



28 October 2009

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur **at 4:00 p.m., Monday, 9 November 2009** in BAC 132. The AGENDA follows:

- 1) Minutes of the Meeting of 13 October 2009
- 2) Announcements and Communications
- 3) Business Arising from the Minutes
 - a) Nominating Committee - Senate Representatives on Acadia Planning Committee **(910-21-NOM)**
 - b) Nominating Committee - MPHEC Representative **(910-22-NOM)**
 - c) By-Laws Committee - Report on Recent Reviews of Faculty and Faculty Council Constitutions - as attached to Senate Agenda for 13 Oct 09 **(910-13-LAW)**
 - d) By-Laws Committee - Review of Library Committee Changes - as attached to Senate Agenda for 13 Oct 09 **(910-14-LAW)**
 - e) By-Laws Committee - Review of Archives Committee Changes - as attached to Senate Agenda for 13 Oct 09 **(910-15-LAW)**
 - f) By-Laws Committee - Addition of Senate Academic Technologies Committee to the By-Laws - as attached to Senate Agenda for 13 Oct 09 **(910-16-LAW)**
 - g) Proposed elimination of "Application for Alternative Method of Evaluation" Form - as attached to Senate Agenda for 13 Oct 09 **(910-10-TIE)**
 - h) By-Laws Committee - Proposed By-Laws Amendment to Tenure Track Teaching Complement Allocation Committee (as attached to the Oct agenda) **(910-23-LAW)**
 - i) Financial Envelopes Access **(910-24-FIN) ***
- 4) New Business
 - a) Committee on Students with Disabilities that Affect Learning - Annual Report **(089-82-REP) ***

- b) Committee on Students with Disabilities that Affect Learning - Proposed Policy Change **(910-26-SLD)** *
- c) Curriculum Committee - Proposed Course Additions from Math & Stats **(910-27-CRE)** *
- d) Curriculum Committee - Transdisciplinary Program proposals **(910-28-CRE)** *

5) Other Business

Yours sincerely,

ORIGINAL SIGNED

Rosemary Jotcham
Registrar and Secretary of Senate

Items Carried Over/Tabled:

Faculty Development Committee - Endowed Chairs **(078-30-FAC)**
Guidelines for Memoranda of Agreement

MOTION:

It is moved that Senate be provided at its next meeting access to the financial envelopes of each Faculty, the Library and Research and Graduate Studies, for the fiscal years 2006-07, 2007-08, 2008-09, and 2009-10.

Submitted by
Richard Cunningham

2009 Annual Report of the
COMMITTEE ON STUDENTS WITH DISABILITIES THAT AFFECT
LEARNING

Membership

The membership of the Committee for the 2009-2010 Academic year is:

- i. Disability Resource Facilitator or delegate, ex-officio, Ms. Suzanne Robicheau
- ii. Academic Support Coordinator or delegate, ex-officio, Ms. Jill Davies
- iii. Registrar or delegate, ex-officio, Ms. Rosemary Jotcham
- iv. One Senator from Arts, Dr. Patricia Rigg
- v. One Senator from Professional Studies, Dr. Heather Hemming
- vi. One Senator from Science, Dr. Diane Holmberg, Chair
- vii. One Senator from Theology, Dr. Carol Anne Janzen
- viii. One Student, Emma Vaasjo

Duties

- (1) to monitor the implementation of the Senate policy for students with disabilities that affect learning;
- (2) to conduct an annual review of the policy regarding students with disabilities that affect learning, and if necessary, recommend to Senate amendments to the policy;
- (3) to deal with any other matters which Senate might refer to the Committee.

Activity

The Committee has not reviewed its policies since they were established in 2006. We met on September 1, September 22, and October 6, 2009. Our purpose was to review the current policies and procedures, and to devise recommended changes, if required. These changes were intended to more accurately reflect existing practices in the written policy, as well as to improve existing policies and practices.

Statistics

In 2008-09, Disability/Access Services had 132 students on its caseload, representing all four faculties. The most common disabilities students report are various learning disabilities, followed by Attention Deficit Hyperactivity Disorder, and various mental health issues, such as anxiety disorders. The latter appears to be a growing trend. Physical disabilities (vision, hearing, or mobility impairments) are relatively rare. Examples of some of the services provided for these students include invigilating exams (337 instances), mentoring students (165 sessions), arranging course tutors (26 instances) and note-takers (51 instances), scanning course textbooks (33 instances), and providing course advising (124 instances). Twenty-three students graduated in May 2009, with GPAs comparable (actually, slightly higher) than those of other students in their faculty who were not registered with Disability/Access Services. Forty-four incoming students have registered with Disability/Access Services for the 2009-10 academic year.

Accessibility

At our September 1 meeting, an issue of accessibility was submitted to our attention by a Kinesiology student, who pointed out that the building housing the Kinesiology department is not wheelchair accessible. As she rightfully stated, "The building focusing on human health and specializing in topics such as adapted physical activity should not be inaccessible". In fact, many buildings on campus remain inaccessible to those with mobility impairments, or only partially accessible (e.g., although students may be able to get into the building, they may not be able to reach all classrooms, may not have wheelchair accessible washrooms, etc.). This situation poses a recruitment challenge, poses a classroom scheduling challenge for the registrar's office, and is

fundamentally inequitable. Even worse, new buildings on campus also display accessibility issues. For example, the new Biology building is not accessible to those with mobility impairments through its front door. Although these individuals can enter into the building through a back door, that door is located in a rather cramped parking lot, with no handicapped parking spaces available. Recall it is not just students in wheelchairs who are inconvenienced by such oversights: many students, as well as faculty and staff, will suffer temporary mobility impairments at one time or another (e.g., a broken leg); elderly community members may also find it difficult to attend events on campus. The Committee has no budget and no authority to tackle such issues itself. However, we strongly recommend that efforts continue to be made to improve the accessibility of existing buildings on campus, and that future buildings on campus should adhere to Universal Design principles, which encourages safe and accessible buildings for everyone, including those with physical disabilities.

Forms

At its September 1 meeting, the Committee redesigned the "Information for Instructors" form (attached). In previous years, students verbally discussed their need for accommodations with their instructor, who then signed a form indicating such a conversation had taken place. However, in large classes there may be 5 to 10 different students requiring support, and it can be difficult to recall what precisely each student will need. The new form contains a checklist of possible supports, including extended time for tests and exams, separate locations for tests and exams, laptops to be used in class, note takers, scribes and assistive technology. The student consults with Disability/Access Services to decide which supports are needed, and are supported by assessment documents on file. The student will then be responsible for communicating his/her needs to the faculty member. The faculty member will be given one copy of the Information for Instructors form; one copy will be retained by the student; and one copy will be placed on file with Disability/Access services. It remains the responsibility of the student to make arrangements for any accommodations with Disability/Access services (e.g., the student, not the faculty member, is the one who lets Disability/Access services know they will be requiring a separate location for a particular test or exam; or files a request for a note-taker). The responsibility of the faculty member is simply to be responsive to requests from Disability/Access services, in order to facilitate provision of these accommodations (e.g., send a copy of the test over to Disability/Access services; circulate an e-mail to a class requesting volunteers for note-taking positions).

Policy Revisions

In accordance with our mandate, Committee members reviewed the policies and recommendations passed by Senate on September 11, 2006. We have made multiple revisions, noted below. In some cases, the changes are needed to more accurately reflect current practices. In other cases, changes are a matter of principle. The Committee's guiding principles in making these changes included the following: (A) the privacy of the student with a disability that affects learning should be respected. Although students are encouraged to discuss their disabilities and their needs openly as a matter of self-advocacy, in the end the students must make the decision as to when, whether, and to whom they wish to reveal details regarding their disabilities; (B) self-advocacy and independence should be encouraged. Our students are adults, and it is neither reasonable nor appropriate that faculty and staff should be taking the initiative in arranging for accommodations. It is up to the student to request supports, and to follow through on the necessary steps to acquire those supports; and (C) Disability/Access services offers support that helps students to meet the same curriculum outcomes as their peers, but the expected curriculum outcomes do not change. Changes to the Committee Policy and Recommendations are noted below, with comments to explain why the various changes are being made.

Policy

Acadia University recognizes that it has a legal obligation to ensure that students with disabilities that affect learning are not discriminated against, in accordance with the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm>). Acadia University recognizes that students with disabilities that affect learning have met the University's standards for entrance, and are entitled to support and appropriate accommodations that enable them to pursue their academic programs. Acadia University offers accommodations designed to support students with disabilities that affect learning to achieve the same curricular outcomes as their peers (e.g., changes might be made to the mode of presentation of course material, or to the administration of a test, without changing the material being taught, or the constructs being tested. For example, students might complete an oral exam with the same questions other students respond to in a written exam). Accommodations will be based on the recommendations in the current assessment of the student's disability. Accommodations must not conflict with the faculty member's requirements for academic rigour, autonomy in educational relationships, and flexibility in assessing student progress. No actions taken in such accommodations will contravene the University's Academic Integrity policy. No actions taken in such accommodations will advantage or disadvantage students with disabilities that affect learning in relation to their peers. This policy should not limit faculty members from exercising pedagogical judgement to support students with disabilities that affect learning.

Recommendations

~~The following recommendations are necessary actions to implement this policy. The recommendations come from the Committee's consultation and discussions. They include both actions which the University should take and ones that the University should not take. Those latter recommendations are often based on suggestions from those who provided input which reflects ideas circulating in the University, but which the Committee felt are not in keeping with the University's mission, objectives, and plan, or with the Committee's principles. Several of the recommendations reflect current practice which has not been supported by policy in the past.~~

1. That Acadia University recognize in policy that students with disabilities that affect learning must not be discriminated against based on their disability.
2. That students with disabilities that affect learning be supported by Acadia University with programs that are in keeping with the University's commitment to "rigour and flexibility in learning."
3. That the University include in the University Calendar and other relevant print and electronic publications the policies, procedures and programs for students with disabilities that affect learning.
4. That programs for students with disabilities that affect learning be accessed through the offices of the Academic Support Coordinator and the Disability Resource Facilitator.
5. That students with disabilities that affect learning are expected to identify themselves to the office of the Academic Support Coordinator.
6. That a primary role of the Academic Support Coordinator and the Disability Resource Facilitator be promotion of self advocacy and independence in students with disabilities that affect learning.

7. That, in keeping with past practice, the University be provided with current assessments of the student's disability. These assessments are to be done by a recognized external assessor in keeping with accepted professional standards.
8. That the assessments include recommendations that will provide a framework for accommodations for each student. The appropriate and available accommodations will be negotiated between the student and Disability/Access Services.
9. That the accommodations that can be provided by the University include, but are not limited to: alternative locations for examinations; extended periods of time for examinations, tutors, note takers, scribes and assistive technology.
10. That all accommodations be undertaken in keeping with the University's Academic Integrity policy.
11. That accommodations be designed to assist students with disabilities that affect learning to learn the same material, and complete the same assessments of learning, as their peers.
12. That at the beginning of each term, students with disabilities that affect learning who desire accommodations provide each of their professors with an Information Sheet outlining their accommodations, and have instructors sign the Instructor Verification Form (see below).
13. That students will arrange with Disability/Access Services if they wish to write tests or exams in an alternative location. Professors will be contacted by Disability/Access Services with the names of students in their courses who have asked for testing accommodations. Professors will ensure that a copy of their test is delivered to Disability/Access Services, who will provide invigilation of tests.
- ~~14. That professors will be contacted by the Academic Support Coordinator or the Registrar with the names of students in their courses who require accommodations in the learning environment (classes, laboratories, tests, examinations, etc.)~~
~~That, for information purposes, students with disabilities that affect learning, in conjunction with the Academic Support Coordinator, will provide their professors with a narrative report that summarizes their disability and the accommodations that will enable them to complete their academic work. The office of the Academic Support Coordinator must verify the accuracy of this narrative report.~~
14. That the student's right to privacy should not be breached in discussing and providing for accommodations.
15. That professors honour the student's need for appropriate and available accommodations.
- ~~15. That professors be provided with appropriate staff and facility support in their efforts to provide appropriate accommodations.~~
- ~~16. That professors be provided with a range of options with regard to examination accommodations that recognize both individual professor's need for flexibility in creating and supervising examinations and the student's need for such accommodations.~~

- ~~17. That students with disabilities that affect learning should have ongoing access to advisors in their faculty of study. These faculty advisors would need effective and appropriate education to enable them to effectively assist these students.~~
16. That the right to an accommodation cannot be withdrawn based on a student's failure to take full advantage of learning opportunities presented.
17. That making an accommodation for a student must not produce undue hardship on the University.
18. That workshops be made available in each faculty, school or department to provide information to faculty and staff about the legal and logistical issues regarding students with disabilities that affect learning; to provide a forum for discussion about that unit's issues in providing accommodations; and to facilitate the development of strategies in that unit which ensure that appropriate accommodations are provided to students with disabilities that affect learning.
19. That students with disabilities that affect learning who have received accommodations should not have this noted on their transcripts.
20. That the Senate Committee on Students with Disabilities that Affect Learning conduct an annual review of this policy and associated recommendations.

Appeals Process

Appeals regarding this Policy or its implementation may be taken to the Senate Admissions and Academic Standing Committee (Appeals).



Disability/Access Services

Information for Instructors

Student Name: _____

Course Name: _____

(Include Number & Section)

Dear Instructor,

Thank you for taking the time to meet with your student who is registered with Disability/Access Services and for signing the *Instructor Verification* form which the student will return to us for our file.

The goal of today's meeting is for your student to make you aware that he/she has a disability that affects learning, and to advise you that Disability/Access has received the necessary documentation to support the following accommodations:

Accommodations for tests and exams:

Extended Time: _____

Separate Location: _____

Laptop: _____

Reader: _____

Scribe: _____

Other: _____ Please specify: _____

Additional Accommodations:

Note Taker: _____

Laptop in Class: _____

Other: _____ Please specify: _____

It remains the student's responsibility to request accommodations for each midterm and exam and that of Disability/Access to make the arrangements in cooperation with you. In some instances, students choose not to request accommodations.

For more information about our services please visit our website at:

<http://admin.acadiau.ca/counsel/ASP/Welcome.html>

or contact: disability.access@acadiau.ca

585-1246



Instructor Verification

Student Name: _____ Acadia

ID: _____

The Student named above is a student in your class and is registered with **Disability/Access Services**. By signing this form, it verifies that your student has met with you to discuss their particular disability and possible need for midterm and/or exam accommodations and has provided you with the **Information for Instructors** form for your reference.

Date	Course & Section	Instructor Name	Signature

Students with disabilities meet the same admissions standards as all other students

<http://admin.acadiau.ca/counsel/ASP/Welcome.html>

Return form to Disability/Access – Acadia Student Resource Centre

COMMITTEE ON STUDENTS WITH DISABILITIES THAT AFFECT
LEARNING

MOTION

“That Senate approve the proposed amendments to policy, and associated recommendations, of the Senate Committee for Students with Disabilities that Affect Learning, as outlined in the committee’s 2009 annual report.”

Submitted by
Diane Holmberg, Committee Chair

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: *Mathematics and Statistics*

Date: *January 20, 2009*

Presented to Faculty Council?

(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

Math 3013 Studies in Mathematics and Statistics I: Study of a particular topic in mathematics or statistics. Prereq: 6h Math at 2000 level with C- or better, and permission of dept.

2. Have you checked with the Registrar's Office that the number has not been used before?
Yes

3. Short title for transcripts (**MAXIMUM 30 characters**) *Studies in Math and Stats I*

4. Is this course a requirement for a major? *NO*

5. Is this course open to non-majors? *Yes*

6. Estimated enrolment. *10-30* Will the enrolment be limited? *NO* If so, how?

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) *Not usually*

8. Reasons for requesting the course. Please be specific

This course (along with Math 3023) will allow the department to offer the occasional topics course at a level suitable for third year students. Currently the only course numbers we have for topics courses are both at the fourth year, which sometimes gives the wrong impression of the level of difficulty of the course material and thus discourages students from taking the course.

9. Impact of this course on other courses or programs in your unit or on those in other units.
Very little except to increase flexibility.

10. Is a course with similar content offered at other universities? Which ones? At what level?
Most universities have the option of special topics courses at several levels.

11. To what extent has this course proposal been discussed with students of the department or school? What was the response? *The students liked the idea.*

12. To what extent has this course proposal been discussed with other appropriate units? What was the response? *N/A*

13. Who will teach the course? *As appropriate to the topic.*

14. Academic sessions in which the course will usually be offered? *N/A*

Fall/Winter Intersession Other _____

15. Frequency of offering

Every year Alternate years Other (specify) *As needed.*

16. Are any courses being dropped in conjunction with this course? *NO*

Please complete form #2 if they are. If not, please provide justification for this imbalance. *As this course is a topics course, it is not to form part of our regular offering.*

17. Briefly describe the course (teaching format, evaluation, and texts) *As appropriate for the course content.*

18. Library *N/A*

- 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 *N/A*

- 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

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

Department/School: *Mathematics and Statistics*

Date: *January 20, 2009*

Presented to Faculty Council?

(Append **one** copy of the Faculty Minutes dealing with this course)

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

Math 3023 Studies in Mathematics and Statistics 2: Study of a particular topic in mathematics or statistics. Prereq: 6h Math at 2000 level with C- or better, and permission of dept.

20. Have you checked with the Registrar's Office that the number has not been used before?

Yes

21. Short title for transcripts (**MAXIMUM 30 characters**) *Studies in Math and Stats 2*

22. Is this course a requirement for a major? *NO*

23. Is this course open to non-majors? *Yes*

24. Estimated enrolment. *10-30* Will the enrolment be limited? *NO* If so, how?

25. 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) *Not usually*

26. Reasons for requesting the course. Please be specific

This course (along with Math 3013) will allow the department to offer the occasional topics course at a level suitable for third year students. Currently the only course numbers we have for topics courses are both at the fourth year, which sometimes gives the wrong impression of the level of difficulty of the course material and thus discourages students from taking the course.

27. Impact of this course on other courses or programs in your unit or on those in other units.

Very little except to increase flexibility.

28. Is a course with similar content offered at other universities? Which ones? At what level?

Most universities have the option of special topics courses at several levels.

29. To what extent has this course proposal been discussed with students of the department or school? What was the response? *The students liked the idea.*

30. To what extent has this course proposal been discussed with other appropriate units? What was the response? *N/A*

31. Who will teach the course? *As appropriate to the topic.*

32. Academic sessions in which the course will usually be offered? *N/A*

Fall/Winter Intersession Other _____

33. Frequency of offering

Every year Alternate years Other (specify) *As needed.*

34. Are any courses being dropped in conjunction with this course? *NO*

Please complete form #2 if they are. If not, please provide justification for this imbalance. *As this course is a topics course, it is not to form part of our regular offering.*

35. Briefly describe the course (teaching format, evaluation, and texts) *As appropriate for the course content.*

36. Library *N/A*

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

e. Provide a list of desirable materials for acquisition by the library

f. Have you consulted with the library staff regarding acquisition of materials for this course?

19. Library Technology *N/A*

c. What technological assistance, if any, will be required?

d. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available?

NOTICE OF MOTION

MOTION:

as members of the Senate Curriculum, we discussed the role of the Committee in the development of transdisciplinary programs at Acadia. Our overall assessment is that current transdisciplinary programs have evolved on an ad hoc basis, and that missing from this evolution is a process that would not only assist groups who create such programs, but that would also allow units from different faculties to contribute fully to the discussion surrounding the development of such programs and to assess their impact. We consider that it is not the mandate of the SCC to initiate a process that will require consultation as well as structural and financial planning. On this basis,

the Senate Curriculum Committee recommends that the Acadia Planning Committee examine and plan processes leading to the development and implementation of transdisciplinary program proposals across faculties while taking into consideration:

- the totality of university programs and
- the way in which transdisciplinary programs across faculties support the University's mission, students' interests, and faculty's teaching and research activities.

Submitted by Anne Quéma
On behalf of the Senate Curriculum Committee