – change in calendar description

D. ENGLISH

1. New courses

- a. ENGL 1603 Critical Digital Literacy
- b. ENGL 2903 Introduction to Video Game Studies

E. ENVIRONMENTAL AND SUSTAINABILITY STUDIES

1. Modifications to existing courses

- a. ESST 1023 – change in prereq
- b. ESST 2003 – change in prereq
- c. ESST 2013 – change in title (cross-coding with WGST) and calendar description
- d. ESST 3003 – change in prereq
- e. ESST 3513 – change in prereq
- f. ESST 3523 – change in prereq
- g. ESST 3993 – change in prereq

F. FRENCH

1. New course

- a. FRAN 2133/SOCI 2133 Introduction to Post-Colonial French Discourse

G. HISTORY

1. New courses

- a. HIST 2643 Sensory History
- b. HIST 3033 History of the Holocaust
- c. HIST 3773 Gender in Early Modern Europe

H. INTERDISCIPLINARY STUDIES

1. Modification to existing course

- a. IDST 2423 Nineteenth and Twentieth Century World Literatures (never taught) to IDST 3423 Nineteenth and Twentieth Century Comparative Literature.

J. LANGUAGE AND LITERATURES*1. New courses*

- a. LANG 1113 Language 1 – new course proposal
- b. LANG 1123 Language 2 – new course proposal
- c. MIKM 1113 Mi'kmaw Language 1 – new course proposal
- d. MIKM 1123 Mi'kmaw Language 2 – new course proposal

K.LAW AND SOCIETY*1. New courses*

- a. LAWS 1003 Introduction to Law and Society – new course proposal
- b. LAWS 2003 Theories of Law and Justice – new course proposal
- c. LAWS 3003 Approaches to Law and Society – new course proposal
- d. LAWS 3013 Special Topics in Law and Society – new course proposal
- e. LAWS 4003 Issues in Law and Society – new course proposal
- f. LAWS 407T Honours Thesis 1 – new course proposal
- g. LAWS 408T Honours Thesis 2 – new course proposal

2. Modifications to existing courses

- a. BUSI 2993 – cross-list with LAWS
- b. BUSI 3323 – cross-list with LAWS
- c. BUSI 3613 – cross-list with LAWS
- d. BUSI 3623 – cross-list with LAWS
- e. BUSI 3643 – cross-list with LAWS
- f. BUSI 3753 – cross-list with LAWS
- g. BUSI 4313 – cross-list with LAWS
- h. BUSI 4663 – cross-list with LAWS
- i. CLAS 2733 – cross-list with LAWS
- j. CLAS 2823 – cross-list with LAWS
- k. CLAS 3113 – cross-list with LAWS
- l. ENGL 1413 – cross-list with LAWS
- m. ENGL 1423 – cross-list with LAWS
- n. ENVS 3113 – cross-list with LAWS
- o. ESST 2013 – cross-list with LAWS
- p. HIST 1533 – cross-list with LAWS
- q. HIST 2313 – cross-list with LAWS
- r. HIST 2503 – cross-list with LAWS
- s. HIST 3303 – cross-list with LAWS
- t. HIST 3473 – cross-list with LAWS
- u. HIST 3663 – cross-list with LAWS
- v. IDST 3103 – cross-list with LAWS
- w. IDST 3123 – cross-list with LAWS
- x. PHIL 1413 – cross-list with LAWS
- y. PHIL 2313 – cross-list with LAWS
- z. PHIL 2323 – cross-list with LAWS
- aa. PHIL 2713 – cross-list with LAWS
- bb. PHIL 2813 – cross-list with LAWS
- cc. PHIL 2823 – cross-list with LAWS
- dd. PHIL 2923 – cross-list with LAWS
- ee. PHIL 3203 – cross-list with LAWS

- ff. PHIL 3213 – cross-list with LAWSgg.
- gg. PHIL 3223 – cross-list with LAWShh.
- hh. PHIL 3713 – cross-list with LAWS
- ii. POLS 1303 – cross-list with LAWS
- jj. POLS 1403 – cross-list with LAWS
- kk. POLS 2003 – cross-list with LAWS
- ll. POLS 2223 – cross-list with LAWS
- mm. POLS 2683 – cross-list with LAWS
- nn. POLS 2893 – cross-list with LAWS
- oo. POLS 3063 – cross-list with LAWS
- pp. POLS 3083 – cross-list with LAWS
- qq. POLS 3173 – cross-list with LAWS
- rr. POLS 3433 – cross-list with LAWS
- ss. POLS 3463 – cross-list with LAWS
- tt. POLS 3503 – cross-list with LAWS
- uu. POLS 3563 – cross-list with LAWS
- vv. POLS 4403 – cross-list with LAWS
- ww. POLS 4603 – cross-list with LAWS
- xx. POLS 4803 – cross-list with LAWS
- zz. PSYC 2103 – cross-list with LAWS
- aaa. PSYC 2113 – cross-list with LAWS
- bbb. PSYC 2183 – cross-list with LAWS
- ccc. PSYC 3623 – cross-list with LAWS
- ddd. SOCI 1013 – cross-list with LAWS
- eee. SOCI 2113 – cross-list with LAWS
- fff. SOCI 2413 – cross-list with LAWS
- ggg. SOCI 2723 – cross-list with LAWS
- hhh. SOCI 2753 – cross-list with LAWS
- iii. SOCI 3183 – cross-list with LAWS
- jjj. SOCI 3263 – cross-list with LAWS
- kkk. SOCI 3703 – cross-list with LAWS
- lll. SOCI 3743 – cross-list with LAWS
- mmm. SOCI 3793 – cross-list with LAWS
- nnn. THEA 2753 – cross-list with LAWS
- ooo. THEA 2673 – cross-list with LAWS
- ppp. WGST 2913 – cross-list with LAWS

L. PHILOSOPHY*1. Modifications to existing courses*

- a. PHIL 2553 Social and Cultural Philosophy of the Nineteenth Century –changes to the title/course number, level, calendar description and prereq
- b. PHIL 3023 Philosophy in Literature –changes to the course title and calendar description

M. POLITICS*1. New course proposals*

- a. POLS 3223 Climate Change Politics
- b. POLS 3273 Political Economy: Government and Business

2. Modifications to existing courses

- a. POLS 1503 – calendar description
- b. POLS 3943 – changes to title and calendar description
- c. POLS 4603 – change in title and calendar description; linked with POLS 5603
- d. POLS 5603 – change in title and calendar description; linked with POLS 4603

N. SOCIOLOGY*1. New Course*

- a. SOCI 2133/FRAN 2133 Introduction to Post-Colonial French Discourse

2. Modifications to existing courses

- a. SOCI 3183 – change in title and calendar description
- b. SOCI 4113 - change to calendar description and prereq
- c. SOCI 4123 - change to calendar description and prereq
- d. SOCI 4133 - change to calendar description and prereq
- e. SOCI 4143 - change to calendar description and prereq
- f. SOCI 4153 - change to calendar description and prereq
- g. SOCI 4163 - change to calendar description and prereq
- h. SOCI 4183 - change to calendar description and prereq
- i. SOCI 4193 - change to calendar description and prereq

O. WOMEN'S AND GENDER STUDIES*1. Program modification*

- a. Adding the cross-coded WGST 2013/ESST 2013 to the list of approved courses for major/minor credit

2. Modifications to existing courses

- a. WGST 2923 – change in course number, title, calendar description and weight; with WGST 2933, this replaces WGST 2906
- b. WGST 2933 – change in course number, title, calendar description and weight; with WGST 2923, this replaces WGST 2906
- c. WGST 4913 – change in prereq

- 4. 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. CLASSICS

1. *Program modification*

- a. Reducing the number of language hours required for Honours from 18h to 6h

B. ENVIRONMENTAL AND SUSTAINABILITY STUDIES1. *Program modification*

- a. Adding courses to list of approved electives; updating the list
- b. Changing the title of minor to 'Minor in Environment and Sustainability Studies'

C. GERMAN1. *Modification to program*

- a. Changing the text in the description for "International Exchanges and Further Opportunities"

FACULTY OF PURE AND APPLIED SCIENCE**BOLOGY**

1) Proposed new course (Form 1)

BIOL 3693 *Eco-Immunology and Disease Ecology*

2) Proposed course deletion (Form 2)

BIOL 4993 Honours Research

3) Changes are proposed for the following existing courses (Form 3)

Course	Proposed changes	Rationale
BIOL 2563 <i>Marine Biology</i>	BIOL 2663 added as an antirequisite	Functionally BIOL 2563 and 2663 are very similar, and students should get credit for only one.
BIOL 2663 <i>Marine Biology (Open Acadia)</i>	BIOL 2563 added as an antirequisite	Functionally BIOL 2563 and 2663 are very similar, and students should get credit for only one.
BIOL 3173 <i>Vertebrate Physiology 1</i>	Change course title (to <i>Animal Physiology 1</i>)	Reflects broadening of course content that has occurred recently.

BIOL 3183 <i>Vertebrate Physiology 2</i>	Change course title (to <i>Animal Physiology 2</i>)	Reflects broadening of course content that has occurred recently.
BIOL 3883 <i>Chemical Ecology</i>	Cross-list course with Chemistry (CHEM 3783)	The course has many relevant themes to Chemistry Majors and students interested in Biochemistry. Change was developed in consultation with Chemistry.

BIOL 407T and BIOL 408T Honours Thesis	Delete BIOL 4993 as a program requirement.	See Proposed Course Deletion, above in 2 (Form 2).
BIOL 4113 <i>Fish Biology and Fisheries Science</i>	Change course title to <i>Fish Biology</i> , calendar description and simplify pre-reqs.	Broaden the appeal of the course to students.
BIOL 4673 <i>DNA Barcoding</i>	Change course title to <i>Molecular Techniques</i> , changes to wording of course description, change pre-requisite	Broaden the appeal of the course to students.
BIOL 4253 <i>Applied Statistical Modelling</i>	Change in course name (<i>Data Science in Ecology</i>), and course description	Broaden the appeal of the course to students.
BIOL 5253 Applied Statistical Modelling	Change in course name (<i>Data Science in Ecology</i>), and course description	Broaden the appeal of the course to students.

4) Changes are proposed for the following programs (Form 4)

Program	Proposed changes	Rationale
BSc Biology	Change to the general program description	Include CHEM 3783 as a cross-listed course for the Biology program.
BSc Honours Biology	Delete BIOL 4993 as a program requirement for Biology Honours students	See Course Deletion, above, in 2) Proposed course deletion (Form 2)

CHEMISTRY

We propose 10 changes that affect our Department only.

Nine (9) of them were the result of:

- a) switching to Colleague that split 6h credit Honours course to two 3h halves
- b) changes in MATH department course offerings.

Specific changes:

1. Course Deletion: CHEM4916 (deleted as redundant and obsolete)
2. Course Modification: CHEM407T (modified from 6h to 3h format)
3. Course Modification: CHEM408T (modified from 6h to 3h format)
4. Course Modification: CHEM4993 (modified co-req. due to above changes)

5. Program Modification B.Sc.Honours CHEM (modified due to the above and MATH)
6. Program Modification B.Sc.CHEM (modified due to the above and MATH)
7. Program Modification Double Major CHEM as 1st (modified due to MATH)
8. Program Modification Double Major CHEM as 2nd (modified due to MATH)
9. Program Modification Minor in CHEM (clarified description)

The 10th change was to expand advanced topics making the course easier to teach by several instructors.

10. Course Modification: CHEM4803 (unsubstantial modification in description and pre-reqs.)

The 11th change was aimed at co-listing existing BIOL3883 course (Chemical Ecology) with CHEM department as CHEM3783 course. We used 7 as the second number to list in our Biochemistry group and used CHEM2713 (Biochemistry) and CHEM2813 (analytical chemistry) as the set of most relevant pre-requisites for CHEM students to enroll in this course.

11. Course Modification: CHEM3783 (co-listing with BIOL3883 Chemical Ecology.)

JODREY SCHOOL OF COMPUTER SCIENCE

New Courses

COMP 1233/1230L – New course for students entering computer science with background in CS from high school and/or personal experience. Can be used to replace COMP 1113/1123. 1h Lab included.

COMP 1243 – New course for computer science students to cover computer concepts (shell, command line, scripting, debugging, etc).

Modified Courses

COMP 1113 – Change to prevent students from taking COMP 1113 if they already have credit for COMP 1233.

COMP 1123 – Change anti-req to prevent students from getting credit for both COMP 1123 and COMP 1233.

COMP 2103 / 2113 / 2663 / 3513 – Change pre-req to COMP 1123 or COMP 1233

COMP 2513->3033 – Update in course name, description, and a change to the year it is offered.

Modified Programs (undergraduate)

All programs (BACS / BCS / BCSH / BScH / Certificate / Double Major) are modified with the following change:

Required courses: (COMP 1113 and COMP 1123) or (COMP 1233 and one computer science elective)

The rest of the degrees/courses stay the same.

EARTH AND ENVIRONMENTAL SCIENCE

FORM 4 GEOL and FORM 4 ENGO: Program Changes to GEOL and ENGO programs to separate the “general science” minor text from the “Geology Minor” text. The general science minor is a long-standing minor used in these programs and these changes bring the requirements more in line with the standards for Professional Geoscience registration.

FORM 4 ENVS: Program change to clarify that ENVS students may have one minor in their program. Multiple science minors are not appropriate for a multidisciplinary science program in the sciences.

FORM 3 GEOL 2083: Course modification to make GEOL 2043 a co-requisite. This will reduce issues with Colleague not permitting registration for this field school taught after exams.

ECONOMICS

Adding Co-op the Economics, B.Sc. with Honours in Economics, B.Sc. with Double Major and B.Sc with Honours and Second Major Bachelor of Science in Economics (and its variants) has been recently approved by the MPHEC in May 2019, and it has been offered in Acadia since Fall 2019. New majors and students who are interested in pursuing the B.Sc. degree in Economics are interested in pursuing the Co-op option. The Co-op option is currently available for the Bachelor of Arts in Economics but not the Bachelor of Science stream(s).

MATH AND STATS

For Math & Stats this year there are essentially three changes proposed, but two of the changes apply across multiple programs.

- a) The Maritime Degree Level Qualifications Framework recommends that for 4-year degrees with a major or double major, 6 of the major courses should be beyond second year. Our non-Honours programs currently all fall short of that. The changes proposed here are to correct these shortfalls. This change is proposed for all non-Honours programs.
- b) All math programs require our students to take at least one programming course. The School of Computer Science has proposed a new introductory programming course, COMP 1233, for students who have some experience with programming already. The second change is to permit Math majors to use this new course as an option for fulfilling their programming requirement. This change is proposed for all programs except our BSc Math with Applied Science program, since students in that program normally take APSC 1413.
- c) The School of Music made some changes to their course structure last year because of Colleague, and our Math with Music program is being updated to include the appropriate course listing updates from the School of Music. This change only applies to our BSc Math with Music program.

NUTRITION AND DIETETICS

Form 1 – New Course Proposal:

NUTR 3033 – Sustainability, Food Systems & Health

Form 3 – Proposed Modification to an Existing Course:

NUTR 4103 – Food Analysis (Change in pre-requisite)

Form 4 – Proposed Modification to a Program:

Add the new course NUTR 3033 (Sustainability, Food Systems & Health) to the Bachelor of Science in Nutrition (Dietetics option).

PHYSICS

- 1) Form4_Physics_Honours.docx - Modification to Honours Degree – the current language states that 76h are required. In fact, it is 81h and this proposal corrects that error.
- 2) Form3_Physics_coreq-prereq.docx - Changing all Corequisites to Pre/Corequisites – Students who are taking courses outside of the “normal” rotation have trouble registering for courses that require co-requisites they have already taken. These changes smooth the registration process for students.
- 3) Form4_Physics_Major.docx – Modification to the Major Degree - our existing language specifies how many physics courses are required, beyond the physics core, to complete the major with 12h, 15h and 18h minors. The 12h and 15h minors no longer exist so we need to align the language with 18h minors.
- 4) Form4_Physics_Minor.docx - Minor in Physics – with minors now appearing on transcripts, we wish to specify a minimum number of courses at the 2000 level and above for a minor. We have selected 9h as the minimum. This still allows a student who completes Phys 1053 and Phys 1063 to pursue a physics minor without also having to take 2 second year math courses.
- 5) Form3_PHYS 1063.docx – change to the pre-requisites to make it explicit that either PHYS 1053 or PHYS 1013 satisfy the pre-requisite requirement.

PSYCHOLOGY

1. Changes to the prerequisites for PSYC 3613 and PSYC 4323.

This change will allow students who have taken either PSYC 2153 or PSYC 2143 to register for the two courses above. This change will give students who have completed PSYC 2143 more course options at the 3000/4000 level, and will make for fewer requisite waivers.

2. Increase to admissions requirements – minimum high school average be increased from 70% to 75%

This proposed change will bring our enrolment requirements in line with Biology and Kinesiology, and are more consistent with the high school averages for students who have completed Grade 12 MATH (according to Leigh-Ann Murphy). The change is expected to only impact a small number of applicants (11 of 157 in the current year);

however, it is our hope that those students accepted are better set up for success in our program.

FACULTY OF PROFESSIONAL STUDIES

THE FRED C. MANNING SCHOOL OF BUSINESS

1. Modification to Existing Course (Form 3)

1.1 Change in Prerequisites only for eight courses. Calendar descriptions with proposed changes highlighted are listed below, curriculum forms to follow.

Course:	Current Prerequisites	Proposed Prerequisites	Rationale
BUSI 1053 Introductory General Accounting and Finance	<i>Prerequisite or Corequisite: BUSI 1703 with a minimum grade of C- Note: This course is not recognized within the BBA program or any program that requires BUSI 1013, 2033 or 2223. Credit cannot be obtained for both BUSI 1053 and any of BUSI 1013, 2223 or 2233.</i>	<i>Prerequisite or Corequisite: BUSI 1703 with a minimum grade of C- Note: This course is not recognized within the BBA program or any program that requires BUSI 1013, 2033 or 2223. Antirequisite: Credit cannot be obtained for both BUSI 1053 and any of BUSI 1013, 2223 or 2233.</i>	BUSI 1703 is not necessary as a prerequisite (just as it is not a prerequisite for BUSI 1013 Financial Accounting 1), and the current prerequisite potentially imposes unjustified scheduling challenges for students. Part of the note should be explicitly recognized as an antirequisite, while the deleted part of the note is not necessary (covered in stipulation of degree requirements).
BUSI 2223 Fundamentals of Finance 1	<i>Prerequisite(s): ECON 1013, ECON 1023, and MATH 1613 or MATH 1013. Corequisite(s): ECON 2613.</i>	<i>Prerequisite(s): ECON 1013, ECON 1023, and MATH 1613 or MATH 1013. Corequisite(s): ECON 2613 or MATH 1253</i>	Adding alternative introductory statistics course as an option, which in turn provides more options for students interested in further Math courses as part of their program.
BUSI 2413 Introductory Marketing	<i>Prerequisite(s): BUSI 1703 with a minimum grade of C-. Antirequisite(s): Credit can be obtained for only one of BUSI 2413 or BUSI 2423. Note: This course is not recognized with in the BBA program or any other program that requires BUSI 2423.</i>	<i>Prerequisite(s): BUSI 1703 with a minimum grade of C-. Antirequisite(s): Credit can be obtained for only one of BUSI 2413 or BUSI 2423. Note: This course is not recognized with in the BBA program or any other program that requires BUSI 2423.</i>	Note is redundant given the antirequisite and the degree requirements specified for BBA programs and any other program that may require the antirequisite BUSI 2423.
BUSI 2513 Operations Management	<i>Prerequisite(s): ECON 1013, ECON 1023 , and MATH 1613 or MATH 1013. Corequisite(s): ECON 2613.</i>	<i>Prerequisite(s): ECON 1013, ECON 1023, and MATH 1613 or MATH 1013. Corequisite(s): ECON 2613 or MATH 1253</i>	Adding alternative introductory statistics course as an option, which in turn provides more options for students interested in further Math courses as part of their program.
BUSI 3293 Managing E- Business	<i>Prerequisite(s): BUSI 2223, BUSI 2423, and BUSI 2513, each with a minimum grade of C-</i>	<i>Prerequisite(s): BUSI 2223, BUSI 2423, and BUSI 2513, each with a minimum grade of C-. BUSI 2803 and third year standing or higher.</i>	Proposed change makes the prerequisite consistent with other 3000-4000 level electives for BTM majors, and provides greater flexibility for those majors to complete degree requirements (esp. to schedule both BUSI and COMP course requirements).

BUSI 3483 Business Research	<i>Prerequisite(s): Registration in honours program. Corequisite(s): BUSI 3993.</i>	<i>Prerequisite(s): Third year standing or higher in the BBA program. Registration in BBA Honours program. Corequisite(s): BUSI 3993.</i>	BUSI 3993 does not need to be completed concurrent with BUSI 3483, and the current prerequisite is inconsistent with degree requirements for BBA Major in Employment Relations. Also, the practice is to intentionally schedule the stated corequisite in the opposite academic semester as this course, making the corequisite impossible to enforce.
BUSI 3613 Business Law	<i>Prerequisite(s): BUSI 1703, COMM 1213, MATH 1613 or MATH 1013, each with a minimum grade of C-.</i>	<i>Prerequisite(s): BUSI 1703, COMM 1213, MATH 1613 or MATH 1013, each with a minimum grade of C-, and second year standing or higher.</i>	The content of Math 1613 or Math 1013 is not required for the course. Registration in the course should be restricted to second year standing or higher.
BUSI 3993 Honours Seminar	<i>Corequisite(s): BUSI 3483.</i>	<i>Prerequisite(s): Third year standing or higher and registration in the BBA Honours program. Corequisite(s): BUSI 3483.</i>	BUSI 3483 does not need to be completed concurrent with BUSI 3993. Also, current practice intentionally schedules the stated corequisite in the opposite academic semester as this course, making the corequisite impossible to enforce. Unlike BUSI 3483, this course is intentionally limited students in the BBA Honours program.

With the proposed changes in prerequisites, the changes in the calendar descriptions for the eight courses are as follows (changes highlighted).

BUSI 1053 Introductory General Accounting and Finance

Introduction to accounting and finance, including i) financial statement preparation, basic financial statement analysis and use in decision making ii) cash flow budgeting, ratio analysis, time value of money and general budgeting. *Prerequisite or Corequisite(s): BUSI 1703 with a minimum grade of C-. Note: This course is not recognized within the BBA program or any program that requires BUSI 1013, 2033 or 2223.* *Antirequisite(s): Credit cannot be obtained for both BUSI 1053 and any of BUSI 1013, 2223 or 2233.*

BUSI 2223 Fundamentals of Finance 1

A combination of lectures, problem-solving, case studies, group discussions, current events and field research are used to introduce students to the theory and practice of corporate finance. The course will focus on the basic concepts of securities markets, financial analysis, cost-benefit analysis and decision making under conditions of uncertainty. *Prerequisite(s): ECON 1013, ECON 1023, and MATH 1613 or MATH 1013.* *Corequisite(s): ECON 2613 or MATH 1253.*

BUSI 2413 Introductory Marketing

An introduction to marketing for non-business students to develop a broad understanding of marketing concepts. *Prerequisite(s): BUSI 1703 with a minimum grade of C-. Antirequisite(s): Credit can be obtained for only one of BUSI 2413 or BUSI 2423.* *Note: This course is not recognized with in the BBA program or any other program that requires BUSI 2423.*

BUSI 2513 Operations Management

A general management approach to the fundamental aspects of manufacturing and service operations. Decision making in the areas of process selection, capacity analysis, layout, planning and scheduling, job design, quality and inventory control. *Prerequisite(s): ECON 1013, ECON 1023 , and MATH 1613 or MATH 1013.* *Corequisite(s): ECON 2613 or MATH 1253*

BUSI 3293 Managing E-Business

This course focuses on the foundations of e-business, business-to-consumer and business-to-business strategies. Topics include buying and selling on the world wide web, back-office integration, impact of the business-to-consumer e-business on logistics and supply chain management, hardware and software of the internet, intranets and extranets, technological innovations and their impact, and competitive dynamics of firms operating in internet enabled operating environments. *Prerequisite(s): BUSI 2223, BUSI 2423, and BUSI 2513, each with a minimum grade of C-, BUSI 2803 and third year standing or higher.*

BUSI 3483 Business Research

The conduct of research. Topics will include research design from a variety of methodological perspectives, sampling, data collection, analysis and presentation of results. *Practical projects done in conjunction with BUSI 3993 will be theoretically informed.* *Prerequisite(s):* Third year standing or higher in the BBA program. *Registration in BBA Honours program.* *Corequisite(s): BUSI 3993.*

BUSI 3613 Business Law

The course raises awareness of the relevance and importance of the law in business and enables students to use knowledge of the law to improve business decisions and avoid unnecessary legal difficulties. The key elements are the Canadian legal system; the basics of contracts and torts; and a framework for identifying and managing legal risks that confront firms. *Prerequisite(s): BUSI 1703, COMM 1213, MATH 1613 or MATH 1013, each with a minimum grade of C-, and second year standing or higher.*

BUSI 3993 Honours Seminar

Seminar, reading and discussion of scientific inquiry, problem formulation, literature research, theoretical formulation, and procedures and organization of honours research project. Development of research proposal. *Prerequisite(s): Third year standing or higher and registration in the BBA Honours program.* *Corequisite(s): BUSI 3483.*

2. Proposed Modifications to Program (Form 4)

2.1 Adjust how two computer science courses are designated within the degree requirements for; (i) BBA Honours with Major in Business Technology Management, and (ii) BBA with Major in Business Technology Management.

The current program requirements specific to the BBA major in Business Technology Management are provided below, followed by the proposed modifications (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 **(not included here)**, plus additional courses as listed with their chosen major.

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, BUSI 4553, BUSI 4893 (courses 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)

Program requirements to be modified:

6. All of the following (15h): COMP 1113, **COMP 1123**, ~~COMP 1813~~, COMP 2853, COMP 2863, COMP 3513
8. 6h from: ~~COMP 1123~~, **COMP 1813**, COMP 2513, COMP 2663, COMP 2903

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 48 credit hours outlined in requirement 1 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 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)

Program requirements to be modified:

5. All of the following (15h): COMP 1113, **COMP 1123**, ~~COMP 1813~~, COMP 2853, COMP 2863, COMP 3513

7. 6h from: ~~COMP 1123~~, **COMP 1813**, COMP 2513, COMP 2663, COMP 2903

Rationale: The designation of two computer science courses in the degree requirements for the BBA with major in Business Technology Management program (and the BBA Honours degree with the same major) have to be changed as required or “choose from among” courses. The adjustment is needed to align degree requirements with prerequisites. *COMP 1123 Computer Programming 2* is changed to *become* one of five required COMP courses (15h), while *COMP 1813 Computer Concepts and Applications* is changed to become one of the options in the list of “choose from among” COMP courses. The number of credit hours of required and “choose from among” COMP courses is not changed.

2.2 Revise the description of the option to include a minor in areas outside the School of Business for all BBA degree variants

Students have the option to use the non-business and university electives specified in all degree variants within the BBA program to complete a minor in an area outside the School of Business (including multi/interdisciplinary areas). More explicit language is needed to make it clear the courses that comprise the minor must be distinct from non-business courses that satisfy other degree requirements. The calendar description of the option to declare a minor follows, in its current form and as proposed with the changes highlighted.

Current description:

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.

Proposed description:

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, **using credit hours otherwise designated as non-business or university electives**. A minor consists of at least 18h for single subject areas and at least 24h for multidisciplinary areas. **Courses attributed to a minor must be distinct from non-business courses required to satisfy other BBA degree requirements**. 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.

Rationale: Effective in 2022/23, BBA students interested in a disciplinary focus in their non-business and university electives have the option to declare a minor in disciplines outside the School of Business. Minors in non-BUSI disciplines are an option to designate credit hours that otherwise fulfill requirements for non-business and/or university electives. However more explicit language is needed to make it clear the minor is distinct from non-business courses that satisfy other degree requirements. For instance, ECON 1013, 1023, ECON 2613 or MATH 1253, MATH 1613 or 1013, are required non-business courses for all BBA degree variants. As such, these courses cannot also be designated as part of a minor in ECON or MATH. Similarly, COMP courses required as part of the BBA Business Technology Management major and ECON courses required for the BBA Finance major, can't also be designated as part of a minor in COMP or ECON. In sum, courses cannot be designated as fulfilling two distinct degree requirements.

2.3 Modifying requirements for BUSI as Second Major & BUSI as Minor (for students in other degree programs);

Students in programs other than BBA programs have the option to designate business as a second major or minor. The proposed changes provide students greater flexibility in the courses chosen to complete the second major or minor. The calendar descriptions of the options to declare business as a second major or minor follow, in their current form and as proposed with the changes highlighted.

Double Major: Business as the Second Major

Graduation Requirements

The requirements for a second major vary by faculty and program(s) of study. In addition to the following program requirements, students pursuing a second major in business should consult with their Academic Advisor to ensure they will meet the requirements for their specific program of study.

Current description:

Program Requirements

Students must complete a minimum of 36 credit hours in the Major as follows:

1. 15h of the following courses: BUSI 1013 (or BUSI 1053), BUSI 1703, BUSI 2223, BUSI 2423 (or BUSI 2413), BUSI 2733, each completed with a minimum grade of C-
2. 12h of the following courses: MATH 1613 (or MATH 1013), ECON 1013, ECON 1023, ECON 2613.
3. At least 9h business courses chosen from: BUSI 2013, BUSI 2233, BUSI 2433, BUSI 2513, BUSI 2743, BUSI 2803, BUSI 3063, BUSI 3613

Proposed description:

Program Requirements

Students must complete a minimum of 36 credit hours in the Major as follows:

1. 6h of the following courses: BUSI 1013 or BUSI 1053, BUSI 1703, each completed with a minimum grade of C-
2. 6h of the following courses: ECON 1013, ECON 1023
3. At least 24h of additional BUSI business courses (9h of which must be at the 3000-4000 level)

Minor in Business Graduation Requirements

The requirements for a minor vary by faculty and program(s) of study. Students pursuing a minor in business should consult with their Academic Advisor to ensure they will meet the requirements for their specific program of study.

Current description:

Program Requirements

Students must complete a minimum of 24 credit hours in the Minor as follows:

1. 9h of the following courses: BUSI 1013 (or BUSI 1053), BUSI 1703, BUSI 2423 (or BUSI 2413) each completed with a minimum grade of C-
2. 9h of the following courses: MATH 1613 (or MATH 1013), ECON 103, ECON 1023
3. At least 6h business courses chosen from: BUSI 2013, BUSI 2223, BUSI 2513, BUSI 2733, BUSI 2803, BUSI 3613

Some courses listed in item 3 have non-business prerequisites in addition to those listed in item 2.

Proposed description:

Program Requirements

Students must complete a minimum of 24 credit hours in the Minor as follows:

1. 6h of the following courses: BUSI 1013 or BUSI 1053, BUSI 1703, each completed with a minimum grade of C-
2. 6h of the following courses: ECON 1013, ECON 1023
3. At least 12h of additional BUSI business courses.

Rationale. The proposed modification will provide more choice in the mix of courses within the curriculum of the Business School students in other degree programs (non-BBA) can complete as a second major or minor in business. This includes making it more feasible for students to include BUSI courses already intended to be open to non-BBA students. In sum, instead of making a minor or secondmajor replicate the “front end” of the BBA program (incl. ECON & Math requirements), the proposed modifications allow greater choice in the BUSI courses that constitute a minor or second major.

2.4 Provide a choice of either ECON 2613 Empirical Analysis in Economics and Business or MATH 1253 Statistics 1 as the required introductory statistics course for all BBA degree variants.

The proposed change will require all references in the calendar citing ECON 2613 as either; (i) a degree requirement for BBA programs, or (ii) a prerequisite for a BUSI course, to be edited to read **ECON 2613 or MATH 1253**.

Rationale. Adding MATH 1253 as an option for BBA students provides an alternative introductory statistics course to ECON 2613. This provides allows interested students to complete additional statisticscourses offered by the Math department as part of their program. The Heads of the Math and Economic departments were consulted and do not anticipate the proposed change will have a material effect on the number of sections of Math 1253 and ECON 2613 that will need to be scheduled.

2.5 Delete BBA with Majors in English, French, German or Spanish

Rationale. Very few students have chosen these programs over the long history they have been listed in the calendar. As of 2022/23, BBA students have the option to declare a minor in non-business disciplines. To the extent BBA students are interested in concentrating their non-BUSI electives in either English, French, German or Spanish, a minor is a far more feasible option for them to do so. The Dean ofArts was consulted, who in turn discussed the proposed change with the Heads of English and Languages.All agreed that dropping these programs makes sense.

SCHOOL OF EDUCATION – CHANGES IN B. ED

Additions/Edits are highlighted in green

Deletions are highlighted in yellow

1)

Page 12

Admission to the Bachelor of Education Program

In keeping with our commitment to diversifying representation in our Bachelor of Education program with a view to graduating teachers who better reflect the diversity of students in our public school system, we encourage applications from minoritized or under-represented groups ~~on the basis of race, ethnicity, religion, gender identity, religion, ability, new comer to Canada, etc.~~

Applicants will be carefully selected after examination of all relevant information. Not all applicants who meet the minimum admission requirements will be admitted. The university reserves the right to refuse admission to any applicant.

Page 73

Education (BEd)

School of Education; Seminary House and Emmerson Hall
Ph: (902) 585-1229; Fax: (902) 585-1071; infoed@acadiau.ca

Undergraduate Program(s) Offered: Bachelor of Education (BEd)

The School of Education prepares students for professional teaching service in elementary and secondary schools viatwo program options: a two year program or 16 consecutive month program. **Courses in the BEd program are taught exclusively in person.**

Admission— In keeping with our commitment to diversifying representation in our Bachelor of Education program with a view to graduating teachers who better reflect the diversity of students in our public school system, we encourage applications from minoritized or under-represented groups on the basis of race, ethnicity, religion, gender identity, religion, ability, new comer to Canada, etc.

Teacher CertificationNo changes.

Professional Conduct

The School of Education has adopted guidelines for the conduct of professionals enrolled in the School's undergraduate and graduate programs. As students and aspiring teachers, counsellors, and administrators, all members of the School of Education must sign and adhere to the guidelines as outlined ... [See Attachment]

2)New Course proposal

EDUC 41K3, African Nova Scotian Historical and Contemporary Perspectives

This course examines historical and contemporary perspectives of African Nova Scotians and their communities through an equity and Africentric lens. Preservice and in-service teachers will critically examine the impact of systemic and institutionalized anti-Black racism on the lives and schooling experiences of African Nova Scotian learners. Students will explore African Nova Scotian contributions, knowledges, cultures, worldviews, languages, and spiritualities and how these ways of knowing, being and doing can transform curriculum and pedagogies towards equitable and inclusive schooling.

COMMUNITY DEVELOPMENT

1. Program Modification to a Program -MGMT Core

- a. We are changing the number of BUSI courses required in CODE. Currently, students must complete 18 credit hours with a C- or above. We are changing it to 15 credit hours with a C- or above. The extra three credit hours will be moved to General Electives.

2. Program Modification to a Program – Removal of Non-Credit Courses.

- a. CODE 1100 - As the CODE program has transitioned from Recreation Management to Community Development, it is no longer necessary to have this non-credit requirement. Students who need this course and are interested will take this course. Managing this non-credit requirement is challenging as well and takes unnecessary administrative time.
- b. CODE 3100 - The Community Development program provides significant opportunities for students to network and engage with professionals in Community Development. While this non-credit course was useful in the prior Recreation Management program where our students by and large participated in local recreation conferences, our current Community Development students - that wish to attend conferences - will choose other conferences beyond those that focus on Recreation. Managing this non-credit requirement is challenging as well and takes unnecessary administrative time.

3. Program Modification to a Program – Change in BCD w/ ESST

- a. Changes in the BCD w/ESST and Honours in BCD w/ESST programs are a result in changes to the BA ESST program. BCD students w/ ESST (including Honours) must take the required ESST core classes. The BA ESST program added two

courses to the Environmental and Sustainability Studies Core (required for all majors). One of these (ENVS 1013) is a wholly new addition to the core. BCD students doing the ESST option (including Honours) must also take this course in their ESST core.

- b. We are updating the list of courses from other units that will count towards a BCD w/ESST degree (including Honours) in line with program modifications that were approved for the BA ESST program. Also, like the BA ESST program, we are eliminating the wording in the calendar that suggests students must choose a concentration area.
4. Program Modification to a Program – Minor
 - a. We want to add a paragraph in the Calendar that provides information to our Community Development students and prospective students about doing a Minor (outside of the Community Development degree) as a degree option.
5. Proposed Course Deletion -CODE 1100 Emergency Care
 - a. CODE 1100 - As the CODE program has transitioned from Recreation Management to Community Development, it is no longer necessary to have this non-credit requirement. Students who need this course and are interested will take this course. Managing this non-credit requirement is challenging as well and takes unnecessary administrative time. Also, this course is no longer required for most of our students in placements and other applied community settings.
6. Proposed Course Deletion – CODE 3100 Conference
 - a. The Community Development program provides significant opportunities for students to network and engage with professionals in Community Development. While this non-credit course was useful in the prior Recreation Management program where our students by and large participated in local recreation conferences, our current Community Development students - that wish to attend conferences - will choose other conferences beyond those that focus on Recreation. Managing this non-credit requirement is challenging as well and takes unnecessary administrative time.
7. Proposed Modification to an Existing Course – CODE 2023 Research Methods
 - a. Change in prerequisites
 - i. Dropping the anti requisite of ESST 3003 Research Methods as courses are uniquely different. This provides more options for a research methods course for CODE and ESST students.
8. Proposed Modification to an Existing Course – CODE 4033
 - a. Change in calendar description/Change in title
 - i. Currently, the course title and description focus on international examples of community development advocacy and social change. But in practice, the course currently allows students to explore and critically reflect on community development issues across local, national, and international dimensions. This change in course title and description, provides a more accurate reflection of how the course is currently

instructed. The course, as modified, will continue to focus on the role of civil society organizations, human rights, and a range of other issues critical to exploring community development but will emphasize that the focus is local, region, and national as well. Tools that we develop among our students like evaluation and grant writing will still form a large aspect of the applied component in the course.

SCHOOL OF KINESIOLOGY

Darren Kruisselbrink noted that several of the changes were of a housekeeping nature. One new course was being introduced, KINE 2503 Philosophical Aspects of Martial Arts, which would be offered as an elective and may be offered through the Maple League.

Darren stated that one course would be deleted, KINE 4373 Neural Basis of Motor Control as it had not been offered since 2009.

Other changes were a direct result of Colleague limitations and CATA Accreditation requirements.

#	Course	Modification
1	KINE 181A Hockey 1	Course Description: Remove the number 1
2	KINE 182B Volleyball 1	Course Description: Remove the number 1
3	KINE 185B PA: Older Adults	Course Description: Prerequisite Change: BKIN/BKIH students only, third year or higher
4	KINE 189A Soccer 1	Course Description: Remove the number 1
5	KINE 190A PA Chronic Conditions	Course Description: Prerequisite Change: BKIN/BKIH students only, third year or higher
6	KINE 2503 Phil Aspects Martial Arts	New Course: Phil Aspects Martial Arts
7	KINE 3373 Children with Special Needs	Course Title: Children with Special Needs to Advanced Adapted Physical Activity Course Description Prerequisite Change: BKIN/BKIH Students Only and KINE 2003
8	Kine 3533	Course Description: Remove phrase to align with current NCCP
9	KINE 3663 Coaching Practicum 1	Change in Level: Move to 4 th year Prerequisite Change: BKIN/BKIH Students Only and KINE 3533
10	KINE 4013 Training Methods	Course Description: Revise to align with accreditation.
11	KINE 4373 Neural Basis of Motor Control	Remove
12	AT Option	Program Change
13	KINE 3433	Course deletion
14	KINE 3500	Course Number & Level, Calendar Description, Course Weight, Prerequisites
15	KINE 3600	Course Number & Level, Calendar Description, Course Weight, Prerequisites
16	KINE 4433	Course deletion
17	KINE 4500	Course Number & Level, Calendar Description, Course Weight, Prerequisites

18	KINE 4600	Course Number & Level, Calendar Description, Course Weight, Prerequisites
----	-----------	---

SCHOOL OF MUSIC

Christianne Rushton explained the curriculum changes shown below noting that three of the four new courses had been offered previously as Special Topics courses. The final new course was to cover students taking 30-minute applied lessons and the change in numbering had been brought around as a result of Colleague requirements. This would replace a large number of course numbers introduced last year and prove to be far more efficient.

Christianne stated MUSI 4553 (Internship) would be deleted at this time but could be reintroduced in the future.

Christianne described changes to pre-requisites and course descriptions.

FORMS	COURSE	RATIONALE
Form 1 New	MUSI 2103 (Musical Theatre)	Adding a survey course for entire campus, in a popular topic.
Form 1 New	MUSI 3043 Self-Directed Projects	Adding a self-directed performance option for motivated students.
Form 1 New	MUSI 3033 Sound Painting	Adding a course number for a previous special topics course.
Form 1 New (Applied)	MUSI 366A and 366B	Adding a specific course number for 30 minutes, all year applied lessons
Form 2 Delete (Applied)	MUSI 16C0/16C3, 26C0/26C3, 36C0/36C3, 46C0/46C3	New numbering system, due to Colleague, was a disaster to manage.
Form 2 Delete (Applied)	MUSI 16A3, 16B3, 26A3, 26B3, 36A3, 36B3, 46A3, 46B3	New numbering system, due to Colleague, was a disaster to manage.
Form 2 Delete	4553 (Internship)	This course was not offered.
Form 3 Mod	MUSI 3143 (Conducting)	Change course description and pre-req.
Form 3 Mod	MUSI 3310 (Seminar)	Change course description and pre-req.
Form 3 Mod	MUSI 3320 (Seminar)	Change course description and pre-req.
Form 3 Mod	MUSI 3660 (Recital)	Change pre-requisite.
Form 3 Mod	MUSI 4383 (Wind Rep)	Change title, description, and pre-requisite.
Form 3 Mod	MUSI 431A/B (High School)	Change course description and pre-req.
Form 3 Mod	MUSI 4153 (Conducting)	Change course description and pre-req.
Form 3 Mod	MUSI 4393 (Spec.Topics)	Change course description and pre-req.
Form 3 Mod	MUSI 4163 (Jazz Theory)	Change course description and pre-req.
Form 3 Mod	MUSI 4593 (Portfolio)	Change pre-requisite.
Form 3 Mod	MUSI 43B3 (Elementary)	Change course description and pre-req.
Form 3 Mod (Applied)	MUSI 1663	Change course number.
Form 3 Mod (Applied)	MUSI 2663	Change course number and pre-requisite.
Form 3 Mod (Applied)	MUSI 3663	Change course number and pre-requisite.

Form 3 Mod (Applied)	MUSI 4663	Change course number and pre-requisite.
Form 4 Program	Bachelor of Music Therapy	Remove Internship, update course numbers
Form 4 Program	Bachelor of Music	Update course numbers
Form 4 Program	Bachelor of Music (concentration in Music Education)	Update course numbers
Form 4 Program	Bachelor of Science (Math/Music)	Update course number (voted in Math)
Form 4 Program	Certificate of Music Therapy	Removal of Internship and update language

Motion: That Senate endorse the Capacity-Based Admissions statement and process. This Statement will be added to the 2024/2025 Academic Calendar in PART I: ADMISSION: Admission to Undergraduate Programs just after Admission with AP Tests.

Capacity-Based Admissions

For a select number of programs at Acadia space is limited. As each applicant is unique and every enrolment cycle differs, capacity-based admissions that adjust each year may be employed.

Process:

Capacity-based admissions denotes the following:

1. On the direction of the Director/Co-ordinator/Head and Dean, the Admissions Office will utilize capacity-based admission processes for specified programs. This applies equally to new to post-secondary applicants, as well as internal and external transfer applicants.
2. Applicants will be initially assessed upon application to having met the minimum standard for admission to that respective program.
3. If the applicant meets the minimum standard, they are assessed as one of two categories: a direct admit based upon a working admission standard agreed to by the program; or a pooled applicant whereby the applicant is held with other minimally qualified peers until such time that the working admission standard is altered by the Director/Chair/Head and Dean.
4. Pooled applicants can be offered a second choice in a non-capacity limited program while awaiting a decision on a limited enrolment program. This should help with overall enrolment targets and give students access to scholarship assessment and regular next steps.
5. The Admissions Office on a weekly basis throughout the admissions cycle, will keep the program up to date on the number of direct admits, as well as the number and details of pooled applicants.
6. Decisions on any adjustment to the working admission standard or capacities will be made by the Director/Co-ordinator/Head and Dean and communicated to the Admissions Office.

Senate Motion on Micro-Credentials

Whereas the Act of Incorporation defines the power of Senate as being “to control, regulate and determine the educational policy of Acadia University”;

Whereas a micro-credential, as well as other non-traditional credits, are kinds of educational credentials, conferred according to standards that are themselves educational standards;

Whereas the administration is participating in a provincial working group to develop a Nova Scotia Micro-credential Framework that would affect educational policy at Acadia, should the university choose to adopt a micro-credential program;

And Whereas the Nova Scotia Ministry of Labour and Advanced Education has urged provincial post-secondary institutions to consider adopting a micro-credential program;¹

It is moved that an *ad hoc* committee be struck to examine this matter from the perspective of Senate jurisdiction, and determine the role of Senate in the creation and on-going supervision of micro-credential programs and/or other non-traditional credit programs.

The committee will in particular determine whether these programs fall under the jurisdiction of Senate, and if so, whether they fall under the jurisdiction of an existing standing committee, or whether a new standing committee needs to be created.

This committee will be called “The *ad hoc* Senate Committee on Micro-credential programs,” and will be made up of one Senator from each of the four faculties, a student Senator, a lay Senator, and the Provost. The Committee will elect a voting chair from within this group during the first meeting.

¹ Nova Scotia Ministry of Labour and Advanced Education Business Plan, 2021-2022, accessible [here](#).

Report to Senate

Timetable, Instruction hours and Examinations committee

1. Suggested academic dates for 2026-27 and 2027-28

A revised version of the academic dates are attached. The revised dates for convocation reflect the current practice of holding convocation on Mother's Day Sunday and the Monday immediately after. Other minor corrections and formatting changes have also been made.

2. Update on a policy for tests during class time (information item)

TIE is still working on a policy and is not bringing a proposal to the February meeting of Senate. A survey of students is under way. We will review responses, consider all feedback, and then make recommendations for a policy.

3. Timeslots (information item)

TIE has had some discussion of timeslots following the changes approved at the December 2022 meeting of Senate. While TIE is not bringing forward additional modifications, the committee encourages unit heads to use the full range of timeslots when scheduling courses. Timeslots closer to mid-day continue to be the most heavily used. Scheduling some classes outside this period can lessen conflicts and demands for classroom space.

Respectfully submitted on behalf of the TIE committee,

Hugh Chipman

February 5, 2023

2026-2027 Fall/Winter Academic Dates*

Fall 2026								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 11 Tuesdays – 12 Wednesdays – 11 Thursdays – 12 Fridays – 12
Sept. 9 th (W)	Sept. 17 th (Th)	Oct. 26 th –Oct. 30 th	Nov. 13 th (F)	Dec. 9 th (W)	Dec. 10 th (Th)	Dec. 11 th (F)	Dec. 20 th (Su)	
Winter 2027								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 11
Jan. 11 th (M)	Jan. 19 th (T)	Feb. 15 th –19 th	Mar. 5 th (F)	April 9 th (F)	Apr. 10 th /11 th (S/Su)	Apr. 12 th (M)	Apr. 21 st (W)	
Intersession 2027								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring 1 (3 week)	May 10 (M)	May 12 (W)	May 19 (W)	May 28 (F)				
Spring 2 (3 week)	May 31 (M)	June 2 (W)	June 9 (W)	June 18 (F)				
Summer 1 (3 week)	June 21 (M)	June 23 (W)	June 30 (W)	July 9 (F)				
Summer 2 (3 week)	July 12 (M)	July 14 (W)	July 21 (W)	July 30 (F)				
Key Dates 2026-2027								
Labour Day: Monday, September 7, 2026. No classes scheduled.								
National Day for Truth and Reconciliation: Wednesday, September 30, 2026. No classes scheduled.								
Thanksgiving: Monday, October 12, 2026. No classes scheduled.								
Remembrance Day: Wednesday, November 11, 2026. No classes scheduled.								
Nova Scotia Heritage Day Holiday: Monday, February 15, 2027. No classes scheduled.								
Good Friday: Friday, March 26, 2027. No classes scheduled.								
Convocation: Sunday, Monday May 9-10, 2027.								
Victoria Day: Monday, May 24, 2027. No classes scheduled.								
Canada Day: Thursday, July 1, 2027. No classes scheduled.								

2027-2028 Fall/Winter Academic Dates*

Fall 2027

Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Sept. 8 th (W)	Sept. 17 th (Fr)	Oct. 25 th –Oct. 29 th	Nov. 12 th (F)	Dec. 8 th (W) *While a Wednesday this would be treated as a Thursday to get 11 Thursdays	Dec. 9 th (Th)	Dec. 10 th (F)	Dec. 20 th (M)	Mondays – 11 Tuesdays – 12 Wednesdays – 12 Thursdays – 11* Fridays - 12

Winter 2028

Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Jan. 10 th (M)	Jan. 18 th (T)	Feb. 21 st –25 th	Mar. 10 th (F)	April 7 th (F)	Apr.8 th /9 th (S/Su)	Apr.10 th (M)	Apr.21 st (Fr)	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12

Interession 2028

Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams	
Spring 1 (3 week)	May 8 (M)	May 10 (W)	May 17 (W)	May 26 (F)	
Spring 2 (3 week)	May 29 (M)	May 31 (W)	June 7 (W)	June 16 (F)	
Summer 1 (3 week)	June 19 (M)	June 21 (W)	June 28 (W)	July 7 (F)	
Summer 2 (3 week)	July 10 (M)	July 12 (W)	July 19 (W)	July 28 (F)	

Key Dates 2026-2027

Labour Day: Monday, September 6, 2027. No classes scheduled.

National Day for Truth and Reconciliation: Thursday, September 30, 2027. No classes scheduled.

Thanksgiving: Monday, October 11, 2027. No classes scheduled.

Remembrance Day: Thursday, November 11, 2027. No classes scheduled.

Nova Scotia Heritage Day Holiday: Monday, February 21, 2028. No classes scheduled.

Good Friday and Easter: Friday-Sunday, April 14-16, 2028. No exams scheduled.

Convocation: Sunday, Monday May 14-15, 2028

Victoria Day: Monday, May 22, 2028. No classes scheduled.

Canada Day: Saturday, July 1, 2028. Monday, July 3 2028 No classes scheduled.