

Office of the Senate Secretariat

Acadia University
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29 October 2008

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur **at 4:00 p.m., Monday, 10 November 2008** in BAC 132. The AGENDA follows:

- 1) Minutes of the Meeting of 14 October 2008
- 2) Announcements and Communications
- 3) Business Arising from the Minutes
 - a) Research & Graduate Studies - Leave of Absence Policies for Graduate Students **(089-10-RGS)**
 - b) Academic Integrity Committee - Policy on Conflict of Interest as per minutes of 10 March 08, 7 May 08 **(089-11-INT)**
 - c) Academic Integrity Committee - Acadia University Calendar Statement on Academic Integrity **(089-17-INT)**
 - d) TAC - Report
- 4) New Business
 - a) Graduate Studies Committee - Policy on Academic Standing of Graduate Courses **(089-06-GRD)** (as attached to the October agenda)
 - b) Graduate Studies Committee - Policy on Final Graduate Examinations **(089-07-GRD)** (as attached to the October agenda)
 - c) Student Representative Council - Student Assistantship Cuts - *Discussion Item* **(089-08-SRC)** (as attached to the October agenda)
 - d) Research & Graduate Studies - Electronic Theses Submissions **(089-09-RGS)** (as attached to the October agenda)
 - e) Curriculum Committee - BSc Nursing Program **(089-18-CRE)** *
 - f) Curriculum Committee - Psychology Program: Neuroscience Option **(089-19-CRE)** *
 - g) Curriculum Committee - First Year Alternative Project **(089-20-CRE)** *
 - h) Tenure-Track Teaching Complement Allocation Committee - Final Report for 2008 with Full Ranking List **(089-21-TAC)** *

5) Other Business

Yours sincerely,

Rosemary Jotcham
Registrar and Secretary of Senate

* Material Attached

Items Carried Over/Tabled:

Faculty Development Committee - Endowed Chairs (**078-30-FAC**)

Guidelines for Memoranda of Agreement

Bursary Recommendations

Bachelor of Science Nursing program (new program):

1. 60 Hours of the Nursing Core
NURS 1013, 1023, 2043, 2013, 2033, 2023, 3013, 3023, 3043, 3033, 3053, 4013, 4023, 4043, 4033, 4053, 4063, 4099 (60 h)
2. Math 1213/1223 (or Math 2233/2243); Sociology 2003, 2013; Biology 1813, 1823 (or 1113/1123), 2813/2823; Philosophy 2713; Psychology 1013/1023, 2153; Chemistry 1013/1023; Nutrition 1503/1513 (48 h)
3. Successful completion of 10 week summer work experience and 4099 internship
4. 12 hours in total from the Faculty of Arts
5. 9 hours of electives
6. 120 hours in total

Potential Electives:

Comparative Religion 2443: Health, Illness, and Religion

Environmental Science 3313: The Environment & Human Health

Kinesiology 2293: Physically Active Living

IDST 3613: Health and Wellness in Nova Scotia

Psychology 4213: Human Sexuality

Sociology 2633: Sociology of Health and Health Care

Sociology 2343: Sociology of Aging

Nutrition 2503/2513: Human Nutrition 1&2

Nutrition 3723: Principles of Nutritional Assessment

Computer 1813/1823: Computer Concepts and Tools/ Database & Applications

Course Descriptions, New Nursing Courses

| Year of Program | Term | Course Number | Course Name | Brief Description of Course |
|-----------------|--------|---------------|---|---|
| First | Fall | Nursing 1013 | Introduction to Nursing | Basic concepts of nursing, individual, family, community, health, environment, and the relationships among them. Historical development of the nursing profession, its unique position within the health care system, and the roles of various health care providers. |
| First | Winter | Nursing 1023 | Nursing in Health Care- (Conceptual framework) | Introduction to the theoretical concept of caring for clients within a primary health care context. Using primary health care as a framework, nursing concepts are explored and strategies for nursing care considered. Begin to develop a conceptual framework to guide nursing practice. |
| Second | Winter | Nursing 2043 | Health Assessment Prerequisite: Nursing 1023; Biology 2813 | Knowledge and skills for holistic assessment of individuals. Learn data collection techniques (interviewing skills, critical thinking skills, and physical examination techniques of inspection, palpation, percussion and auscultation). Focus is on the well individual. Lab component focuses on skills development. |
| Second | Fall | Nursing 2013 | Introduction to Pharmacology | Introduction to the discipline of pharmacology and the response of the human body to pharmacological agents used to manage disease and promote wellness. Objective to provide an introduction to the pharmacokinetics and pharmacodynamics of each major class of drugs used in nursing practice. |
| Second | Fall | Nursing 2033 | Community Health Nursing | Exploration of community health nursing practice in the context of a changing health care system. Major themes are primary health care; population health including epidemiology and the determinants of health; and community assessment. |
| Second | Winter | Nursing 2023 | Healthy Ageing | Focusing on the issues of health and wellness important to an ageing population, this course examines how psychological, social and physical factors impact individual's health potential. |
| Second | Fall | Nursing 3013 | Communications I | Development of communication skills for nursing practice. Includes oral skills through talking to patients, multidisciplinary communication, and consultation, as well as written skills, charting, and report writing. |
| Third | Fall | Nursing 3023 | Nursing of Young Families | Focus on caring for healthy children and families in the community and/or caring for children in hospital who have an acute illness or an acute episode of a chronic illness. Using determinants of health as the framework for exploring factors which influence the health of children and families the principles of family-centered care, promotion of self care and family empowerment are introduced; structure, function and tasks of families at various stages of development are examined. Lab Component. |

| | | | | |
|--------|---------------|--------------|------------------------------------|---|
| Third | Fall | Nursing 3043 | Nursing of Adults I | Expanding the theoretical understanding of the adult experiencing complex acute and chronic illness, students learn to apply principles of primary health care working with adult patients who are experiencing an acute or chronic illness. Lab component. |
| Third | Winter | Nursing 3033 | Nursing of the Childbearing Family | Focuses on theories, issues, and trends related to the care of the childbearing family. Utilizing family-centered care principles, pregnancy, childbirth, and postpartum are viewed as normal life processes with family members as partners in care. Theory and content applied to clinical practice. Lab component. |
| Third | Winter | Nursing 3053 | Nursing of Adults II | A theory and practice course designed to provide students opportunity to provide comprehensive care for adults who are experiencing complex health problems. Application of knowledge in selected nursing practice experiences in acute care, community, or home settings. Lab component. |
| Third | Summer | | Cooperative Learning Experience | Independent nursing practice; students will apply their psychomotor nursing skills, acquire confidence and independence and gain valuable experience working as a member of a health care team. Non-credit course. |
| Fourth | Fall | Nursing 4013 | Mental Health Nursing | Comprehensive study of the mental health aspects of nursing including anxiety, depression, dementia, and psychosis; eating disorders, trauma, substance and gambling dependency. Explore the principles of social justice and ethical and legal aspects of mental health care. Lab component. |
| Fourth | Fall | Nursing 4023 | Nursing Research | Overview of research methodologies with emphasis on the critique of research and its use in nursing practice. Introduction to both quantitative and qualitative methodology. Emphasis on novice professional's role as an informed consumer of research, a generator of potential research questions, and as a collaborator in research relevant to practice. Lab component. |
| Fourth | Fall | Nursing 4043 | Nursing Leadership | Leadership, management and change within the context of nursing and health care. Concepts in health care organizations and management and the implications in clinical setting; strategies to enhance nursing influence on the evolving health care system. |
| Fourth | Fall | Nursing 4033 | Palliative Care Nursing | Overview of theories, current practices, and relevant issues in the field of palliative care and the nurse's role. |
| Fourth | Winter | Nursing 4053 | Health Teaching | Introduction to theories and principles of teaching and learning within a primary health care context focusing on the nurse's role as health educator and change agent in promoting healthier lifestyles and enhancing wellness through use of empowerment; application of theory and skills through participation in community based activities. |
| Fourth | Winter | Nursing 4063 | Nursing and Population Health | Theoretical and clinical opportunities to examine and apply concepts and skills related to population health. Emphasis is placed on the determinants of health, populations at risk for both physical and psychosocial disruptions in health, strategies to promote the health of populations and the role of the nurse in an interdisciplinary and intersectoral approach to health promotion. |
| Fourth | Winter-Spring | Nursing 4099 | Senior Clinical Practicum | Synthesis, application and further acquisition of knowledge, skills, and attitudes in a selected nursing practice setting. Emphasis on complexity of nursing care with clients (individuals, families and/or aggregates). Selection of focus area will be made through consultation with faculty |

Bachelor of Science with Major in Psychology (Neuroscience Option)

1. The psychology core (27 h)
2. Psyc 2133, and one of Psyc 2143 or Psyc 2173 (Note: one of Psyc 2133 or Psyc 2143 will be counted in the psychology core)
3. 15 h from Psyc 3133, 3323, 3383, 3613, 4323, 4343, Bio 3143, Kine 4373
4. 3h of a 3000-level course with a laboratory component from Psyc 3053, 3083 or Bio 3063
5. C- or better is required in all courses offered to fulfil these requirements

Bachelor of Science with Honours in Psychology (Neuroscience Option)

Students must complete all requirements specified in both the BSc with Honours in Psychology program and BSc with Major in Psychology (Neuroscience Option) program including achieving a grade of B- or better on requirements listed in the BSc with Honours in Psychology.

Submitted by:
A. Quéma, Chair
Senate Curriculum Committee

“The Senate Curriculum Committee hereby moves that the proposals for the six courses of Acadia’s First Year Alternative project and the Calendar description of this project, as follows, be adopted.”

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **October 10, 2008**

Presented to Faculty Council? **To be presented to the Arts Council’s next meeting.**
(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1503 Popular Culture and You

A transdisciplinary team-taught course designed to encourage critical thinking about popular culture, society and the role of the individual, focussing on the representation of race, gender, and sexuality in the popular media of music, film, literature (including graphic novels) and video games.

May be offered for major credit in Music and Interdisciplinary Studies (Arts).

Co-requisites: IDST 1603 and IDST 1703

2. Have you checked with the Registrar’s Office that the number has not been used before?
Yes No
3. Short title for transcripts (**MAXIMUM 30 characters**) **Popular Culture and You**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Arrangement with the Registrar**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **May be cross-listed with Music and other Interdisciplinary programs.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**

9. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?
11. To what extent has this course proposal been discussed with students of the department or school? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
13. Who will teach the course? **Mark Adams (Music) and Mike Beazley (Library)**
14. Academic sessions in which the course will usually be offered?
Fall/Winter Intersession Other _____
15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes **No**
Please complete form #2 if they are. If not, please provide justification for this imbalance.

The prerequisite for this course offering is paid course replacements for the instructors. This course will augment existing course offerings in Music and Interdisciplinary Studies.

17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts will be

18. Library
 - a. Provide list of available materials in the library that would be suitable for use in this course
 - b. Provide a list of desirable materials for acquisition by the library
 - c. Have you consulted with the library staff regarding acquisition of materials for this course?
19. Library Technology
 - a. What technological assistance, if any, will be required?
 - b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available?

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

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Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **October 10, 2008**

Presented to Faculty Council? **To be presented to the Arts Council's next meeting.**
(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1603 Human and Environmental Diversity

A transdisciplinary team-taught course designed to introduce students to the global , national and regional importance of interrelations between human and environmental diversity. Topics include social and environmental justice, challenges to biodiversity and cultural diversity, as well as practical options to preserve, deepen and expand human and environmental diversity.

Can be offered for credit in Sociology or Biology, but may not be offered as major credit in Biology.

Co-reqs: IDST 1503 and IDST 1703

2. Have you checked with the Registrar's Office that the number has not been used before?
Yes No
3. Short title for transcripts (**MAXIMUM 30 characters**) **Human and Environmental Diversity**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Arrangement with the Registrar**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **Sociology and Biology.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
9. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?

11. To what extent has this course proposal been discussed with students of the department or school? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
13. Who will teach the course? **Jim Sacouman (Sociology) and Stephen Mockford (Biology)**
14. Academic sessions in which the course will usually be offered?
Fall/Winter Intersession Other _____
15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes **No**
Please complete form #2 if they are. If not, please provide justification for this imbalance.

The prerequisite for this course offering is paid course replacements for the instructors. This course will augment existing course offerings in Sociology and Biology.

17 Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts will be

18. Library
 - a. Provide list of available materials in the library that would be suitable for use in this course
The library's current holdings and electronic resources for Sociology and Biology will suffice.
 - b. Provide a list of desirable materials for acquisition by the library **NONE**
 - c. Have you consulted with the library staff regarding acquisition of materials for this course? **YES**
19. Library Technology
 - a. What technological assistance, if any, will be required? **NONE**
 - b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? **NONE NEEDED**

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Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **October 10, 2008**

Presented to Faculty Council? **To be presented to the Arts Council's next meeting.**
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1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1703 Guided Tour of Our Universe

A transdisciplinary team-taught course designed to help students develop a scientific view of the universe as the place we live in. Topics will include the evolution of scientific methods, astronomy and astrophysics, and the influence of astronomy on popular culture and vice-versa.

Can be offered for credit in Physics or RECM or KINE or SRMK, but may not be offered as major credit in either Physics, RECM, KINE, and SRMK. Students who take IDST1703 cannot get credit for PHYS1513 and 1523, and vice versa.

Co-reqs: IDST 1503 and IDST 1603

2. Have you checked with the Registrar's Office that the number has not been used before?
Yes No
3. Short title for transcripts (**MAXIMUM 30 characters**) **Guided Tour of Our Universe**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Arrangement with the Registrar**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **May be cross-listed with Physics, English and other Interdisciplinary programs.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
9. Impact of this course on other courses or programs in your unit or on those in other units. **Anti-requisite for Phys 1513/23.**

10. Is a course with similar content offered at other universities? **No. Despite similarity to Physics 1513/23 at Acadia, it is a unique transdisciplinary offering.** Which ones? At what level?
11. To what extent has this course proposal been discussed with students of the department or school? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
13. Who will teach the course? **Svetlana Barkanova (Physics) and Jason Holt (Recreation Management).**
14. Academic sessions in which the course will usually be offered?
Fall/Winter Intersession Other _____
15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes **No**
Please complete form #2 if they are. If not, please provide justification for this imbalance.

The prerequisite for this course offering is paid course replacements for the instructors. This course will augment existing course offerings in Physics for non-Physics majors.

17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts will be

18. Library
 - a. Provide list of available materials in the library that would be suitable for use in this course
The library's current holdings and electronic resources for Physics and popular culture will suffice.
 - b. Provide a list of desirable materials for acquisition by the library **NONE NEEDED**
 - c. Have you consulted with the library staff regarding acquisition of materials for this course? **YES**
19. Library Technology
 - a. What technological assistance, if any, will be required? **NONE**

- b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? **NONE NEEDED**

Acadia University Senate Curriculum Committee 2008-2009
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Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **October 10, 2008**

Presented to Faculty Council? **To be presented to the Arts Council's next meeting.**
(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1513 Self-Identification: Narrative, Play and Performance

A transdisciplinary team-taught course designed to recognize reading, gaming, physical activity and sport as means toward the construction, awareness and modification of our individual, communal and cultural selves.

Can be offered for credit in English or RECM or KINE or SRMK but may not be offered as major credit in RECM or KINE or SRMK.

2. Have you checked with the Registrar's Office that the number has not been used before? **Yes No**
3. Short title for transcripts (**MAXIMUM 30 characters**) **Narrative, Play, Performance**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Arrangement with the Registrar**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **English and Kinesiology.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
9. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?
11. To what extent has this course proposal been discussed with students of the department or school? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**

12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
13. Who will teach the course? **Jon Saklofske (English) and Robert Pitter (Kinesiology)**
14. Academic sessions in which the course will usually be offered?
Fall/Winter Intersession Other _____
15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes **No**
Please complete form #2 if they are. If not, please provide justification for this imbalance.

The prerequisite for this course offering is paid course replacements for the instructors. This course will augment existing course offerings in English and Kinesiology.

17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts may include:

- **Self by Yann Martel**
 - **The Curious Incident of the Dog in the Night-Time by Mark Haddon**
 - **Only Revolutions by Mark Z. Danielewski**
 - **“Façade” by Michael Mateas and Andrew Stern**
(<http://www.interactivestory.net/>)
 - **Various interactive text adventures (from INFOCOM and from past IF competition winners)**
 - **Various digital games (GTA IV, Civilization IV, Global Conflicts: Palestine, etc..)**
18. Library
 - a. Provide list of available materials in the library that would be suitable for use in this course
 - i. **Fans, bloggers, and gamers : exploring participatory culture / Henry Jenkins. P96 .A83 J46 2006**
 - ii. **Gaming lives in the twenty-first century : literate connections / edited by Cynthia L. Selfe and Gail E. Hawisher ; associate editor, Derek Van Ittersum ; foreword by James Paul Gee. GV1469.3 .G43 2007**
 - iii. **Good video games + good learning : collected essays on video games, learning, and literacy / James Paul Gee. GV1469.3 .G438 2007**

- iv. **The Players' realm : studies on the culture of video games and gaming / edited by J. Patrick Williams and Jonas Heide Smith. GV1469.34 .S52 P53 2007**
- v. **Second person : role-playing and story in games and playable media / edited by Pat Harrigan and Noah Wardrip-Fruin ; designed by Michael Crumpton. GV1469.17 .S63 S43 2007**
- vi. **Videogame, player, text / edited by Barry Atkins and Tanya Krzywinska. GV1469.3 .V58 2007**
- vii. **Visual Culture Reader. Item on order**
- viii. **Visual digital culture [electronic resource] : surface play and spectacle in new media genres / Andrew Darley. See resource for details ON_LINE**
- ix. **Subjectivity / Ruth Robbins. PR408 .S83 R63 2005**
- x. **Subjectivity [electronic resource] / Donald E. Hall. See resource for details ON_LINE**
- xi. **Self and social identity / edited by Marilyn B. Brewer and Miles Hewstone. BF697.5 .S43 S429 2004**
- xii. **Title: Persuasive games : the expressive power of videogames / Ian Bogost. Item on order**
- xiii. **The Performance Studies Reader Bial, Henry. PN2041 .A57 P49 2004**
- xiv. **Acting (re)considered : theories and practices Zarrilli, Phillip B. PN2061 .A3 2002**
- xv. **Performance theory [electronic resource] Schechner, Richard.**
- xvi. **Performance theory. Schechner, Richard PN2039 .S37 1988**
- xvii. **Actor training. Brown, Richard P. (Richard Poole). PN2061 .I5**
- xviii. **Environmental theater. Schechner, Richard. PN2297 .P4 S3**

- b. Provide a list of desirable materials for acquisition by the library
 - xi. **Gamer Theory by McKenzie Wark**
 - xii. **Given that digital games and interactive narratives are quickly becoming a primary mode of storytelling and communication in the 21st century, I would be interested to talk with library staff about the possibility of starting a small collection of digital game media, and providing workstations within the A.V. section of the library for on-site usage.**
- c. Have you consulted with the library staff regarding acquisition of materials for this course?

Not at this time.

19. Library Technology

- a. What technological assistance, if any, will be required?
 - i. **Use of Acadia's HELP platform**

ii. Use of Second Life

iii. Some games—multiple use licenses.

- b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available?
- i. **No—all that we need for the course is currently available, or easily acquired. Acadia-approved laptops will run all necessary software.**

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **October 10, 2008**

Presented to Faculty Council? **To be presented to the Arts Council's next meeting.** (Append one copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1613 Perspectives on Climate Change

A transdisciplinary team-taught course designed to examine climate change as a global issue from the perspectives of science, economy, culture, and community. Students will study its causes, potential impacts, the economics of tackling it, and the potential for positive outcomes by managing it properly.

Can be offered for credit in Geology and as an elective credit in Business, but may not be offered for major credit in Geology.

Co-reqs: IDST 1513 and IDST 1713

2. Have you checked with the Registrar's Office that the number has not been used before? **Yes No**
3. Short title for transcripts (**MAXIMUM 30 characters**) **Perspectives on Climate Change**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Arrangement with the Registrar**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **May be cross-listed with Business, Geology and other Interdisciplinary programs.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
9. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?

11. To what extent has this course proposal been discussed with students of the department or school? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
13. Who will teach the course? **Edith Callaghan (Business) and Ian Spooner (Geology)**
14. Academic sessions in which the course will usually be offered?
Fall/Winter Intersession Other _____
15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes **No**
Please complete form #2 if they are. If not, please provide justification for this imbalance.
The prerequisite for this course offering is paid course replacements for the instructors. This course will augment existing course offerings in Business and Geology.
17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts would likely include selections from the following books, and a series of articles (to be determined):

- “The Maritime Book of Climate Change” by, Richard Zurawski
- “Heat”, by George Monbiot
- “Six Degrees” by, Mark Lynas
- “The Stern Review: The Economics of Climate Change”
- “Intergovernmental Panel on Climate Change Reports”

18. Library
Provide list of available materials in the library that would be suitable for use in this course **The library's current holdings and electronic resources for Business and Geology will suffice.**
 - a.
 - b. Provide a list of desirable materials for acquisition by the library
 - c. Have you consulted with the library staff regarding acquisition of materials for this course? **Yes.**

19. Library Technology
 - a. What technological assistance, if any, will be required? **The current technology is adequate.**
 - b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available?

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **October 10, 2008**

Presented to Faculty Council? **To be presented to the Arts Council's next meeting.**
(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1713 Motives and Ethics of War

A transdisciplinary team-taught course designed to engage students in an investigation of the motives and ethics of war from historical and scientific perspectives, using case-studies to analyse the motives that lead to war and to formulate a set of ethical principles that should govern and prevent war.

Can be offered for credit in Classics or Biology, but may not be offered for major credit in Biology.

Co-reqs: IDST 1513 and IDST 1613

2. Have you checked with the Registrar's Office that the number has not been used before? **Yes No**
3. Short title for transcripts (**MAXIMUM 30 characters**) **Ethics and Motives of War**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Arrangement with the Registrar**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **Classics and Biology.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
9. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?
11. To what extent has this course proposal been discussed with students of the department or school? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**

12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal.** What was the response? **Generally positive.**
13. Who will teach the course? **Beert Verstraete (Classics) and Eric Alcorn (Biology)**
14. Academic sessions in which the course will usually be offered? **Fall / Winter**
15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes No
Please complete form #2 if they are. If not, please provide justification for this imbalance.

The prerequisite for this course offering is paid course replacements for the instructors. This course will augment existing course offerings in Classics and Biology

17. Briefly describe the course (teaching format, evaluation, and texts)

This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts will be: portions of Homer's *Iliad*, Euripides' *The Trojan Women*, two anti-war comedies of Aristophanes, and Vergil's *Aeneid*, as well as portions of modern scientific and historical studies and literary works (the co-instructor from Biology will, of course, play a key-role in determining the total reading list / list of resources)

Four books I have found very helpful in my preparatory reading for this course are:

**Braudy, Leo. *From Chivalry to Terrorism: War and the Changing Nature of Masculinity*.
Vintage Books, 2003.**

Vintage Books, 2003.

Ferguson, Niall. *The War of the World: Twentieth Century Conflict and the Descent of the West*. Penguin Press, 2006.

Gat, Azar. *War in Human Civilization*. Oxford University Press, 2006.

Kiernan, Ben. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. Yale University Press, 2007.

I trust these would be equally helpful to students

18. Library

- a. Provide list of available materials in the library that would be suitable for use in this course

See no. 17. The range of material that can be used this course is, of course, enormous and is well provided for by the Library

- b. Provide a list of desirable materials for acquisition by the library **N/A**
c. Have you consulted with the library staff regarding acquisition of materials for this course? **Yes**

19. Library Technology

- a. What technological assistance, if any, will be required? **No significant assistance needed**
b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? **N/A**

AFYA Calendar Description 31/10/2008

Interdisciplinary Studies

Acadia's First Year Alternative (AFYA)

AFYA consists of team-taught transdisciplinary courses whose common focus is to encourage a passion for meaningful learning in first-year students while developing ownership of their own learning experiences coming to Acadia. Students will examine their personal roles in significant sociocultural and scientific issues, and at the same time develop critical thinking, communication, and information literacy skills that will form a strong foundation for further studies.

AFYA is not a program; rather, it offers first year students the option of taking 9 credit hours per semester by way of registering for a set of co-requisite IDST courses that are cross-listed with existing programs. These courses are offered on a special AFYA timetable. Students normally take another 6 credit hours in each semester to complete a full-time, 30 credit hours first year, and are advised to consider courses that fulfill requirements for their choice of a degree in Arts, Sciences, or Professional Studies. Please consult the head or director of your department for advice.

AFYA consists of two semesters, which students may take independent of each other. Co-requisites for the fall semester are IDST 1503, 1603 and 1703; co-requisites for the winter semester are IDST 1513, 1613, 1713. These courses are not offered independently of their co-requisites. Each AFYA semester offers its set of three co-requisites as block course modules. Each block consists of a 4-week transdisciplinary course delivered by two instructors on a special AFYA timetable. Due to its unique assignment and assessment model, the final week of each semester is set aside for completing and assessing three major projects assigned at the beginning of each semester. Each student receives a single final grade for the entire AFYA semester which appears on their transcript as an identical grade assigned to each of the three co-requisites.

In addition to the co-instructors teaching AFYA co-requisites, there is a Coordinator who oversees the semester as a whole and is available during the semester to advise students on any issues or concerns they may have about AFYA. Anyone wishing further information about AFYA and its co-requisites should contact the AFYA Coordinator.

AFYA Fall Semester 2009: co-requisites IDST 1503, IDST 1603, IDST 1703

IDST 1503 Popular Culture and You
A transdisciplinary team-taught course designed to encourage critical thinking about popular culture, society and the role of the individual, focussing on the representation of race, gender, and sexuality in the popular media of music, film, literature (including graphic novels) and video games.

- May be offered for major credit in Music and Interdisciplinary Studies (Arts).
- IDST 1603 Human and Environmental Diversity
A transdisciplinary team-taught course designed to introduce students to the global , national and regional importance of interrelations between human and environmental diversity. Topics include social and environmental justice, challenges to biodiversity and cultural diversity, as well as practical options to preserve, deepen and expand human and environmental diversity.
Can be offered for credit in Sociology or Biology, but may not be offered as major credit in Biology.
- IDST 1703 Guided Tour of Our Universe
A transdisciplinary team-taught course designed to help students develop a scientific view of the universe as the place we live in. Topics will include the evolution of scientific methods, astronomy, the influence of astronomy on popular culture and vice-versa.
Can be offered for credit in Physics or RECM or KINE or SRMK, but may not be offered as major credit in either Physics, RECM, KINE, and SRMK. Students who take IDST1703 cannot get credit for PHYS1513 and 1523, and vice versa.

AFYA Winter Semester 2010: co-requisites IDST 1513, IDST 1613, IDST 1713

- IDST 1513 Self-Identification: Narrative, Play and Performance
A transdisciplinary team-taught course designed to recognize reading, gaming, physical activity and sport as means toward the construction, awareness and modification of our individual, communal and cultural selves.
Can be offered for credit in English or RECM or KINE or SRMK but may not be offered as major credit in RECM or KINE or SRMK.
- IDST 1613 Perspectives on Climate Change
A transdisciplinary team-taught course designed to examine climate change as a global issue from the perspectives of science, economy, culture, and community. Students will study its causes, potential impacts, the economics of tackling it, and the potential for positive outcomes by managing it properly.
Can be offered for credit in Geology and as an elective credit in Business, but may not be offered for major credit in Geology.
- IDST 1713 Motives and Ethics of War
A transdisciplinary team-taught course designed to engage students in an investigation of the motives and ethics of war from historical and scientific perspectives, using case-studies to analyse the motives that lead to war and to formulate a set of ethical principles that should govern and prevent war.
Can be offered for credit in Classics or Biology, but may not be offered for major credit in Biology.

AFYA Proposal to Senate

Acadia's First Year Alternative (AFYA) Pilot Proposal

The pilot will enrol 50 students to take part in a first year academic approach that is unique to Acadia. Students will examine their personal roles in significant sociocultural and scientific issues. The courses will provide students the opportunity to develop a passion for meaningful learning and an awareness of their own learning experience and, at the same time, develop critical thinking, communication, and information literacy skills that will form a strong foundation for further studies.

AFYA is not a program; rather, it offers first year students the option of taking 9 credit hours per semester by way of registering for a set of co-requisite IDST courses that are cross-listed with existing programs. These courses are offered on a special AFYA timetable. Students normally take another 6 credit hours in each semester to complete a full-time, 30 credit hours first year, and are advised to consider courses that fulfill requirements for their choice of a degree in Arts, Sciences, or Professional Studies. Students will register in a program that has been identified as able to accommodate the AFYA courses. Please consult the head or director of your department for advice.

AFYA consists of two semesters, which students may take independent of each other. Co-requisites for the fall semester are IDST 1503, 1603 and 1703; co-requisites for the winter semester are IDST 1513, 1613, 1713. These courses are not offered independently of their co-requisites. Each AFYA semester offers its set of three co-requisites as block course modules. Each block consists of a 4-week transdisciplinary course delivered by two instructors on a special AFYA timetable. Due to its unique assignment and assessment model, the final week of each semester is set aside for completing and assessing three major projects assigned at the beginning of each semester. Each student receives a single final grade for the entire AFYA semester which appears on their transcript as an identical grade assigned to each of the three co-requisites.

In addition to the co-instructors teaching AFYA co-requisites, there is a Coordinator who oversees the semester as a whole and is available during the semester to advise students on any issues or concerns they may have about AFYA. Anyone wishing further information about AFYA and its co-requisites should contact the AFYA Coordinator.

Timetable: Lectures, Seminars, and 'Action Fridays'

Each week AFYA students will attend 4.5 hr of lectures as a single group, two 1 hr seminars as divided into two groups, and one 1hr Action Friday as a whole group. **Scheduling will be finalized in consultation with the Registrar's office to minimize conflicts with other first year courses required for Majors.** In each 4-week block, Action Fridays alternate between individual projects (weeks one and three) and roundtable discussions (weeks two and four). Students are also assigned 3 hr total in a community placement per 4-week module, as arranged by the coordinators in consultation with the student and community partner.

Student Assignments and Assessment

The assessment model used in AFYA stimulates skill development and evaluates academic performance through a series of three core projects: 1) Thesis – a written scholarly argument presented to peers and teachers, 2) Praxis – a community engagement, and 3) Poiesis – a public performance.

The three projects will be distributed evenly over the 3 modules each semester, so that each module will have an equal number of projects assigned to it. Each semester will begin with students signing up, on a first-come basis, which module they wish to base a project on, having to choose a different module for each project. Work on these projects will proceed concurrently during the course of the term, with periodic assessments in each module, with a final grade assigned to each at the end of semester.

The three major projects outlined above are each valued at 25% of the student's overall term grade. The projects will each be evaluated by a **committee** of at least two faculty members. Each of the 3 blocks will contribute equally to 25% of the student's total grade which will be assessed by the coordinating faculty members, normally by way of minor tests, participation grade, etc. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Pedagogy

The fundamental pedagogical methods used in the pilot include: 1) active learning, the notion that learning is enhanced when students are engaged in the process; 2) inquiry-based learning, where students take responsibility for their learning through their own questioning and research; 3) community engagement, wherein students apply and communicate what they are learning to the communities in which they live; 4) collaborative learning, through learning communities of students and faculty aided by the block scheduling and small class sizes; 5) transdisciplinary learning, whereby issues which transcend traditional disciplinary boundaries are viewed simultaneously from multiple perspectives; and 6) student-focused learning, in recognition of the fact that learning is enhanced when outcomes are deemed to have personal relevance.

Curriculum

See Calendar Description for individual courses to be offered in 2009-10. The future curriculum of AFYA will be subject to discussion as part of a general assessment of the pilot. The premise of the pilot is that: the curriculum is flexible and can change from year to year; all blocks are designed with the overall aims and approaches of the AFYA in mind, with respect to content and manner of delivery; each year the Coordinator will be responsible, in co-operation with the co-instructors, for determining the theme that will tie the blocks together.

Pilot Assessment

An on-going evaluation of the pilot will be conducted by the Learning Commons using a systematic approach that will include assessment of impact on student learning, student expectations and perceived experiences of both students and instructors.

23 October 2008

Dr. Ian Wilks
Chair of Senate
Acadia University

Dear Dr. Wilks,

At the last meeting of Senate, I was instructed, as Chair of the Senate Tenure Track Teaching Complement Allocation Committee (TTTCAC), to provide to Senate the ranked list of all of the applications that the Committee received.

The Committee received 10 applications and ranked them according to the criteria and process described in the TTTCAC Report that was approved by Senate on September 14, 2008.

The ranked list is;

- 1) Sociology - Culture and Ideology
- 2) Chemistry – Inorganic Chemistry
- 3) Languages and Literatures – French Second-language Pedagogy and Sociolinguistics
- 4) Manning School of Business - Business Communication and Professional Development
- 5) Biology – Pre-health Sciences
- 6) Economics – Environmental Economics
- 7) Sociology – Women/Gender/Feminism
- 8) English – Literary Theory
- 9) Business – Entrepreneurship
- 10) Computer Science – Environmental Informatics/Mobile & Embedded Computing

I would like to acknowledge the extraordinary effort of the Registrar's Office in providing the data that were used in the deliberations. I would also like to thank the members of the Committee for their effort and willingness to deliberate in a non-partisan fashion.

Sincerely,

Peter Williams

Non-voting Chair

TTTCAC

CC: Dr. Tom Herman, Vice President Academic