

Office of the Senate Secretariat

Acadia University  
Wolfville, Nova Scotia  
Canada B0P 1X0

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



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at 4:00 pm on Monday 17 January 2011 in BAC 132.

The agenda follows:

- 1) Minutes of the Meeting of December 13, 2010
- 2) Announcements
- 3) Business arising from the Minutes
  - a) Senate Committee on Students with Disabilities that Affect Learning
    - i. Motion - Policy and Appeals (attached)
    - ii. Motion - Principles and Procedures (attached)
    - iii. Motion - Changes to the Acadia University Calendar (attached)
- 4) New Business
  - a) Tenure Track Teaching Complement Allocation Committee (TTTCAC) – Report to Senate (attached)
  - b) Honorary Degrees Committee - Professors Emeriti Nominations (information provided)
  - c) Curriculum Committee – Proposed Curriculum Changes (attached)
  - d) Senate Committee on Graduate Studies – Proposed Curriculum Changes (attached)
- 5) Other Business

Sincerely,

ORIGINAL SIGNED

Rosemary Jotcham  
Registrar and Secretary of Senate

**Motions from:** Dr. Diane Holmberg, as Chair of Senate Committee for Students with Disabilities that Affect Learning (SCSDAL)

**Motion #1:** That the attached “Policy Regarding Students with Disabilities that Affect Learning (January 2011)”, and its associated appeals procedure, be approved by Senate.

**Background:** The policy labelled “Policy as brought to Senate November 2010” was brought forward for approval in November. It was a slightly revised version of the policy approved last year at Senate. We had asked the VPA to have a lawyer review last year’s policy, as it is not uncommon for universities to be sued regarding such policies, and committee members were not legal experts. The additions and changes (noted in bold) stem from the lawyer’s and/or committee members’ suggestions.

This version of the policy was discussed at Senate in November, and was sent back to the committee for further work. Senate wanted a policy that expressed the same basic principles, but with a more positive or welcoming tone. The policy labelled “Policy Regarding Students with Disabilities (January 2011)” is the proposed revision. Note that a few concepts formerly included directly in the policy have been placed in the Principles section (next motion) instead. I would like to thank committee members, and also Ms. Cynthia Bruce, for their hard work and valuable input on this revision.

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#### **Policy as Brought to Senate November 2010**

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. **Making an accommodation for a student must not produce undue hardship on the University.** This policy should not limit faculty members from exercising pedagogical judgement to support students with disabilities that affect learning.

#### **Appeals Process**

**Concerns regarding this Policy or its implementation may be raised with the Academic Support Coordinator ([jill.davies@acadiau.ca](mailto:jill.davies@acadiau.ca); 585-1127), and/or taken to the Senate Committee for Students with Disabilities that Affect Learning (Chair:**

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[diane.holmberg@acadiau.ca](mailto:diane.holmberg@acadiau.ca); 585-1226). Appeals may be taken to the Senate Admissions and Academic Standing Committee (Appeals). In cases where the cost of providing accommodations might be a factor in deliberations, the Vice-President Administration or delegate may attend relevant meetings of the committees, as a non-voting member.

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### **Policy Regarding Support and Accommodation for Students with Disabilities (January 2011)**

*"The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders."*

Acadia values diversity, and believes that supporting and accommodating diverse learners brings richness and depth to a robust and respectful scholarly community. We are therefore committed to making every reasonable attempt to support and accommodate the diverse learning requirements of students with a wide range of documented physical, sensory, neurological, psychological, and learning needs. All students who have met the entrance criteria established by the University and who have documented disabilities will have access to supports and accommodations that will facilitate their pursuit of the same curricular outcomes as their peers. Students with disabilities who are considering joining our campus community are encouraged to contact the Office of Disability Access Services to learn more about the specific supports and accommodations Acadia can provide.

The provision of appropriate supports and accommodations is guided by the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm>), and they are based on recommendations contained in the student's most recent disability assessment, conducted within the last five years. While supports and accommodations will be coordinated through the Office of Disability Access Services, faculty members exercise their pedagogical judgement to support diverse learners in all aspects of academic work. Accommodations may modify the way course material is accessed, or the way tests, exams, and other assessments of learning are administered; however, the material being taught and the constructs being tested are not altered.

We believe you will find Acadia to be a welcoming and respectful scholarly community where all students are inspired to become critical thinkers, lifelong learners, and leaders in their chosen fields. We invite you to join our community of scholars, and to contribute to Acadia's rich academic, cultural, and social environment.

### **Appeals Process**

Questions or concerns regarding this Policy or its implementation may be raised with the Academic Support Coordinator in Disability Access Services, and/or the Chair of the Senate Committee for Students with Disabilities that Affect Learning. Appeals may be taken to the

Senate Admissions and Academic Standing Committee (Appeals). In cases where the cost of providing accommodations might be a factor in deliberations, the Vice-President Enrolment and Student Services (or delegate) may attend relevant meetings of the committees, as a non-voting member.

**Motion #2:** That the attached Principles and Procedures Regarding Students with Disabilities (January 2011) be received by Senate.

**Background:** Last year, this material was presented to Senate, in the form of the Policy, Appeals Process, plus a list of 20 recommendations. It was not clear exactly to whom the recommendations were being made. Also, the recommendations contained a mix of general guiding principles that SCSDAL and Disability Access Services use when making their decisions, and more concrete “how things work” statements. For clarity, we decided to reorganize. The Principles set out the basic guidelines we use when trying to go from the Policy to Procedures. The Procedures section lays out the more concrete statements of how things will normally work.

The original 20 recommendations (as approved last year) are noted first, for comparison, then the proposed new Principles and Procedures. Most material is the same; some has been deleted because it was already included in the Policy, and some has been added in, at the recommendation of the committee members or the lawyer.

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**Original Recommendations (as approved by Senate in October 2009)**

**Recommendations**

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 .
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. Professors will be consulted regarding the location of alternative examinations.
14. That the student's right to privacy should not be breached in discussing and providing for accommodations.
16. That professors honour the student's need for appropriate and available accommodations.
17. That the right to an accommodation cannot be withdrawn based on a student's failure to take full advantage of learning opportunities presented.
18. That making an accommodation for a student must not produce undue hardship on the University.
19. 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.
20. That students with disabilities that affect learning who have received accommodations should not have this noted on their transcripts.
21. That the Senate Committee on Students with Disabilities that Affect Learning conduct an annual review of this policy and associated recommendations.

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**Principles Regarding Support and Accommodation for Students with Disabilities (January 2011)**

1. Accommodations are provided to support the diverse learning needs of students with a wide range of documented physical, sensory, neurological, psychological, and learning disabilities, which may be permanent or temporary (e.g., a student with a broken arm might require temporary accommodations to assist with writing exams).
2. Acadia is committed to making every reasonable attempt to support and accommodate the diverse learning requirements of students with disabilities, as guided by the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm>). Professors shall

therefore honour students' needs for appropriate and available accommodation, and use their pedagogical judgement to support students with disabilities. Accommodations shall be based on the recommendations in the most recent assessment of the student's disability (conducted within the last five years), but professors also have input into designing accommodations that best fit the pedagogical goals of their course. The overall guiding principle is that all accommodations should offer students with disabilities equal access to learning opportunities, as compared to their peers.

3. The right to be fairly considered for any specific accommodation shall not be adversely affected by a student's past behaviour, course performance, or learning choices. For example, an assessment of entitlement for extra time on an exam cannot be withdrawn because the student did not require the extra time on a previous test, or is receiving high grades, or chose not to request extra time for exams in a different course.
4. In some instances, note-taking services are provided to aid students whose disability might cause them occasionally to miss class in keeping up with the course material. In other instances, note-taking services are designed to supplement students' own course notes, if the disability results in difficulty taking notes at adequate speed. In the latter instance, the student is still expected to attend class regularly. If the student is not attending class regularly, then course notes will normally be provided through Disability Access services only for those classes the student does attend; it is the student's responsibility to secure notes for any classes he or she misses.
5. Students bear primary responsibility to request available supports, and to follow through on the necessary steps to acquire those supports. A primary role of the Academic Support Coordinator and the Disability Resource Facilitator shall be to promote self advocacy and independence for students with disabilities.
6. The privacy of students with disabilities shall be respected. While students are encouraged to advocate for themselves and to discuss their disabilities and their needs openly, ultimately, students must make the decision as to when, whether, and to whom they wish to reveal details regarding their disabilities.
7. Accommodations shall not be recorded on Acadia transcripts.
8. In keeping with Canadian Human Rights Legislation, Acadia will provide accommodations up to the point of undue hardship with respect to health, safety, cost, or academic integrity..

## **Procedures**

1. Accommodations for students with disabilities shall be coordinated through the offices of the Academic Support Coordinator and the Disability Resource Facilitator.
2. Students with disabilities desiring accommodations must identify themselves to the office of the Academic Support Coordinator.

3. Students with disabilities desiring accommodations shall provide the office of the Academic Support Coordinator with the most recent assessments of the student's disability, conducted within the last five years. These assessments must be done by a qualified external assessor with appropriate knowledge of the disability in question (e.g., a physician for a physical disability; an audiologist for a hearing impairment; a physician, psychologist, or psychiatrist for a psychiatric disability, etc.). The student is responsible for any costs associated with obtaining this assessment.
4. The assessments shall include recommendations that will provide a framework for accommodations for each student. The appropriate and available accommodations will then be negotiated between the student and Disability Access Services. Accommodations that may 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.
5. At the beginning of each term, students with disabilities who desire accommodations shall have each of their instructors sign an Instructor Verification Form, indicating that the student is registered with Disability Access Services. Professors will then be sent an electronic copy of an Information Sheet that indicates the specific accommodations to which the student is entitled according to his or her professional assessment. Note that students may or may not choose to access all of the accommodations to which they are entitled in a particular course.
6. In many cases, accommodations are arranged between the student and Disability Access Services, and require little direct action on the part of the professor. If the student requires any direct action from the professor to provide accommodations, then it is the student's responsibility to inform the professor and to provide the professor sufficient advance notice. The professor and the student can then discuss the best way to provide appropriate accommodations while still meeting the professor's learning goals for the course.
7. Students will arrange with Disability Access Services if they wish to write tests or exams in an alternate 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. Staff at Disability Access Services will arrange invigilation of tests. Professors will be consulted regarding the location of alternative examinations.
8. Students requiring note-taking services, as recommended in their assessment, should contact the Disability Resource Facilitator. Disability Access Services will contact professors with the names of students in their courses who have requested note-taking services. Professors will be asked to circulate a request to all students in their class, asking those interested in providing notes to contact the Disability Resource Facilitator. The Disability Resource Facilitator will receive offers from prospective note-takers, review samples of notes, and confirm the name of the selected note-taker with both the student who has made the request and that student's professor. In cases for which interrupted attendance is not a function of the student's particular disability, regular

- class attendance is still expected. If the student is not attending class regularly, then course notes will normally be provided through Disability Access services only for those classes the student does attend; it will be the student's responsibility to secure notes for any classes he or she misses. Students requesting note-taking services will be advised of this provision, and will acknowledge their agreement in writing at the time of making the initial request.
9. The latest version of the University's Policy on Support and Accommodation for Students with Disabilities, along with the associated Principles and Procedures, will always be posted on the Disability Access Services website. These materials shall be reviewed regularly by the Senate Committee for Students with Disabilities that Affect Learning, normally on an annual basis.
  10. Individuals desiring more information about issues regarding students with disabilities, or with questions regarding the policy, principles, or procedures, are encouraged to contact the Disability Access Services office (902-585-1823 or [disability.access@acadiau.ca](mailto:disability.access@acadiau.ca)), and/or the Senate Committee for Students with Disabilities that Affect Learning (see [http://senate.acadiau.ca/Senate\\_Comm\\_Membership.html](http://senate.acadiau.ca/Senate_Comm_Membership.html) for information on the current Chair and committee membership).



**Motion #3:** That the attached changes be made to Acadia University's Calendar.

**Background:** Now that the policy statement has been reworked, the committee thought it advisable to include the full policy directly in the university calendar. We also retained some information from the current calendar, regarding whom to contact for various issues.

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*Current:*

Acadia University is committed to creating and maintaining a universally accessible learning environment. Staff members at the Student Resource Centre provide academic counselling and mentoring and facilitate a variety of learning supports including tutoring, note taking, assistive technology and accommodations for tests and exams. As well, they liaise with staff in Residence Life to ensure an inclusive living arrangement and to accommodate individual needs.

Prospective students with disabilities that affect learning\* are invited to contact Jill Davies (jill.davies@acadiau.ca), Academic Support Coordinator, to arrange a campus visit. Prior to beginning classes they are encouraged to discuss any required learning supports with Jill.

Students who wish to live on campus are advised to include in their Residence Application a letter outlining any pertinent special needs. Those requiring help to complete the registration process are invited to contact the Registrar's Office.

\*Students with disabilities that affect learning are asked to provide recent (within the past 5 years) documentation of their disabilities.

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*Proposed:*

**Policy Regarding Support and Accommodation for Students with Disabilities**

*"The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders."*

Acadia values diversity, and believes that supporting and accommodating diverse learners brings richness and depth to a robust and respectful scholarly community. We are therefore committed to making every reasonable attempt to support and accommodate the diverse learning requirements of students with a wide range of documented physical, sensory, neurological, psychological, and learning needs. All students who have met the entrance criteria established by the University and who have documented disabilities will have access to supports and accommodations that will facilitate their pursuit of the same curricular outcomes as their peers.

The provision of appropriate supports and accommodations is guided by the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm>), and they are based on recommendations contained in the student's most recent disability assessment\*. While supports and accommodations will be coordinated through the Office of Disability Access

Services, faculty members exercise their pedagogical judgement to support diverse learners in all aspects of academic work. Accommodations may modify the way in which course material is accessed, or the way tests, exams, and other assessments of learning are administered; however, the material being taught and the constructs being tested are not altered.

We believe you will find Acadia to be a welcoming and respectful scholarly community where all students are inspired to become critical thinkers, lifelong learners, and leaders in their chosen fields. We invite you to join our community of scholars, and contribute to Acadia's rich academic, cultural, and social environment.

We encourage students with disabilities who are considering joining our campus community to contact Jill Davies ([jill.davies@acadiau.ca](mailto:jill.davies@acadiau.ca)), the Academic Support Coordinator at Disability Access Services, to learn more about the services and accommodations Acadia can provide, and to arrange a campus visit. Staff members at Disability Access Services provide academic counselling and mentoring, and facilitate a variety of learning supports, including tutoring, note taking, assistive technology and accommodations for tests and exams.

Any students requiring help to complete the registration process are invited to contact the Registrar's Office. Students who wish to live on campus are advised to include in their Residence Application a letter outlining any pertinent special needs. Staff from Residence Life and Disability Access Services will then consult to determine the best available living arrangements to attempt to accommodate individual student needs.

\*Students must provide the most recent (within the past 5 years) documentation of their disabilities.

For more information, please visit: <http://disabilityaccess.acadiau.ca/>

**Report to Senate from the Tenure Track Teaching Complement Allocation Committee  
(TTTCAC)**

**December 2010 Re-Rankings**

The TTTCAC met on December 17, 2010, to incorporate positions that opened up due to late resignations or notice of retirements into the existing September 2010 ranked list.

The Committee received two applications from the Faculty of Pure and Applied Sciences: one new submission (Environmental Science) and one previously-ranked application (Math). The Committee received five applications from the Faculty of Arts: three new (Classics, French, and English – Restoration and 18<sup>th</sup> Century Literature) and two previously-ranked (Music, and English – American Literature). The Committee received no applications for this meeting from the Faculty of Professional Studies, but notes that Faculty did experience some late retirements and is of course free to submit those positions for ranking at the September 2011 meeting, should they elect to do so.

The Committee ranked the positions according to the criteria and procedures described in the TTTCAC Report that was presented to Senate on October 13, 2009.

The re-ranked list is:

1. Environmental Science
2. Classics
3. Music
4. Mathematics and Statistics
5. French
6. English – Restoration and 18<sup>th</sup> Century Literature
7. English – American Literature

Note that it is the TTTCAC's understanding that Nutrition and Dietetics received authorization to advertise their position, which is why it is not included in the current ranked list. Also note that the position in Economics that was authorized in 2009 has not yet been filled. In accordance with our procedures (i.e., "Positions that have been previously authorized will remain so unless the relevant Faculty requests otherwise"), we consider that position still to be authorized.

The Committee also discussed several policy or procedural issues:

1. The current procedures make it clear that the relative rank order of previously-ranked positions in units that have not experienced a late resignation may not change during re-ranking procedures at the Faculty level; however, they do not explicitly state that the same principle should hold true at the level of the TTTCAC. The Committee felt that it should. For example, at this meeting the Committee was to compare Music and Math at one point. Given that (a) both of these were previously-ranked positions, (b) nothing had changed for either unit since the previous ranking (i.e., neither had experienced any additional late resignations), and (c) Music was ranked above Math in the previous ranking, the relative rank order of Music and Math was automatically retained, without requiring a new vote. Please note, however, that if conditions surrounding one of these positions had in fact changed, then a vote would still have been held. For example, if Math had experienced a late resignation or retirement in addition to its pre-existing vacancy, then the vote comparing the previously-ranked Math and Music positions

would still have been held, because with an additional vacancy, Math's need might conceivably now be seen as more pressing than Music's. Language reflecting this decision will be incorporated into the re-ranking procedures. Specifically, point E of the re-ranking procedures will be revised with the following addition (noted in bold):

- e. The first position(s) on the revised list(s) from any Faculty or Faculties that experienced late resignations will then compete for positions against the remaining positions in List B, in order. **In cases where previously-ranked positions from two or more Faculties are competing against each other, the relative rank order of those positions from the previous ranking shall hold, unless something about the applications has changed (e.g., one of the units has experienced a late resignation).** Otherwise, voting proceeds exactly as specified in the existing Committee Procedures for the initial annual ranking.
2. In response to a question raised at Senate, the Committee discussed how trans-disciplinary appointments would be handled. The Committee agreed that as long as the disciplines involved were within a single Faculty, then there was no difficulty handling trans-disciplinary applications using the existing procedures. The units involved would collaborate as they saw fit to come up with a two-page submission, which would then be ranked at the Faculty level just like any other submission. The application would note which units would be involved, and the TTTCAC would consider data from all the relevant units when making its decisions. However, when the position bridges Faculties, then it is not clear how the Faculty-level rankings would best be conducted. Several possible solutions were proposed, but none was seen as fully satisfactory. The Deans will take the issue back to their Heads and Directors for further consultation.
3. Program viability is an important factor that the TTTCAC takes into account in determining its rankings. If tenure-track positions go unfilled over the next few years, however, then some programs may well cease to be viable. Will some programs eventually be phased out? If so, it has clear implications for the TTTCAC's rankings; however, we see it as far exceeding our committee's mandate to make such decisions. Accordingly, we are performing our rankings with the assumption that the goal is to keep all current programs viable. If some programs are to be phased out, however, it is crucial that such important decisions be made in a thoughtful and transparent fashion. We recommend that a committee be formed to consider program issues across the university (e.g., what existing programs, if any, should be phased out and how; what new programs, if any, should be developed). This committee should report to Senate. Existing committees (e.g., Curriculum Committee, Academic Program Review Committee) may not be the best option, as their mandate historically has been quite different, and individuals should have the opportunity to elect representatives to a committee with full knowledge of what the duties of those representatives would be.

I would like to thank the members of the Committee for their continuing hard work and thoughtful contributions. I would particularly like to thank Ian Stewart, whose term on the committee is ending, for his service over the last three years.

Respectfully submitted,

Diane Holmberg  
Non-voting Chair  
TTTCAC

Curriculum Committee submission to the January meeting of Senate:

## **From the Faculty of Arts:**

### **Department of English and Theatre Studies:**

#### **New course:**

##### **ENGL 2313 Advanced English Composition for International Students**

This course is offered to international students in their upper years to refresh the principles of academic writing. It will allow students to refine their abilities in writing and critical thinking by reviewing writing skills and extending these to include more analysis through advanced writing methods. Prereq: Engl 1323

#### **Course modification:**

##### **ENGL 1306 Composition for Second Language Students**

This course is designed for students who do not speak English as a first language. The course will focus primarily on the development of writing skills. Special attention will be given to fundamentals of grammar, vocabulary building, sentence structure, analysis of texts and the organization of written argument.

#### **Becomes:**

##### **ENGL 1313 Composition for Second Language Students 1**

This course is designed for students who do not speak English as a first language. The course will focus primarily on the development of writing skills. Special attention will be given to fundamentals of grammar, vocabulary building, sentence structure, analysis of texts and the organization of written argument.

##### **ENGL 1323 Composition for Second Language Students 2**

This course is designed for students who do not speak English as a first language. The course will focus primarily on the development of writing skills. Special attention will be given to fundamentals of grammar, vocabulary building, sentence structure, analysis of texts and the organization of written argument, and an introduction to research and documentation techniques.

Prereq: ENGL 1313

#### **Program modification:**

Increase the number of Production Credits in the Performance and in the Theatre Design and Production streams of the Theatre program from 3 cr. hr. to 6 cr. hr. This will increase the total theatre core hours from 63 cr. hr. to 66 cr. hr.

**Bachelor of Arts with Major in Theatre (Performance):** Thea 1483, 2213, 2223, 2753, 2763, 2823, 2833, 2853, 2863, 3313, 3323, 3853, 3863, 4413, 4423, 4833, 4843; 3h from Thea 2883, 2893; 3h from Engl 2286\*, 3h from Engl 3883, 3893, plus a minimum of ~~3~~ **6** credit hours from Thea 1001 (1h) and 2002 (2h) (63h). \* The extra 3h in a 6h course will be subsumed in the 30 h of electives.

**Bachelor of Arts with Major in Theatre (Design and Production):** Thea 1483, 2823, 2833, 4833, 4843; 3 6 h from Thea 2883, 2893; 12h from Thea 2803, 2813, 3133, 3243, 3293, 3973; plus 12h from Apsc 1223, Art 1113, 1123, 2013, 2023, 2033, 2043, 3013, 3023; plus 3h from Engl 2286\*; plus 3h Engl 3883, 3893; 6h from Musi 1063, 1073, 1253, 2163; plus a minimum of 9 credit hours from Thea 1001 (1h) and 2002 (2h) (63h). \* The extra 3h in a 6h course will be subsumed in the 30 h of electives.

**Department of History and Classics:**

**New courses:**

**CLAS 2253 Cult of the Grape in Ancient Greece**

From the cultivation of the grape to the cult of Dionysus, god of wine, this course shall study the economic, religious, social and cultural impact of wine on ancient Greece, with a special focus on classical Athens. No pre-requisite.

**HIST 3713 Medieval Europe through Material Culture**

Learn the history of medieval Europe through art, architecture and archaeology. Study culture through manuscript illumination, metal-working, stained glass, and sculpture; secular and ecclesiastical architecture; settlement, burial and landscape archaeology. Topics may include cross-cultural contacts, regional variation, stylistic changes, social structure, religions, preservation and conservation. Prereq: HIST 2533.

**HIST 3733 History of Museums & Collecting**

This course will explore the history of museums and collecting from a global perspective, focusing on the following core questions: Why were museums created? How do they function in society today? What are some challenges facing museums? Topics may include: national identity, architecture, repatriation, ethics of collecting and display, the public and education.

**Course modifications:**

(change in calendar description)

**CREL 3123 Writing Life: Worldviews and Experience**

Students will conduct field-based research documenting life stories and engage in an on-the-ground introduction to interviewing, interpretation, and analysis of worldviews and experience. Students will learn culturally appropriate protocols involved in ethnographic research; including the requisite skills and methodologies for interviewing and participant-observation. These skills and methodologies apply to similar work in other disciplines.

**Becomes:**

**CREL 3123 Writing Life: Worldviews and Experience**

Students will conduct field-based research documenting life stories and engage in an on-the-ground introduction to interviewing and analysis of worldviews and experience. Students will learn culturally appropriate protocols involved in ethnographic research, including life history and feminist methodologies, approaches to interviewing and participant-observation. These skills and methodologies apply to similar work in other disciplines.

(change in calendar description and course title)

### **HIST 3323 The Rebel in Modern America**

The United States was born in rebellion, a tradition that continued to influence American society in the twentieth century. In this course, we will examine the way in which individual and group

rebellion redefined American society and culture. From rail-riding hobos to punk rock troubadours, Americans have tapped into the tradition of dissent to expand the meaning of freedom.

#### **Becomes:**

### **HIST 3323 Dissent and Conformity in Modern America**

Rebellion has helped define the American experience. This course examines how individual and collective rebellion influenced modern American society. Social dissent produced a corresponding demand for conformity. From the 1919 Red Scare to McCarthyism and the War on Terror, we will examine the impact of this response in American politics and culture.

(change in calendar description and course title)

### **HIST 3353 Travel, Sport & Leisure in Canada**

This course will explore selected topics in history of travel, sport and leisure in Canada. Topics covered may include the emergence and development of tourism; pre-modern folk games and the transition to modern organized sport; sport and identity; recreational sports; hunting and camping; and leisure activities such as arts and crafts, theatricals, balls, food and drink. Prereq: Hist 2783

#### **Becomes:**

### **HIST 3353 Travel, Leisure & Sin in Canada**

This course will explore selected topics in the history of leisure in Canada. Topics covered may include the history of tourism; folk games and organized sports; hunting and camping; arts and crafts, amateur theatricals; drinking, gambling, and prostitution. Prereq: Hist 2783

(change in calendar description, course title and year)

### **HIST 2103 Renaissance Europe, 1350-1520**

The transition from late medieval to early modern society in Italy and beyond the Alps, the Classical Revival and Humanism, Renaissance art in Italy and Northern Europe, the Hundred Years' War between England and France, the Great Western Schism and the Conciliar Movement, European expansion and colonization overseas, the causes of Protestant Reformation and the Empire of Charles V.

#### **Becomes:**

### **Hist 3723 The Renaissance**

The transition from late medieval to early modern society. Focussing on Italy, this course covers topics such as the Classical Revival and Humanism, Economic Advances, the Plague Renaissance Art and Architecture, the Italian City-States, the Great Western Schism and the Conciliar Movement, as well as the impact of the Italian Renaissance outside of Italy.

#### **Program modification:**

(Cross-list CREL 3123 with History)

Major credit is also given for Idst 1113, 1123, 2503, 2513, 2813, 2823, Clas 3333, 3343, **Crel 3123**, Wgst 3503

**Department of Languages and Literatures:**

**New courses:**

**FRAN 3743 Compréhension écrite avancée**

Ce cours vise les étudiants qui maîtrisent bien la grammaire fondamentale du français et cherchent à consolider leurs compétences en abordant des sujets plus complexes. L'étude des structures sera renforcée par la lecture d'une variété de textes permettant d'acquérir de meilleures connaissances des cultures francophones, tout en développant le vocabulaire et la maîtrise d'expressions idiomatiques. Pre-req: Fran 2023

**FRAN 4013 Langage et cognition**

Ce cours vise à sensibiliser les étudiants aux concepts fondamentaux relatifs au langage en français. Une initiation théorique et pratique à l'analyse de textes français littéraires et non littéraires. Les thèmes abordés incluent: la nature du langage humain; le langage comme outil de communication, le langage et la cognition humaine : la faculté de langage, l'hypothèse de la modularité du cerveau. Pre-requisite: Fran 2023

**Course modifications:**

(change in calendar description and title)

**SPAN 2113 Spanish Conversation 1**

The development of communicative skills in Spanish through situational dialogue work, vocabulary-building exercises, task-oriented comprehension activities, and thematic and cultural readings and stories which provide stimuli for pair work and group discussion. Prereq: Span 1023; Coreq: Span 2013 or permission of department.

**Becomes :**

**SPAN 2113 Spanish communication Skills 1**

This course focuses on the development of the four communicative skills in Spanish through situational dialogue work, vocabulary-building exercises, task-oriented comprehension activities, and thematic and cultural readings and stories which provide stimuli for pair work, group discussions and writing activities. Selected points of grammar will be reviewed as necessary. Prereq: Span 1023; Coreq: Span 2013 or permission of department.

(change in calendar description and title)

**SPAN 2123 Spanish Conversaion 2**

The development of communicative skills in Spanish through situational dialogue work, vocabulary-building exercises, task-oriented comprehension activities, and thematic and cultural readings and stories which provide stimuli for pair work and group discussion. Prereq: Span 1023, 2013; Coreq: Span 2023 or permission of department

**Becomes :**

**SPAN 2123 Spanish Communication Skills 2**

This course focuses on the development of the four communicative skills in Spanish through situational dialogue work, vocabulary-building exercises, task-oriented comprehension activities, and thematic and cultural readings and stories which provide stimuli for pair work, group discussions and writing activities. Selected points of grammar will be reviewed as necessary. Prereq: Span 1023, 2013; Coreq: Span 2023 or permission of department



**Philosophy Department:**

(changes in calendar descriptions in **bold**– PHIL1213 and PHIL 1413 overlap sufficiently to require an exclusion.)

**PHIL 1213 Introduction to Philosophy: Morality**

This course provides the students with a general introduction to philosophy through a survey of readings from ancient, early modern, and contemporary authors. We will deal with issues such as the existence of God, morality and the justification of moral claims. **Credit cannot be obtained for both Phil 1213 and Phil 1413.**

**PHIL 1413 Introduction to Philosophy: God, Ethics and Justice**

An introduction to philosophy through a series of excerpts from a variety of authors and periods focusing on three issues: whether a divine being exists, how to understand the nature of ethical standards, and what constitutes political justice. The goal is to develop skills of critical analysis and self-expression, while coming to understand some of our culture's most influential thinkers. **Credit cannot be obtained for both Phil 1213 and Phil 1413.**

(change in calendar description. PHIL1223 and PHIL 1423 overlap sufficiently to require **an exclusion.**)

**PHIL 1223 Introduction to Philosophy: Knowledge, Mind and Free Will**

This course provides the students with a general introduction to philosophy through a survey of readings from ancient, early modern, and contemporary authors. We will deal with issues relating to claims of knowledge and the problem of skepticism, the nature of the mind, and free will vs. determinism. **Credit cannot be obtained for both PHIL 1223 and 1423.**

**PHIL 1423 Introduction to Philosophy: Freedom, Mind and Knowledge**

Introduction to philosophy through a series of excerpts from a variety of authors and periods focusing on three issues: whether humans exercise free choice, how to understand the relation between body and mind, and what constitutes human knowledge. The goal is to develop skills of critical analysis and self-expression, while coming to understand some of our culture's most influential thinkers. **Credit cannot be obtained for both PHIL 1223 and PHIL 1423.**

**School of Music:**

**Program Modifications**

We are proposing several changes to the Bachelor of Music in music education programs. The current three streams of this program are not practical and do not align with the way music teacher positions are allocated in the public school system. We are therefore proposing only two streams: elementary and secondary with enough overlap between the two to allow for graduates to accept hybrid teaching positions.

**Bachelor of Music with Concentration in Music Education (126h)**

1. Bachelor of Music Core (54h + 6h)
2. Musi 3666 and 4666 (12h)
3. 21h non-music electives (21h)

Music Education students will choose one of the following streams:

Elementary: MUSI 3143, 3311, 3321, 3331, 3341, 3351, 3361, 3371, 3381, 3391, 4143, 4153, 4343, 4xx3, 4xy3; EDUC 4653, 4663 (33h) ~~Musi 1563, 3143, 3326, 4143, 4153, 4306 and 9h additional music (33h)~~ or;  
~~Grade 7-12 Instrumental Music Stream~~ Secondary: MUSI 2343, 3311, 3321, 3331, 3341, 3351, 3361, 3371, 3381, 3391, 4143, 4153, 4343, 4xx3, 4xy3; EDUC 4653, 4663 (33h) ~~Musi 1563, 2333, 2343, 3316, 3323, 3333, 4143, 4153, 4343, and 3h additional music (33h)~~ or: ~~Grade 7-12 Choral Music Stream: Musi 1363, 3143, 4143, 4153, 4306, 4343, 4363, and 9h additional music (33h)~~.

### **Course Modifications**

(change in calendar description)

#### **MUSI 1013 Understanding Music for Non-Music Majors**

A history of musical style of Western music from the Middle Ages to the 18<sup>th</sup> century. Emphasis is upon developing an understanding and appreciation of style through listening to select master pieces and reading. No previous formal training in music is required but essential knowledge of fundamentals of music and the art of listening will be introduced. This course is not available to music majors for credit in the degree.

#### **Becomes:**

#### **MUSI 1013 Understanding Music for Non-Music Majors**

A history of musical style of Western music. Developing an understanding and appreciation of musical style through reading and listening to select master pieces. No previous formal training in music is required but essential knowledge of fundamentals of music and the art of listening will be introduced. This course is not available to music majors for credit in the degree.

(change in calendar description)

#### **MUSI 1600 First-Year Chorus**

University Chorus for first-year students to develop aural comprehension, sight-singing skills, and instruction in large ensemble performance.

#### **Becomes:**

#### **MUSI 1600 First-Year Chorus**

University Chorus for first-year *music* students to develop aural comprehension, sight-singing skills, and instruction in large ensemble performance.

(change in calendar description and pre requisite)

#### **MUSI 4673 Movement and Dance Throughout History**

This is the concluding course in dance for all Vocal Performance majors. The focus will be on periods and genres of dance and movement while incorporating the production needs into the technical skills learned. Prereq: MUSI 3673

#### **Becomes:**

#### **MUSI 4673 Movement and Dance Throughout History**

Required for all Vocal Performance majors, this course will focus on periods and genres of dance and movement while incorporating the production needs into the technical skills learned.

**New courses:**

The proposed change will allow the course to be staffed more easily and will allow for a more flexible rotation schedule. It will also give students the opportunity to study with a professional on this particular instrument.

**MUSI 3311 Flute Methods**

Introduction to flute technique, and instructional methods and materials for teaching the flute.

**MUSI 3321 Oboe Methods**

Introduction to oboe technique, and instructional methods and materials for teaching the oboe.

**MUSI 3331 Bassoon Methods**

Introduction to bassoon technique, and instructional methods and materials for teaching the bassoon.

**MUSI 3341 Flute Methods**

Introduction to clarinet technique, and instructional methods and materials for teaching the clarinet.

**MUSI 3351 Saxophone Methods**

Introduction to saxophone technique, and instructional methods and materials for teaching the saxophone.

**MUSI 3361 Trumpet Methods**

Introduction to trumpet technique, and instructional methods and materials for teaching the trumpet.

**MUSI 3371 French Horn Methods**

Introduction to horn technique, and instructional methods and materials for teaching the French horn.

**MUSI 3381 Trombone Methods**

Introduction to trombone technique, and instructional methods and materials for teaching the trombone.

**MUSI 3391 Tuba/Euphonium Methods**

Introduction to tuba and euphonium technique, and instructional methods and materials for teaching low brass instruments.

**Course deletions:**

The deletion of three hour courses and replacement with the 1-hour courses will allow for better delivery of the curriculum, and for more timetable flexibility.

**MUSI 2333 Single Reeds Methods**

**MUSI 3333 Flute and Double Reeds Methods**

**MUSI 3323 Brass Methods**

**From the Faculty of Professional Studies:**

**School of Business Administration:**

**We are requesting to have Co-operative Education formally recognized on the degree parchment for BBA BBAH. This proposed modification does not alter the current structure of these programs.** The addition of Co-operative Education to the above programs is in response to feedback from students to have their degree explicitly recognize Co-operative

Education as other universities' undergraduate Business programs do. It is seen as a disadvantage for Acadia not to do so. Co-operative Education (Co-op) is an educational strategy that formally integrates academic studies with discipline related, paid work experience with participating employers in all sectors including not-for-profit and for-profit organizations; all levels of government; small, medium, and large corporations, primarily (not limited to) within Canada. Co-op students apply the concepts and theories they learn in the classroom to relevant, real world situations enhancing their understanding of their ~~discipline program of study~~. Co-op work experience enables students to refine their career goals guiding them to relevant, full-time employment upon graduation, or motivating them to pursue further education. Business students apply for admission to ~~the~~ Co-op program after completing a minimum of 1 full year of study. Applications are due to the Co-op Office by the first Monday of October each year. Students in their final year of study are no longer eligible to apply. A minimum 2.5 GPA is required. All new Co-op students are required to attend professional development workshops in preparation for their first Co-op work term. Business students alternate study terms with Co-op terms, completing 3 four-month Co-op work terms **with an optional fourth** or a 12 – 16 month internship, ending on a study term, to complete ~~the Co-op Option~~. Each Co-op work term is a non-credit course with corresponding tuition fee, which is awarded a pass or fail grade. See Co-op course descriptions for further details on course requirements. ~~Completion of the Co-op Option is noted on the student's final transcript of marks, and a Co-operative Education Certificate is awarded at Convocation.~~ **Completion of the Co-op Option is noted on the student's final transcript of marks and on the degree parchment.** Students completing ~~the Co-op Option~~ will take an additional 1 to 2 terms to complete their degree, graduating with the added benefit of practical experience in their field of study. Studies show that Co-op graduates gain employment sooner after graduation, have higher starting salaries, and are more likely to find employment related to their degree area than non-Co-op graduates.

For further information visit [www.co-op.acadiu.ca](http://www.co-op.acadiu.ca). [www.acadiu.ca/employment/co-op](http://www.acadiu.ca/employment/co-op)

(change in course title)

### **BUSI 2803 Management of Information**

An examination of the general principles of information technology and current technologies. Emphasis is on managing technology, and the government's effort to develop standards and current industry policies. The management of technology is explored as a means of improving management and practice and creating strategic competitive advantage. The restructuring of organizations to accommodate these new technologies is also explored. Prereq: Busi 1703, Comm 1213, Math 1613 or 1013, with C- or better

#### **Becomes:**

### **BUSI 2803 Business Technology Management**

The course description remains the same.

(change in calendar description, course title and year)

**BUSI 3213 Strategic Investment Decisions.** Capital budgeting for strategic investments such as a world wide web presence, research and development, advanced manufacturing technology, intellectual capital and venture capital. Theory and application of leading-

edge financial models for evaluating tangible and intangible benefits and decision-making under uncertainty are explored. Prereq: Busi 2223 with C- or better

**Becomes:**

**BUSI 4253 Project and Enterprise Valuation.** This course is a study of valuation methods for investments ranging from capital budgeting projects to the mergers and acquisitions of businesses. The theory and application of financial models for decision-making under uncertainty and the evaluation of strategic benefits are explored. Prereq: Busi 3243.

(calendar description and pre requisite)

**BUSI 3243 Intermediate Finance**

Further coverage of the topics introduced in Busi 2223, 2233 for students planning to major in Finance. Topics include working capital, capital budgeting, long and short term financing, dividend policy and valuation. This course prepares the student for upper level finance electives. Prereq: Busi 2223 with C- or better; Busi 2033 (or as a co-requisite)

**Becomes:**

**BUSI 3243 Intermediate Finance**

This course delves further into the concepts and theories introduced in BUSI 2223, 2233, and introduces valuation, value-based management and strategic financing decisions. The course prepares the student for upper level finance electives. Prereq: Busi 2233 with C- or better

(change in pre requisite)

**BUSI 3273 Investment Analysis**

Financial assets and the markets in which they are traded. The analysis of common and preferred stock, bonds, warrants, and working knowledge of investing. Prereq: Busi 2233 with C- or better

**Becomes:**

**BUSI 3273 Investment Analysis**

Financial assets and the markets in which they are traded. The analysis of common and preferred stock, bonds, warrants, and working knowledge of investing. Prereq: Busi 2223 (with C- or better) or permission of the instructor.

(change in course description)

**BUSI 3613 Business Law**

General principles of law followed in business and their application to typical business situations. Emphasis is on the basis of contract law. Prereq: BUSI 1703, COMM 1213, MATH 1613 or 1013, each with C- or better.

**Becomes:**

**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. Prereq: BUSI 1703, COMM 1213, MATH 1613 or 1013, each with C- or better.

(change in calendar description)

**BUSI 3623 Business Law 2**

Law as it relates to business. Some of the topics are: insurance, agency, contract of employment, landlord and tenant, mortgages, forms of business organization, credit transactions. Prereq: BUSI 3613 with C- or better or equivalent.

**Becomes:**

**BUSI 3623 Business Law 2**

The course extends the topics of BUSI 3613 into the other areas of law that are important for business and presents the law in a way that relates to the functional areas of business. The course topics are organized under major headings – business organizations; types of property; employment; marketing; and finance. Prereq: BUSI 3613 with C- or better or equivalent.

(change in course title)

**BUSI 4073 Inter-Corp Equity Investment**

**Becomes:**

**BUSI 4073 Financial Accounting 5**

An advanced financial accounting course that includes a comprehensive coverage of reporting for portfolio investments, companies subject to significant influence, business combinations and joint ventures. Prereq: Busi 3083 with C- or better

(change in course title and pre requisite)

**BUSI 4083 Advanced Financial Accounting Topics**

Techniques and theory for various specialized areas of financial accounting including: segmented information, interim reporting, foreign currency transactions and operations, businesses in financial difficulty, alternative measurement models, not-for-profit organizations, estates and trusts, fund accounting, government accounting, and personal financial statements. Prereq: Busi 3083 with C- or better

**Becomes:**

**BUSI 4083 Financial Accounting 6**

Techniques and theory for various specialized areas of financial accounting including: segmented information, interim reporting, foreign currency transactions and operations, businesses in financial difficulty, alternative measurement models, not-for-profit organizations, estates and trusts, fund accounting, government accounting, and personal financial statements. Prereq: Busi **4073** with C- or better

(change in calendar description and pre requisite)

**BUSI 4223 Portfolio Management**

This course focuses on modern portfolio theory and the issues and mathematics involved in managing portfolios of securities. Theory is applied to the understanding of pension fund management in a simulation exercise. Throughout the course, students will have the opportunity to interact with outside experts. Prereq: Busi 3243 and 3273

**Becomes:**

**BUSI 4223 Portfolio Management**

This course focuses on modern portfolio theory and the issues and mathematics involved in managing portfolios of securities. Theory is applied to the understanding of pension fund management in a simulation exercise. Prereq: Busi 3273

(change in pre requisite)

**BUSI 4243 Derivative Securities & Risk Mgmt**

This course provides a comprehensive introduction to derivative securities such as futures, options, and swaps. Various trading strategies are discussed and applications to financial risk management are emphasized. Prereq: Busi 3243 and Busi 3273

**Becomes:**

**BUSI 4243 Derivative Securities & Risk Mgmt**

This course provides a comprehensive introduction to derivative securities such as futures, options, and swaps. Various trading strategies are discussed and applications to financial risk management are emphasized. Prereq: Busi 3273

**School of Education:**

(new courses)

**EDUC 42C3 Professional Growth Seminar**

This course is an opportunity for students to be guided through the process of professional development. It will result in a final product (typically a portfolio) demonstrating professional competence as a teacher and attainment of the goals of the B.Ed. program.

**EDUC 42D3 Introduction to Secondary Education**

This course is an introduction to teacher education for secondary pre-service teachers. The course focuses on the nature and importance of the teaching profession. Students will be introduced to an array of topics including: teaching as an art and science; curriculum/lesson planning; instructional strategies; assessment; classroom management; professionalism; reflective practice; and professional development.

**EDUC 42E3 Introduction to Elementary Education**

This course is an introduction to teacher education for elementary pre-service teachers. The course focuses on the nature and importance of the teaching profession. Students will be introduced to an array of topics including: teaching as an art and science; curriculum/lesson planning; instructional strategies; assessment; classroom management; professionalism; reflective practice; and professional development.

**EDUC 42F3 Topics in Education**

This course explores a specific topic related to education, the particular topic to be determined according to current concerns in the field of education as well as student needs and interests. The latter will be established through consultation with faculty.

### **EDUC 42FA Topics in Education**

This course explores a specific topic related to education, the particular topic to be determined according to current concerns in the field of education as well as student needs and interests. The latter will be established through consultation with faculty.

(course deletions)

### **EDUC 40F3 Social Studies: Community & Culture**

### **EDUC 4093 Curriculum Enrichment**

### **EDUC 4523 Integrating Information Technology into Education**

### **EDUC 445A Advanced Curriculum/Instruction in Elementary Science**

### **School of Recreation Management and Kinesiology:**

(Program modifications)

The number of required science courses (Nutr and Chem) that are required for the Kinesiology with Nutrition option are being reduced adding more flexibility in the science course offerings and choices provided to students wanting to pursue this degree option.

### **Bachelor of Kinesiology with Nutrition**

- Kinesiology core (45h)
- Comm 1213 (3h)
- Nutrition courses: Nutr , 2503, 2513, 3533, and 9h of Nutr electives approved by the School of Nutrition and Dietetics (18h)
- Arts/Science core: Math 1213, , Biol 1113, 1123, 6 hours from the Faculty of Arts (15h)
- Kinesiology electives (21h)
- University electives (18h)
- KINE 1100, 3100
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- A GPA of 2.5 must be obtained in the kinesiology core and nutrition core courses. A minimum program GPA of 2.0 is required to graduate.
- **A maximum of 12 students will be accepted each year. Nutr 1503 cannot be used for credit in the Kinesiology with Nutrition option.**

**An overall cumulative GPA of 2.75 is required for admission to this option**

### **Bachelor of Kinesiology with Honours with Nutrition**

- Kinesiology core (45h)
- Comm 1213 (3h)
- Nutrition courses: Nutr ~~1503, 2203, 2213~~, 2503, 2513, ~~3523~~, 3533, ~~3543~~ and 9h of Nutr electives or equivalent course approved by the School of Nutrition and Dietetics (~~24h~~18h)
- Arts/Science core: Math 1213, ~~Chem 1013, 1023~~, Biol 1113, 1123, 6 hours from the Faculty of Arts (~~24h~~15h)
- Kine 3163, Kine 4996 (9h)
- Kinesiology electives (~~12h~~)
- University electives (~~6h~~18h)
- KINE ~~2010~~1100, ~~4010~~3100
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.



- A GPA of [3.0](#) must be obtained in the kinesiology core and nutrition core courses. A minimum program GPA of [3.0](#) is required to graduate.
- **A maximum of 12 students will be accepted each year. Nutr 1503 cannot be used for credit in the Kinesiology with Nutrition option.**
- **An overall cumulative GPA of 3.0 is required for admission to this option.**
- (This agreement has been in place for several years but has not been formalized and included in the University Calendar.)

#### **Bachelor of Kinesiology with Psychology**

- Kinesiology core (45h)
- Comm 1213 (3h)
- Math 1213 (3h)
- Psychology core: Psyc 1013 and Psyc 1023 (6h)
- Psychology electives courses: (15h)
- Arts/Science core: 6 hours from the Faculty of Arts and 6 hours from the faculty of science (12h)
- Kinesiology electives (21h)
- University electives (15h)
- KINE 1100, 3100
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- A GPA of 2.5 must be obtained in the kinesiology core courses. A minimum program GPA of 2.0 is required to graduate.
- Grades of C- or better are required in all psychology courses.

#### **Bachelor of Kinesiology with Honours with Psychology**

- Kinesiology core (45h)
- Comm 1213 (3h)
- Math 1213 (3h)
- Kine 3163, Kine 4996 (9h)
- Psychology core: Psyc 1013 and Psyc 1023 (6h)
- Psychology electives courses: (15h)
- Arts/Science core: 6 hours from the Faculty of Arts and 6 hours from the faculty of science (12h)
- Kinesiology electives (12h)
- University electives (15h)
- KINE 1100, 3100
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- A GPA of 3.0 must be obtained in the kinesiology core courses. A minimum program GPA of 3.0 is required to graduate.
- Grades of C- or better are required in all psychology courses.

The number of required science courses (Biol) that are required for the Kinesiology with honours with Biology option are being reduced adding more flexibility in the degree and choices provided to students wanting to pursue this degree option.

### **Bachelor of Kinesiology with Biology**

Kinesiology core (45h)

Comm 1213 (3h)

- Biology core: Biol 1113, 1123, 2013, 2043, 2053, 2073, ~~12h-6h~~ biology electives (~~2430h~~)
- Arts/Science core: Math 1213, Chem 1013, 1023, 6h from the Faculty of Arts (15h)
- Kinesiology electives (21h)
- University electives (~~126h~~)
- Kine ~~11002010~~, ~~31004010~~
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- A GPA of 2.5 must be obtained in the kinesiology core and biology core. A minimum program GPA of 2.00 is required to graduate.
- A maximum of 12 students will be accepted each year.
- An overall cumulative GPA of 2.75 is required for admission to this option.
- 

### **Bachelor of Kinesiology with Honours with Biology**

- Kinesiology core (45h)
- Comm 1213 (3h)
- Kine 3163 (3h)
- Kine 4996 (6h)
- Biology core: Biol 1113, 1123, 2013, 2043, 2053, 2073, ~~12h-6h~~ biology electives (~~2430h~~)
- Arts/Science core: Math 1213, Chem 1013, 1023, 6h from the Faculty of Arts (15h)
- Kinesiology electives (9h)
- University electives (~~126h~~)
- Kine ~~11002010~~, ~~31004010~~
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- A GPA of 3.0 must be obtained in the kinesiology core and biology core. A minimum program GPA of 3.0 is required to graduate.
- A maximum of 12 students will be accepted each year.
- An overall cumulative GPA of 3.0 is required for admission to this option.

#### **(new courses)**

This is a renumbering of a current course offering as per the recommendation of the program review. This course is part of the outdoor concentration and has been taught under a special topics number.

**KINE 186D Outdoor Leader 1**

**KINE 188B Event Management Practicum**

**KINE 280D Bike Touring**

**KINE 281D Advanced Canoeing**

**KINE 282D Advanced Survival**

#### **Course modifications:**

(change in year the description and title remain the same)

**KINE 2010 First Aid and CPR**

**Becomes:**

**KINE 1100 First Aid and CPR**

Standard First Aid and CPR level C or an approved equivalent must be completed prior to the second year of study. Students must provide a copy of the valid certification to the school by April of their first year in the program.

**KINE 4010 Conference**

**Becomes:**

**KINE 3100 Conference**

Students are required to attend and participate in the equivalent of 12 hours or a 2 day conference prior to graduation. Information about conferences and criteria for expectations will be provided according to the Kinesiology handbook. Your advisor's approval of the conference must be obtained prior to attendance and a post conference evaluation must be submitted.

(Change in calendar description and pre requisite)

**KINE 3143 Introduction to Teaching Physical Education**

An overview of effective teaching styles, management skills and content required to present kinesiological concepts within a school setting. Micro teaching settings will be an integral part of this course. (1.5h lab) Prereq: Permission of school

**Becomes:**

**KINE 3143 Introduction to Teaching Physical Education**

An overview of effective teaching styles, management skills and content required to present kinesiological concepts within a school setting. Micro teaching settings will be an integral part of this course.

(Change in title and course description)

**KINE 3853 Physical Activity & Aging**

Positive and negative effects of the aging process, and how active and inactive lifestyles affect the functioning of the human body. Assessing fitness levels, and adapting physical activity methods and programs to meet the needs of older adults.

**Becomes:**

**KINE 3853 WELLNESS & AGING**

This course will examine aging from a wellness perspective – while the physical and physiological aspects of aging will predominate, social, emotional, spiritual and cultural aspects of aging will also be considered. The changes that occur as a function of the aging process will be the central focus of the course.

(course deletions)

**Kine180A Fitness**

**Kine182A Track and Field 1**

**Kine183A Gymnastics**

**Kine184A Dance**

**Kine181B Softball**

**Kine186B Fitness Leadership Certification 1**

**Kine187B Fitness Leadership Certification 2**

**Kine183D Expedition Planning/ Behaviour/ Safety**

**Kine185E Golf**

**Kine185F Curling**  
**Kine185G Scuba**  
**Kine280C Hockey 2**  
**Kine281C Track and Field 2**  
**Kine282C Basketball 2**  
**Kine283C Soccer 2**  
**Kine284C Football 2**  
**Kine285C Volleyball 2**  
**Kine2153 Personal Health**  
**Kine4513 Structure and Strategy of Physical Activity and Sport**

**Program modifications:**

These agreements have been in place for several years but has not been formalized and included in the University Calendar. It provides students and prospective students with degree options that may be more attractive to them as well as align with their interests.

**Bachelor of Recreation Management with Psychology**

- Leisure studies core (45h)
- Management core (18h)
- Liberal education core (6h)
- Comm 1213 (3h)
- Psychology core: Psyc 1013 and Psyc 1023 (6h)
- Psychology electives courses: (15h)
- Electives at the direction of the School to represent an area of study (27h)
- Non-credit requirements: Recr 1100,1210, 3100. Recr 1100 and 1210 must be completed during the first year in the program.
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels to enter the core term or permission of the school.
- Grades of C- or better are required in the leisure studies core, the management core, Comm 1213 and the psychology courses.
- A minimum program GPA of 2.00 is required to be eligible to graduate.

**Bachelor of Recreation Management with Honours with Psychology**

- Leisure studies core (45h)
- Management core (18h)
- Liberal education core (6h)
- Psychology core: Psyc 1013 and Psyc 1023 (6h)
- Psychology elective courses : (15h)
- Comm 1213 (3h)
- Recr 4996 Thesis (6h)
- Approved research course (3h)
- Approved electives to represent an area of study. (18h)
- Non-credit requirements: Recr 1100, 1210, 3100. Recr 1210 and 1100 must be completed during the first year in the program
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels to enter the core term or permission of the school.

- A GPA of 3.0 is required in the courses in the leisure studies core. Grades of C- or better are required in the management core, Comm 1213 and all psychology courses.
- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

**(course deletions)**

**RECR 1013 Introduction to Management in Recreation**

**RECR 1293 The Leisure Ethic: A Contemporary Perspective**

**RECR 3020 Pre-Practicum Seminar**

**RECR 3030 Practicum Field Work**

**RECR 3173 Facility Planning and Management**

**RECR 3453 Community Tourism**

**RECR 4133 Administration of Leisure Services**

**Course modifications:**

(change in year only – same titles and descriptions)

**RECR 2020 Emergency Care**

**Becomes:**

**RECR 1100 Emergency Care**

“Standard First Aid” and CPR level C or approved equivalent must be completed prior to the second year of study. Students will be required to maintain current certification during their second, third and fourth year.

**RECR 4010 Conference**

**Becomes:**

**RECR 3100 Conference**

Students are required to attend and participate in a two day conference prior to graduation. Information about conference and criteria for expectations will be provided according to the Recreation Management Handbook. Your advisor’s written approval of the conference must be obtained prior to attendance and post conference evaluation must be submitted.

(change in description, title, pre requisite and year)

**RECR 2113 History and Philosophy of Leisure**

A historical and philosophical overview of the roots of leisure, the conditions in society that have affected leisure, and the societal and institutional responses to those conditions.

**Becomes:**

**RECR 3103 History and Philosophy of Leisure**

A historical and philosophical overview of the roots of leisure, the conditions in society that have affected leisure, and the societal and institutional responses to those conditions through recreation management and community development. Prereq: third year standing in BRM

(change in calendar description and course title)

**RECR 2513 Leisure Services Programming**

The course examines the four central components of the leisure programming process: agency culture, program development, implementation and evaluation. Case studies and a major project are used to emphasize the relationships among these components and to explore the techniques required to develop, to implement, and to evaluate leisure services programs.

**Becomes:**

**RECR 2513 Recreation & Community Programming**

The course focus on a cyclical and comprehensive recreation and community development program design process that includes: agency culture, program development, implementation and evaluation. Case studies and a major community project are used to emphasize the relationships among these components and to explore the techniques required to develop, to implement, and to evaluate leisure services programs.

**RECR 2523 Issues in Leisure Research**

The role of research within the field of recreation. Issues related to the collection, interpretation and application of research data are examined. Prereq: second year standing in BRM

**Becomes:**

**RECR 2523 Research Issues in Leisure and Community Development**

The role of research within leisure and community development. Issues related to the development of research questions, and the collection, interpretation and application of research data are examined. Prereq: second year standing in BRM

**(change in calendar description, course title, pre requisite)**

**RECR 3193 History of Recreation and Parks in Canada**

An exploration of the historical development of recreation and park delivery systems in Canada since 1800, within the context of the social, political and economic environments that drive the establishment and development of the system. Prereq: Recr 2113

**Becomes:**

**RECR 3193 History of Fitness, Health and Wellness**

An exploration of the history of fitness, health and wellness in the western world. This seminar format course will be based on readings, audio-visual materials and discussion. Prereq: 3<sup>rd</sup> year standing

**(change in pre requisite and calendar description)**

**RECR 3563 Environmental Education**

Environmental education for all ages is critical to moving toward sustainability, which requires fundamental changes in values, understanding, and behaviour. This seminar provides an overview in leisure, educational, community and work settings. Emphasis is on underlying philosophy, concepts and techniques required to create powerful interactive programs. The course will include experiential and community activities. (Open to non-majors) (2.5h lab)

**Becomes:**

**RECR 3563 Environmental Education**

Environmental education is critical to shifting toward a more sustainable society. This seminar, emphasizing experiential and community learning, provides an overview in leisure, educational, community and work settings. Emphasis is on philosophy, concepts and techniques required to create powerful interactive programs. (Prerequisite: RECR 1163, ENVS 1013 or permission of the school, open to non-majors) (2.5h lab)

**(change in calendar description and course title)**

**RECR 4043 Professional Issues**

Field experience enables students to apply their course material to their professional setting of a leisure service agency. Issues arising from field experiences will be analyzed within the framework of professional standards and practices. Prereq: successful completion of all Recr core courses in the 1000, 2000 and 3000 levels or permission of the school.

**Becomes:**

**RECR 4043 Community Development Project**

Students work intensively with peers and a faculty member in a small group to apply concepts, knowledge and skills to a major community project. This project focuses on research, program or materials design, and/or evaluation. Issues arising from the project are analyzed within the framework of professional standards and practices. Prereq: successful completion of all RECR core courses at the 3000 level, or permission of the school.

(change in pre requisite and level)

**RECR 4263 Parks/Open Space Res Dev**

A seminar which explores issues and management topics related to human use of parks and open space. Seminars will address a variety of ethical and technical topics including environmental impact assessment, sustainable development and system policy.

**Becomes:**

**RECR 3143 Parks/Open Space Res Dev**

A seminar which explores issues and management topics related to human use of parks and open space. Seminars will address a variety of ethical and technical topics including environmental impact assessment, sustainable development and system policy. Prerequisite: 3<sup>rd</sup> Year standing in the BRM or BA ESST or permission of the SRMK.

(change in calendar description, pre requisite and level)

**RECR 4423 Recr Resource & Environmental Mgmt**

The exploration of theory, issues and practice in resource and environmental management with emphasis on outdoor recreation, nature based tourism and community development. The theoretical focus will be on policy decision making. Case studies will be drawn from the resource recreation, ecotourism, parks management, and land-use planning fields.

**Becomes:**

**RECR 3443 Recreation Resource & Environmental Management**

The exploration of theory and issues in resource and environmental management with emphasis on outdoor recreation, nature based tourism and rural community development. The theoretical focus will be on policy decision making. Case studies will be drawn from the natural resource recreation, ecotourism, parks management, and land-use planning fields. Prerequisite: 3<sup>rd</sup> Year standing in the BRM or BA ESST or permission of the SRMK.

(change in course number)

**SRMK 2533 Outward Bound: Explorations in Adventure and Environmental Advocacy**

**Becomes:**

**RECR 3893 Outward Bound: Explorations in Adventure and Environmental Advocacy**

This course integrates personal, physical and intellectual development through environmental

advocacy, wilderness travel, and community engagement. Situated in an area of cultural interest, physical challenge, and environmental concern; this "journey" provides a unique and challenging learning setting utilizing teaching resources from both Acadia University and Outward Bound Canada. Normally offered in the spring and/or summer sessions.

### **SRMK 3573 COMMUNITY DESIGN & ACTIVE LIVING**

#### **Becomes:**

### **RECR 3573 COMMUNITY DESIGN & ACTIVE LIVING**

A key challenge for all communities is to manage its infrastructure to enhance community wellness while ensuring long term social, economic, and environmental sustainability. This course examines the influence of a community's infrastructure--defined as the interacting system of physical structures, services, institutions, and policies that impact a community's overall physical, emotional, spiritual, and economic health --on active living. Prereq: third year standing

### **SRMK 3583 The Canadian Sport System**

#### **Becomes:**

### **KINE 3593 The Canadian Sport System**

A study of government, sport, major games and multiservice agencies which together comprise the Canadian amateur sport system. Emphasis is placed on the links to Canadian social and political circumstances, the response of the sport system to current issues, funding, and governance. Prereq: third year standing

### **SRMK 4533 Outward Bound: Advanced Expedition Management and Leadership**

#### **Becomes:**

### **RECR 4893 Outward Bound: Advanced Expedition Management and Leadership**

Adopting "Outward Bound" philosophy, this course builds expedition management and leadership by focusing on both an inward and outward journey. The inward journey focuses on people centred skills and engages in theoretical and experiential leadership and expedition management. The outward journey includes wilderness travel, risk management, environmental assessment and ecological stewardship. Available only on Outward Bound Canada's 35 day Instructor Development Program. Prereq: third year standing at an accredited Canadian University or equivalent

### **SRMK 4563 Adventure Education**

#### **Becomes:**

### **KINE 4563 Adventure Education**

A conceptual analysis of the term adventure education is conducted theoretically and experientially. The application of adventure education methodology as a tool for human resource development, curriculum enhancement and leisure satisfaction is developed. Prereq: third year standing in BRM/BKIN or permission of the school

### **SRMK 4883 Sport, Media and Culture**

#### **Becomes:**

### **SRMK 4883 Sport, Media and Culture**



This course examines the causal role that the mass media plays in dichotomizing sport as physical activity and as entertainment. Particular emphasis will be placed on electronic broadcast media (radio, television and Internet). Due to the nature of the sport industry, the course will be set in a North American context. Prereq: Kine 2253 or Recr 1243

**Course deletions:**

**SRMK 2283 Historical Aspects of Sport**

**SRMK 2383 Introduction to Sport Management**

**SRMK 2413 Outdoor Pursuits Education**

**SRMK 2423 Outdoor Leadership and Expedition Management 1**

**SRMK 2433 Outdoor Leadership and Expedition Management 2**

**SRMK 3783 Sport Marketing Strategies**

**SRMK 4363 Practicum in Outdoor Recreation**

**SRMK 4483 International Sport**

## **From the Faculty of Pure and Applied Science:**

**Program modification:**

We are requesting to have Co-operative Education formally recognized on the degree parchment for BSc, BScH, BCS, BCSH, BCSS, BSN, and BSNH. This proposed modification does not alter the current structure of these programs.

The addition of Co-operative Education to the parchment of the above programs is in response to feedback from students to have their degree explicitly recognize Co-operative Education as other universities' undergraduate Science programs do. It is seen as a disadvantage for Acadia not to do so. Co-operative Education (Co-op) is an educational strategy that formally integrates academic studies with discipline related, paid work experience with participating employers in all sectors including not-for-profit and for-profit organizations; all levels of government; small, medium, and large corporations, primarily (not limited to) within Canada. Co-op students apply the concepts and theories they learn in the classroom to relevant, real world situations enhancing their understanding of their **discipline** ~~program of study~~.

Co-op work experience enables students to refine their career goals guiding them to relevant, full-time employment upon graduation, or motivating them to pursue further education. ~~The Co-op Option~~ is available to Science students majoring in Biology, Chemistry, Computer Science, Environmental Science, Environmental Geoscience, Geology, **Mathematics** and Statistics, Nutrition, Physics, and Psychology. Science students apply for admission to ~~the Co-op program~~ after completing a minimum of 1 full year of study. Applications are due to the Co-op Office by the first Monday of October each year. Students in their final year of study are no longer eligible to apply. A minimum 2.5 GPA is required. All new Co-op students are required to attend professional development workshops in preparation for their first Co-op work term. Science students alternate study terms with Co-op terms, completing 3 four-month Co-op work terms **with an optional fourth, (4 four-month work terms for Computer Science)** or a 12 – 16 month internship, ending on a study term, to complete ~~the Co-op Option~~. Each Co-op work term is a

non-credit course with corresponding tuition fee, which is awarded a pass or fail grade. See Co-op course descriptions for further details on course requirements. ~~Completion of the Co-op Option is noted on the student's final transcript of marks, and a Co-operative Education Certificate is awarded at Convocation.~~ **Completion of Co-operative Education is noted on the student's final transcript of marks and on the degree parchment.** Students completing the Co-op Option will take an additional 1 to 2 terms to complete their degree, graduating with the added benefit of practical experience in their field of study. Studies show that Co-op graduates gain employment sooner after graduation, have higher starting salaries, and are more likely to find employment related to their degree area than non-Co-op graduates. For further information visit [www.co-op.acadiau.ca](http://www.co-op.acadiau.ca), [www.acadiau.ca/employment/co-op](http://www.acadiau.ca/employment/co-op)

A student may complete any of the four BCS degrees with a Co-operative Education option or an internship option. Co-operative Education offers ~~4~~ **3** four-month work terms alternating with study terms. It is mandatory for a student to complete a **minimum of 12** ~~6~~ months of successful work experience once enrolled in the Co-operative education program. An internship offers **12-** ~~16~~ months of consecutive work experience prior to the last year of study. Further details about the options Co-op are available from the school.

#### **Biology Department:**

##### **New course:**

#### **BIOL 4453 Comparative Immunology**

Lectures, discussions of current literature, and independent research seminars will focus on similarities and differences of immune systems of major groups of invertebrates and vertebrates, with an emphasis on the role of immunity in shaping the life histories of these animals and the viruses, bacteria, fungi, and protozoan and metazoan parasites that attempt to infect them.

##### **Course modifications:**

(A change in course number only; the description remains the same.)

**BIOL 2033 Principles of Ecology** Principles of ecology provides an overview of the fundamental concepts of ecology at the individual, population, community, ecosystem and landscape levels of organization. Emphasis is placed on both developing the theory behind the concepts, and on the application of this theory to environmental issues. (3h lab) Prereq: Biol 1113/1123 or permission of department

##### **Becomes:**

#### **Biol 3033 Principles of Ecology**

(change in calendar description, course title and pre requisite)

**BIOL 4653 Advanced Ecology 2** This project-based course will offer students an opportunity to synthesize previous learning and fully explore how to unify field data with theory. Using a project format, students will use existing data sets to directly test theory. (3h lab) Prereq: Biol 3533

##### **Becomes:**

**BIOL 4653 Seminar in Ecology** This course explores current topics in ecology through presentations, analysis, and critiques of recent papers in ecology journals. Students will gain an in-depth expertise in reading, discussing and critiquing the ecological literature.

**Course deletion:**  
**BIOL 3533 Advanced Ecology I**

**Program modification:**

(Fewer Biology courses will be taken by Kinesiology students completing the Bachelor of Kinesiology with Biology degrees.)

**Bachelor of Kinesiology with Honours with Biology**

- Kinesiology core (45h)
- Comm 1213 (3h)
- Biology core: Biol 1113, 1123, 2013, 2043, 2053, 2073, 6h biology electives (24h)
- Arts/Science core: Math 1213, Chem 1013, 1023, 6h from the Faculty of Arts (15h)
- Kine 3163 (3h)
- Kine 4996 Thesis (6h)
- Kinesiology electives (12h)
- University electives (6h)
- Kine 2010, 4010
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- A GPA of 3.0 must be obtained in the kinesiology core and biology core. A minimum program GPA of 3.00 is required to graduate.

**Bachelor of Kinesiology with Biology**

- Kinesiology core (45h)
- Comm 1213 (3h)
- Biology core: Biol 1113, 1123, 2013, 2043, 2053, 2073, 6h biology electives (24h)
- Arts/Science core: Math 1213, Chem 1013, 1023, 6h from the Faculty of Arts (15h)
- Kinesiology electives (21h)
- University electives (6h)
- Kine 2010, 4010
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- A GPA of 2.5 must be obtained in the kinesiology core and biology core. A minimum program GPA of 2.00 is required to graduate.

**Chemistry Department:**

**New courses:**

**CHEM 3913 Research Project 1**

A research project sponsored and approved by one or more faculty members of the department. The student must take an active role in planning and implementation, and submit a written report upon completion of the project. Seventy-two (72) hours of research activity, normally spent conducting laboratory or field work, is required. Prereq: 18h Chem at the 2000 level or higher with grades of C- or better, and permission of the department

### **CHEM 3923 Research Project 2**

A research project sponsored and approved by one or more faculty members of the department. The student must take an active role in planning and implementation, and submit a written report upon completion of the project. Seventy-two (72) hours of research activity, normally involving laboratory or field work, are required. Prereq: CHEM 3913

### **CHEM 4916 Research Project for Chemistry Majors**

This course will provide the student with an opportunity to carry out an independent research project under one or more faculty supervisor(s). The course requires 144 hours of research activity, which will normally be spent conducting laboratory experiments or carrying out field work. This course includes a presentation on a research proposal, a presentation on research results, and a written report. Prereq: permission of the supervisor and the department. Credit cannot be obtained for both this course and CHEM4996.

### **Course modifications:**

(change in calendar description)

### **CHEM 1013 Fundamental Chemistry1**

An introductory treatment of the fundamentals of chemistry: atoms, molecules, ions, chemical equations, stoichiometry, thermochemistry, electronic structure and periodic properties of the elements, chemical bonding, and molecular structure. (3h lab) Prereq: NS 12 Chemistry or equiv. with 60% or better or permission of dept.

### **Becomes:**

### **CHEM 1013 Fundamental Chemistry 1**

An introductory treatment of the fundamentals of chemistry: atoms, molecules, ions, chemical equations, stoichiometry, thermochemistry, electronic structure and periodic properties of the elements, chemical bonding, and molecular structure. (3h lab) Prereq: NS 12 Chemistry or equiv. with 60% or better or permission of dept. **Credit for laboratory component cannot be transferred to other Acadia courses with the exception of CHEM1113.**

(change in calendar description)

### **CHEM 1023 Fundamental Chemistry**

Properties of gases, liquids, solids, and solutions, chemical kinetics, chemical equilibria, acids and bases, entropy and free energy, and electrochemistry. (3h lab) Prereq: Chem 1013

### **Becomes**

### **CHEM 1023 Fundamental Chemistry 2**

Properties of gases, liquids, solids, and solutions, chemical kinetics, chemical equilibria, acids and bases, entropy and free energy, and electrochemistry. (3h lab) Prereq: Chem 1013. **Credit for laboratory component cannot be transferred to other Acadia courses with the exception of CHEM1123.**

(change in pre requisite and anti requisite)

### **CHEM 1053 Chemistry & Our World**

This course provides an insight into our every day world and normal life activities through the influence of the chemicals that make up that world. We will look at food and nutrition, food

additives, vitamins, drugs, anesthetics, cosmetics, household chemistry, plastics and biotechnology. We will also look into the process of discovery, scientific publishing and the issue of fraud in science. No prerequisite or co-requisites.\_

**Becomes**

**CHEM 1053 Chemistry & Our World**

This course provides an insight into our every day world and normal life activities through the influence of the chemicals that make up that world. We will look at food and nutrition, food additives, vitamins, drugs, anesthetics, cosmetics, household chemistry, plastics and biotechnology. We will also look into the process of discovery, scientific publishing and the issue of fraud in science. No prerequisite or co-requisites. **Credit cannot be obtained for both this course and CHEM 2103. This course may be used as a Science elective but may not be used to fulfil Major requirements for a degree in the faculty of science.**

(change in calendar description, course title and pre requisite)

**CHEM 4323, Inorganic Chemistry 3** Specific topics of current interest are discussed in some detail. (3h lab) Prereq: Chem 4313

**Becomes**

**CHEM 4323, Inorganic Chemistry 3** Advanced Characterisation Techniques, A survey of characterisation techniques commonly used in inorganic chemistry, including: multinuclear NMR spectroscopy, EPR spectroscopy, computational chemistry and X-ray crystallography. Prereq: Chem 3303 or Chem 3313

**Course deletion: CHEM 3906 Research Project**

**Program modification:**

CHEM 3303 is required for Honours in Chemistry and Major in Chemistry. The department would like to make either CHEM 3303 OR CHEM 3313 (new course) required for those degrees. (change in **bold**)

**Bachelor of Science with Honours in Chemistry**

Chem 1113, 1123, 2103, 2303, 2513, 2533, 2713, 2813, 3103, 3113, 3303 **or 3313**, 3513, 3523, 3823, 4996 and 6h additional chemistry at the 4000-level (54h)

**Bachelor of Science with Major in Chemistry**

Chem 1113, 1123, 2103, 2303, 2513, 2533, 2713, 2813, 3103, 3303 **or 3313**, 3513, 3523, 3823, 3113 or 3143 and 6h additional chemistry at the 4000-level (48h)

**School of Computer Science:**

**Course modifications:**

(change in calendar description)

**COMP 2103 Computer Programming 3**

Topics include fundamental programming concepts, algorithms and problem solving, fundamental data structures, recursion, the imperative programming paradigm, structured design,

compiled and scripting languages, program correctness, robustness, and portability, interfacing with operating system. Prereq: Comp 1123 with a grade of C- or better

**Becomes:**

**COMP 2103 Computer Programming 3**

Topics include fundamental programming concepts, algorithms and problem solving, fundamental data structures, recursion, the imperative programming paradigm, structured design, compiled and scripting languages, program correctness, robustness, and portability, interfacing with operating system.

Prereq: Comp 1123 with a grade of C- or better. Lecture and lab.

(change in calendar description, course title and pre requisite)

**COMP 2853 Databases and Data Analytics**

Introduction to the uses of databases and tools for the integration and analysis of data, and data transform into information. Prereq: Comp 1813 or permission of school

**Becomes:**

**COMP 2853 Computer Concepts and Tools for Scientists**

This course provides hands-on experience in managing research data from when it is collected to the final report. Includes data collection, storage, data manipulation, data analysis, generating charts and graphs, effective methods of presenting information in both reports and presentations.

Prereq: Comp 1813 or equivalent word processing and spreadsheet experience.

**Department of Earth and Environmental Science:**

(new course)

**GEOL 4853 Geochemical Material Transfer**

Introduction to the theory of material transfer and its use in interpreting geochemical and mineralogical controls on rock composition and formation, including water-rock and melt-crystal reactions and physical grain fractionation. Interpretation of results using petrologic hypothesis testing and error propagation. Co-requisite: GEOL 3403 or 3503. Offered only when the corresponding graduate course (GEOL 5823) is taught.

(change in pre requisite)

**GEOL 3103 Introduction to Geochemistry**

Investigation of chemical principles involved in geological processes, emphasizing those acting on the surface and in near surface environments. Topics include weathering, mineral exploration and environmental geochemistry applications. (3h lab) Prereq: GEOL 2043; Prereq or coreq: CHEM 1023.

**Becomes:**

**GEOL 3103 Introduction to Geochemistry**

Investigation of chemical principles involved in geological processes, emphasizing those acting on the surface and in near surface environments. Topics include weathering, mineral exploration and environmental geochemistry applications. (3h lab) May be offered in alternate years. Prereq: GEOL 2133; Prereq or coreq: CHEM 1023.

(change in calendar description)

**GEOL 3823 Exploration and Environmental Geophysics**

Principles and applications of geophysical methods used by the exploration and environmental geologist, including seismic, magnetic, gravimetric, electromagnetic, electric, and radiometric methods, and bore-hole logging. May be offered in alternate years. (3h lab) Prereq: GEOL 2043.

**Becomes:**

**GEOL 3823 Exploration and Environmental Geophysics**

Principles and applications of geophysical methods used by the exploration and environmental geologist, including seismic, magnetic, gravimetric, electromagnetic, electric, and radiometric methods. May be offered in alternate years. (3h lab) Prereq: GEOL 2043. (change in calendar description and pre requisite)

(change to course description and pre requisite)

**GEOL 4833 Exploration and Environmental Geochemistry**

Geochemical principles and techniques applied in mineral exploration and environmental geochemistry. Includes theory of dispersion, natural precipitation barriers, solubility, sorption and practical experience in the design and execution of geochemical surveys, analysis of samples, and interpretation of results. (3h lab) Prereq: GEOL 3103; 4803, or Chem 2853.

**Becomes:**

**GEOL 4833 Exploration and Environmental Geochemistry**

Geochemical principles and techniques applied in mineral exploration and environmental geochemistry. Includes theory of dispersion, natural precipitation barriers, solubility, sorption and the design and execution of geochemical surveys, analysis of samples, and interpretation of results. Offered only when the corresponding graduate course (GEOL 5833) is taught. Prereq: GEOL 3103, 4803, or Chem 2853.

**(course deletion)**

**ENVS 3223 Microbes in the Environment**

**(program modification)**

(to adjust to deleted course and renumbering of Biol 2033)

**Bachelor of Science with Honours in Environmental Science**

1. 6h in English or one language other than English
  2. 6h from the Faculty of Arts (not Econ 2613, 2623, or Soci 3103)
  3. 6h from either the Faculty of Arts (not Econ 2613, 2623, or Soci 3103) or from the Faculty of Professional Studies or 3h from each.
  4. 90h to complete science requirements
    - a) Biol 1113, 1123, 2033, **2053, 3033**, and 6h **3h** additional biology at or above the 3000 level (15h)
- (remainder unchanged)

**Bachelor of Science with Major in Environmental Science**

1. 6h in English or one language other than English
2. 6h from the Faculty of Arts (not Econ 2613, 2623, or Soci 3103)
3. 6h from either the Faculty of Arts (not Econ 2613, 2623, or Soci 3103) or from the Faculty of Professional Studies or 3h from each.
4. 90h to complete science requirements
  - a) Biol 1113, 1123, 2033, **2053, 3033**, and 6h **3h** additional biology at or above the 3000 level (15h)

(remainder unchanged)

**Department of Mathematics and Statistics:**

(new course)

**MATH 2633 Theory of Interest**

The Mathematical theory behind interest-based investments. This course is designed to help prepare students for Part I of the Society of Actuaries' Exam FM. Topics include: simple and compound interest, annuities, amortization schedules, sinking funds, bonds, and other securities. Prerequisites: Math 1023 or Permission of Instructor.

(change in pre requisite) *The HS prerequisite for 1613 is grade 11/12 math (either academic or advanced). Math 0110 corresponds to this. Math 0120 corresponds to precalculus.*

**MATH 1613 General Linear Algebra and Calculus for Business and Economics**

Linear equations and their graphs. Systems of linear equations and linear inequalities. Polynomials, exponential and logarithmic functions. Vector and matrix algebra. Derivatives and optimization. Applications to business and economics are integrated throughout the course. Emphasis is on understanding how problems are formulated mathematically and on interpretation of mathematically-expressed real-world problems. Prereq: NS Grade 11 and 12 Academic or Advanced Math (or equiv) ~~OR Math 0120~~. Satisfactory performance in diagnostic test may be additionally required.

(program modification)

**Mathematics and Statistics with Education: Second Degree: Bachelor of Education**

Item (a) will bring the language requirements in line with those of the BSC program. Item (b) is an attempt to extend the attractiveness of the program to students who may want to take subjects different from Physics, Chemistry, Geology, and Biology as a second teachable. Item (c) reflects changes in the School of Education and Provincial Certification requirements.

1. 6h English, **or one language other than English**
2. 3h computer science courses directed towards computer science or science students (either Comp 1113 or Apsc 1413)
3. 18h in ~~one of: Biology, Chemistry, Geology, or Physics~~ **any discipline recognized by the School of Education** to satisfy the requirements for a second teachable
4. 60h in Education – Educ 3203, 4053, 41F3, 4333, 4003, 40A3, 40C3, 4263, 4553\*, 4433, 4923, 4203, 4783, 4503, 4933, 4183, 4143\*\*, 4643\*\* 6h Educ elective .
5. 42h in Mathematics and Statistics so as to satisfy the requirements of a Bachelor of Science with Double Major, first major in Mathematics and Statistics: Math 1013, 1023, 1313, 1333, 2013, 2023, 2213, 2223, 2313, 15h additional at 3000/4000 level.
6. 6h electives ~~in one of Economics, History, Philosophy, Political Science or Sociology~~ **from the Faculty of Arts**
7. 9h science electives
8. 6h electives

\* or approved elective in the visual arts area

\*\* equivalent methods courses for second teachable areas other than science can be substituted



(program modification)

**BSc with Honours in Mathematics and Statistics with Education Second Degree: Bachelor of Education**

Alter item 1: to reflect the same language requirements as the BSC program

Alter item 3 to allow 18h in any discipline recognised by the School of Education as fulfilling the second teachable requirements.

Alter item 6: to read 6h of requirements from the faculty of Arts

Item (a) will bring the language requirements in line with those of the BSC program. Item (b) is an attempt to extend the attractiveness of the program to students who may want to take subjects different from Physics, Chemistry, Geology, and Biology as a second teachable. Item (c) reflects changes in the School of Education and Provincial Certification requirements.

1. 6h English, **or one language other than English**

2. 3h computer science courses directed towards computer science or science students (either Comp 1113 or Apsc 1413)

3. 18h in ~~one of: Biology, Chemistry, Geology, or Physics~~ **any discipline recognized by the School of Education** to satisfy the requirements for a second teachable

4. 60h in Education as specified below. Educ 3203, 4053, 41F3, 4333, 4003, 40A3, 40C3, 4263, 4553, 4433, 4923, 4203, 4783, 4503, 4933, 4183, 4143\*, 4643\* Educ elective

5. 54h in Mathematics and Statistics so as to satisfy the requirements of a Bachelor of Science with Honours in Mathematics and Statistics: 1013, 1023, 1313, 1333, 2013, 2023, 2213, 2223, 2313, 3533; one of Math 3213 or 3303; Math 4996 and at least 15h additional at the 3000/4000-level, of which 6h must be at the 4000 level, or Math 4913 and at least 18h additional at the 3000/4000-level, of which 6h must be at the 4000 level, each completed with a minimum grade of B-. The 4000-level courses are to be approved by the department.

6. 6h electives in ~~one of: Economics, History, Philosophy, Political Science or Sociology~~ **from the Faculty of Arts**

7. 3h electives

\* or approved elective in the visual arts area

\*\* equivalent methods courses for second teachable areas other than science can be substituted

**School of Nutrition and Dietetics:**

(change in course description)

**NUTR 1513 Food and People**

A study of the diet and changing food habits from a cultural, religious and social context. Both historical and modern food and cuisine will be examined. Programs and methods for meeting the world's food needs are evaluated and current technology and resources directed to food security and food safety are discussed. Open to nutrition majors only.

**Becomes:**

**NUTR 1513 Food and People**

A study of the diet and changing food habits from a cultural, religious and social context, **including the influence of gender roles.** Both historical and modern food and cuisine will be examined. Programs and methods for meeting the world's food needs are evaluated and current technology and resources directed to food security and food safety are discussed. Open to nutrition majors **and majors/minors of the Women and Gender Studies program.**

(program modification)

The number of Kinesiology courses in the Bachelor of Science in Nutrition (Kinesiology option) is being reduced from 24h to 15h. By reducing the number of Kinesiology courses, this will allow students more flexibility to take the Bachelor of Science in Nutrition (Kinesiology option).

**Bachelor of Science in Nutrition (Kinesiology option)**

1. The nutrition core (27h)
2. Kine ~~2033, 2493~~, 3013, ~~3343~~ and 12h Kine electives (other than Kine **2293**, 2413, 2423) (~~24h~~) **(15h)**
3. Biol 1813; 3h Biol elective; Biol 2813/2823 or Kine 2413/2423 (**credit can only be obtained for one of these pairs of courses**) (12h)
4. Chem 1013, 1023, 2513, 2713 (12h)
5. Math 1213/1223 or 2233/2243 (6h)
6. Psyc 1013, 1023 (6h)
7. Nutr 3543, 4523, 9h Nutr electives (15h)
8. English or one language other than English (6h)
9. ~~12h~~ **(21h)** university electives

A maximum of 12 students will be accepted each year. ~~Kine 1293 cannot be used for credit in the Nutrition/Kinesiology option.~~

**An overall cumulative GPA of 2.75 is required for admission to this option.**

**Physics Department:**

(program modification)

The matrix and linear algebra course (Math 1333 or 1323) that is being added to our program requirements has been recommended to all Physics majors for years.

**Physics core(27h):** Phys 1013 or 1053/1063, 1023,2113,2203,2213,2413,2523,3253, and 3613. Phys 1053/1063, 1513/1523, 1542, and 1553 may not be offered to fulfill Major requirements.

Students must offer a minimum of Math 1013, 1023, 1333 or 1323, 2723, 2753 (15h), and Chem 1013/1023 or Chem 1113/1123 or Apsc 1413/2613 (6h).

**Bachelor of Science with Double Major**

Physics as first Major: Phys 1013 or 1053/1063, 1023,2113,2203,2213,2413,2523,3253, 3613, 9h additional physics; ~~m~~Math 1013/1023, 1333 or 1323, 2723/2753 or 2013/2023 (125h); Chem 1013/1023 or Chem 1113/1123 or Apsc 1413/2613 (6h).

**Physics as second Major:** Phys 1013 or 1053/1063, 1023,2113,2203,2213,2413,2523,3253, 3613, 9h additional physics; Math 1013/1023, 1333 or 1323, 2723/2753 or 2013/2023 (125h).

**Department of Psychology:**

(change in pre requisite)

**PSYC 3383 Human Neuropsychology**

Neuroanatomy and brain-behaviour relationships in the intact, functional brain will be briefly reviewed before the focus of the course switches to the field of clinical neuropsychology. Clinical neuropsychology deals with the behavioural manifestations of brain dysfunction, and the assessment and treatment of these types of problems. Students will be introduced to causes of brain pathology (injury, tumours, degenerative diseases, and so on), the ways in which such neuropathology is often expressed (disturbances in memory, perception, attention, language, motor control, executive functioning, and so on), as well as neuropsychological assessment and rehabilitation techniques. This course is complementary to Biol 3063. Prereq: Biol 3063, or Psyc 2013, Psyc 2133, and Psyc 2143; Psyc 2113 and Psyc 3053 are recommended.

**Becomes:**

**PSYC 3383 Human Neuropsychology**

Neuroanatomy and brain-behaviour relationships in the intact, functional brain will be briefly reviewed before the focus of the course switches to the field of clinical neuropsychology. Clinical neuropsychology deals with the behavioural manifestations of brain dysfunction, and the assessment and treatment of these types of problems. Students will be introduced to causes of brain pathology (injury, tumours, degenerative diseases, and so on), the ways in which such neuropathology is often expressed (disturbances in memory, perception, attention, language, motor control, executive functioning, and so on), as well as neuropsychological assessment and rehabilitation techniques. This course is complementary to Biol 3063. Prereq: Biol 3063, or Psyc 2013, and Psyc 2133.

(change in calendar description, title and pre requisite)

**PSYC 4183 Advanced Seminar History & Systems**

This is a course in the genesis and development of major ideas that have influenced, and still influence, the sorts of topics that have been considered "psychological" and the way those topics have been approached. Themes running through the course include empiricism versus rationalism, heredity versus environment, and motivation versus behaviour. We will examine the scientific status of the discipline, and, if psychology is a science, what sort is it? Is it most usefully thought of, for instance, as a behavioural science or as the science of mental life? The course is designed for students who plan to pursue graduate studies in psychology, and it is required of honours students. Prereq: Psyc 2013, 3023, admission to the honours program, or permission of the instructor

**Becomes:**

**PSYC 4183 Advanced Seminar in History & Systems of Psychology**

This course will review major ideas in psychology and their historical development relevant to the rise of modern psychology. Some of the major themes, topics, and problems tackled by psychology will be examined in their historical contexts including controversies regarding empiricism versus rationalism, heredity versus environment, free will versus determinism, normality versus abnormality, motivation versus behaviour, mind versus brain, and others. An aim of the course is to encourage the critical examination of the assumptions and foundations of psychology as a scientific discipline. The course is designed for students who plan to pursue advanced studies in psychology and is required for but not limited to honours students.

(course deletion)

**PSYC 4033 Advanced Seminar in Community Psychology**

(program modification)

By allowing Kine students to use Kine 1113 as a substitute prerequisite for Psyc 2013 for our 3rd and 4th year non-lab courses, we are opening these up to Kine majors. This will make it easier for students to do their BRM or BKIN wth Psychology.

**From course listings**

Psychology courses are under the auspices of the Faculty of Pure and Applied Science, although it is possible to receive a Bachelor of Arts in Psychology. All requirements for a Bachelor of Arts in Psychology are identical to those for a Bachelor of Science. \* Psyc 1013 is a prerequisite for Psyc 1023 and both Psyc 1013 and 1023 are prerequisite to all 2000-level and higher courses. Psyc 2013 (**or Kine 1113**) is prerequisite to all 3000/4000 level courses. 4000-level courses are open only to students who have completed 30h credit in psychology courses. \* Biol 2013, 2023, 3063, 3143, and Kine 2433 & 3683 may also be offered for major credit.

(new program proposal)

A Neuroscience Option was added to the B.Sc. in Psychology in 2009. It has proved very popular with students, and provided a number of advantages. We suspect that similar advantages might accrue by specifying a complementary Applied Psychology Option, for students with interests in those areas.

**Bachelor of Arts with Major in Psychology (Applied Psychology Option)**

1. The psychology core (27 h)
2. 15 h from Psyc 2183, 3373, 3183, 3193, 3383, 4053, 4103, 4203, Kine 2433, Kine 3683
3. 3h of a 3000-level course with a laboratory component from Psyc 3353 or 3363
4. C- or better is required in all courses offered to fulfill these requirements

**Bachelor of Arts with Honours in Psychology (Applied Psychology Option)**

1. The psychology core (27 h)
2. Psyc 3023, 3243, 4183, 4996 (15 h)
3. A 3000-level psychology course with a laboratory component from Psyc 3353 or 3363 (3 h)
4. 15 h from Psyc 2183, 3183, 3193, 3373, 3383, 4053, 4103, 4203, Kine 2433, Kine 3683
5. B- or better is required in all courses offered to fulfill these requirements

**Bachelor of Science with Major in Psychology (Applied Psychology Option)**

1. The psychology core (27 h)
2. 15 h (with a 15 h minor), or 18 h (with a 12 h minor), from Psyc 2183, 3373, 3183, 3193, 3383, 4053, 4103, 4203, Kine 2433, Kine 3683
3. 3h of a 3000-level course with a laboratory component from Psyc 3353 or 3363
4. C- or better is required in all courses offered to fulfill these requirements

**Bachelor of Science with Honours in Psychology (Applied Psychology Option)**

1. The psychology core (27 h)
2. Psyc 3023, 3243, 4183, 4996 (15 h)
3. A 3000-level psychology course with a laboratory component from Psyc 3353 or 3363 (3 h)
4. 15 h from Psyc 2183, 3183, 3193, 3373, 3383, 4053, 4103, 4203, Kine 2433, Kine 3683
5. B- or better is required in all courses offered to fulfill these requirements

Curriculum Changes to Graduate Programs for 2011-2012  
Submitted by Research and Graduate Studies

**MA in SOCIAL AND POLITICAL THOUGHT program**

New Course

SOPT 5213/5223 SOCIAL AND POLITICAL THOUGHT DIRECTED READINGS

This course provides students an individualized course of study on a chosen topic or author. No prereq

*Reason for addition:* The unit agreed that the SOPT needs a general directed readings course designation. At this time, it is possible for students to take directed readings courses through the Philosophy, Sociology, and Political Science Depts, but the program has faculty from outside these units, and it is best that students have the opportunity to take courses with these faculty as well. Course will be elective that students can use to fill one of their two elective courses in the program. It will not be available to other programs.

Modifications to program:

- #1. The changes are to the list that determines which courses students can take to satisfy their two elective courses (six credit hours) for the program. Rather than choosing from a specific list, students may now select any 5000 level courses taught by SOPT faculty members, subject to the graduate coordinator's approval.

*Reason for modification:* The current method of choosing courses is cumbersome, and the existing list is misleading, as relatively few of these courses are available in any given year. The new method is simpler; the approval of the coordinator simply serves to ensure that the relevant course remains within the broad field of social and political thought.

Current wording in calendar:

The remaining two courses (six credit hours) can be taken from any of the following (please note: not all the courses listed below are offered in any given year):

- ECON 5013 - History of Economic Thought
- PHIL 5913 - Directed Reading in Social and Political Philosophy
- POLS 5043 - Critical Political Theory
- POLS 5243 - Environmental Political Theory
- POLS 5293 - Politics of Development
- POLS 5343 - Political Theory 1
- POLS 5443 - Political Theory 2
- POLS 5483 - Politics of New Global Technologies
- POLS 5783 - Applied International Ethics
- POLS 5883 - Politics of Human Rights
- POLS 5893 - Theory and Politics of Citizenship
- POLS 5983 - Politics of Asia/Pacific
- SOCI 5333 - Sociology of Political Economy

- SOCI 5343 - Sociology of Development
- SOCI 5413 - Sociology of Gender and Feminism
- SOCI 5553 - Ethnocultural and Cultural Theory
- SOCI 5603 - Special Topics 1
- SOCI 5616 - Special Topics 2

Proposed new calendar wording:

The remaining two courses (six credit hours) can be any two courses 5000 level courses taught by members of the SOPT Program (subject to approval by the SOPT Graduate Coordinator).

#2. Students are required to take one theory oriented course from each of the core units (Political Science, Sociology, and Philosophy). The Political Science course will now be POLS 5043 (Critical Political Theory) rather than POLS 5343 (Political Theory 1) or POLS 5443 (Political Theory 2).

*Reason for modification:* The current required course is routinely taught by a faculty member who is nearing retirement. The proposed alternative will be easier to teach on a regular basis and since it will cover other areas in political theory (such as continental political theory) it will still provide an excellent grounding for students.

Current wording in calendar:

Students take six courses (for full-time students, normally three in each of the Fall and Winter terms). There are four required courses:

- SOPT 5113 (Social and Political Thought Colloquium)
- PHIL 5113 (Topics in Social and Political Philosophy)
- POLS 5343 (Political Theory 1) or POLS 5443 (Political Theory 2)
- SOCI 5113 (Social Theory)

Proposed new calendar wording:

Students take six courses (for full-time students, normally three in each of the Fall and Winter terms). There are four required courses:

- SOPT 5113 (Social and Political Thought Colloquium)
- PHIL 5113 (Topics in Social and Political Philosophy)
- POLS 5043 (Critical Political Theory)
- SOCI 5113 (Social Theory)

### **MSc in BIOLOGY program**

We are proposing to drop Biol 5023 Research Methods in Biology 2 as a required course. (Note: this course may still be required of individual graduate students – see below.) We are also changing the wording of the program description to indicate that in addition to Biol 5013 Research Methods in Biology 1, students will have to take 3-6 hrs of additional courses as determined by their advisory committee. In addition, graduate students will have to (1) attend our weekly departmental seminars and (2) within 5 months of registering within the program, they will have to submit and defend their research proposal.

*Reason for modification:* We are proposing to drop Biol 5023 Research Methods in Biology 2 because this course does not satisfy the needs of all of our graduate students. This course will therefore only be required upon recommendation of the student's advisory committee. In general, the changes proposed are also intended to streamline the Biology MSc degree and facilitate completion of the degree in less than 24 months for appropriate MSc candidates (e.g., those who have completed a rigorous Honours degree such as that offered by Acadia.) The changes were initiated in part in response to changes at NSERC with regard to reducing the number of years of Masters level funding.

Will the modification alter, in any substantive way, the way your program is currently delivered?  
**Yes --- The proposed changes will require a more active and timely role for the graduate student's advisory committee. Accordingly, we have produced an in-house timeline checklist (attached as an Appendix) that will help facilitate students' progress with their graduate program.**

From the Graduate Calendar. Changes are in bold and underlined.

#### *Curriculum*

Emphasis is placed on research rather than course work. Individual programs of study are determined by the candidate's supervisor and committee. The advisory committee consists of the supervisor and at least two other faculty members or research associates. Applicants are advised to contact their prospective supervisor directly at the time of application. Acceptance of a qualified candidate is made primarily on the recommendation of the prospective supervisor. **All requirements for the program will normally be completed within 16-24 months of initial registration.**

Each program will include:

1. BIOL 5013 ~~and 5023~~ and **3-6 h advanced courses (3000 level or above)** in biology,
2. additional courses as may be required by the committee supervising the candidate's program,
3. regular meetings with the advisory committee at which time the student's progress is reviewed. This includes, but is not limited to, an initial meeting within two weeks of registration to advise the student on course requirements. ~~and a meeting within five months of registration to evaluate a research proposal submitted by the student~~ **Within five months of registration, the student is expected to submit and defend their research proposal,**
4. ~~a comprehensive oral examination in biology to be taken within 15 months of initial registration~~ **attendance at the weekly departmental seminar,**
5. graduate research and thesis (**Biol 5960**), and
6. an oral defence of the thesis.

**MSc in APPLIED GEOMATICS program**

New Course:

GEOM 5913, 5923, 5933 Special Topics in Applied Geomatics

Review and analysis of selected topics and problems in applied geomatics using field and laboratory methods as required and involving the preparation and presentation of formal papers or reports. Specific topics, format and content of the course will be established for each student by the NSCC Applied Geomatics Research Group advisor and the relevant department.

*Reasons for addition:* This course is required so that courses that are taught at AGRG as part of the student's M.Sc. degree in Applied Geomatics can be acknowledged on an Acadia transcript. The courses taught at AGRG have been approved previously as potential components of the M.Sc. AG degree

**MSc in CHEMISTRY program**

New Courses:

CHEM 5010 Research Seminars

Graduate students are required to attend all departmental seminars. This is a non-credit course required for all full-time graduate students in Chemistry.

*Reason for addition:* Attending departmental seminars is very important for graduate students to develop a good, well-rounded education in a discipline of chemistry. It is mentioned in the "Graduate Research Seminar" section of Chemistry Graduate program description in the graduate calendar that "Graduate students are required to attend all departmental seminars". However, the attendance has been difficult to enforce. Having it as a non- credit required course for all full-time chemistry graduate students, should help the Department to ensure attendance.

CHEM 5013 Qualifying Exam

Oral presentation on a research topic that relates to the thesis sub-discipline. The oral presentation will be followed by an oral examination on the student's general chemistry knowledge. Required course for the MSc degree in Chemistry that should be attempted during the first term of the program.

*Reason for addition:* While specializing in a specific branch of chemistry, this course will ensure that students maintain strong ties with basic chemistry. This will be a required course for new graduate students in chemistry.

CHEM 5023 Research Proposal

Oral defence of a written research proposal (using the format of an NSERC Discovery Grant) that should be attempted during the second term of the MSc program. Required course for the MSc degree in Chemistry.

*Reason for addition:* Offering this course will make the Acadia MS Chemistry program consistent



with similar programs at other universities as well as other academic units within our own university. The Department of Biology at Acadia offers a similar course (Biol 5013 Research Methods in Biology 1).

#### Modifications to the program

##### #1. Current Admission requirements:

In addition to the general admission requirements, candidates are normally expected to submit a Graduate Record Examination (GRE) score for the test subject chemistry. Students not having an honours degree must complete sufficient courses with satisfactory standing to give them the equivalent of an honours degree in chemistry.

##### Proposed Admission requirements:

Students not having an honours degree (or equivalent) must complete sufficient courses with satisfactory standing to give them the equivalent of an honours degree in chemistry.

##### #2. Current Curriculum requirements:

Students who have an honours degree are expected to take courses of an advanced nature to complete 12h credit. Normally the minimum time required for completion of the degree requirements is two calendar years. Students not having an honours degree must complete sufficient courses with satisfactory standing to give them the equivalent of an honours degree in chemistry and then at least another 12h credit. In addition to their course work, all students will complete a thesis (CHEM 5960). Research on a thesis under the supervision of a member of faculty is obligatory. However, this research project may be done in an industrial or other external setting as a collaborative partnership with a faculty member within the department of chemistry.

##### Proposed Curriculum requirements:

Students must complete 12 hours of course credit (4 courses) toward the MSc degree in Chemistry. CHEM 5013 (3 hr) and CHEM 5023 (3 hr) are mandatory courses for all graduate students and fulfill ½ of the 12-credit hour requirement. Two elective courses will be chosen in consultation with the thesis advisor, and at least one of these must be 5000-level. In addition to course work, all students must complete CHEM 5010 (seminar) and CHEM 5960 (thesis). Research on a thesis under the supervision of a member of faculty is obligatory. However, this research project may be done in an industrial or other external setting as a collaborative partnership with a faculty member within the Department of Chemistry.

*Reason for modifications:* The removal of the GRE requirement is because it has not been enforced. A modification of our current program is needed to ensure consistency among MSc degrees granted in Chemistry within our own program and those granted at other institutions. We will achieve this by (i) making our program more structured, requiring that all MSc candidates complete 2 specific 5000-level courses aimed at increasing competency in the general area of chemistry as well as the thesis topic and (ii) by introducing mandatory seminar attendance through completion of a non-credit course.

**MSc in COMPUTER SCIENCE program & MSc in MATHEMATICS AND STATISTICS program**

Modification to the programs:

We are requesting to have Co-operative Education formally recognized on the degree parchment for MSc. This proposed modification does not alter the structure of the current MSc program.

*Reason for modification:* The addition of Co-operative Education to the MSc program is in response to feedback from students to have their degree explicitly recognize Co-operative Education. It is seen as a disadvantage for Acadia not to do so.

Changes to Calendar descriptions:

(Computer Science)

*Co-operative Education*

A ~~Co-operative Education option~~ **Co-operative Education** is available to students who are enrolled in the Master of Science in Computer Science program. Co-operative Education offers a minimum of four months and a maximum of eight months of work experience in industry while students are completing the requirements for a degree. The full 8-months of work experience are required to complete the Co-op ~~Option~~. Work terms are non-credit courses, graded as pass or fail, over and above the required courses for the degree and are not considered as replacement courses for the degree. Students enroll in Co-op in September of their first year of study. ~~Two terms~~ **Eight months** of study must be completed prior to the student's first Co-op term. Co-op terms must be completed prior to the student's final full term of study.

**Course Descriptions:**

COOP 5910 (5920)

COOPERATIVE EDUCATION 1 (2)

This is the first (second) four-month term in which the student is employed in a discipline related position. For successful completion of each work term, students must receive a positive evaluation from their employer and must submit a satisfactory work report.

Prereq: permission from the supervisor and Graduate Coordinator

(Math & Stats)

*Co-operative Education*

A ~~Co-operative Education option~~ **Co-operative Education** is available to students who are enrolled in the Master of Science in Mathematics & Statistics program. Co-operative Education offers a minimum of four months and a maximum of eight months of work experience in industry while students are completing the requirements for a degree. Work terms are non-credit courses, graded as pass or fail over and above the required courses for the degree and are not considered as replacement courses for the degree. Students enroll in Co-op in September of their first year of study. ~~Two terms~~ **Eight months** of study must be completed prior to the student's first Co-op term. Co-op terms must be completed prior to the student's final full term of study.

**Course Descriptions:**

COOP 5910 (5920)

COOPERATIVE EDUCATION 1 (2)

This is the first (second) four-month term in which the student is employed in a discipline related position. For successful completion of each work term, students must receive a positive evaluation from their employer and must submit a satisfactory work report.

Prereq: permission from the supervisor and Graduate Coordinator

**MSc in GEOLOGY program (Department of Earth & Environmental Science)**

Course Title Change

Current Title and Calendar Description:

GEOL 5823 – Geochemical Material Transfer

Introduction to the theory of material transfer and its use in interpreting geochemical and mineralogical controls on rock composition and formation, including water-rock and melt-crystal reactions and physical grain fractionation. Interpretation of results using petrologic hypothesis testing and error propagation.

Proposed New Name and Calendar Description:

GEOL 5823 – Advanced Geochemical Material Transfer

Introduction to the theory of material transfer and its use in interpreting geochemical and mineralogical controls on rock composition, including water-rock and melt-crystal reactions and physical grain fractionation. Interpretation of results using petrologic hypothesis testing and error propagation.

*Reason for modification:* A corresponding course at the undergraduate level is being added, so “Advanced” is being added to the name of this course to distinguish it from the undergraduate course.

Change in Calendar Description

Current Title and Calendar Description:

GEOL 5833 – Advanced Exploration and Environmental Geochemistry

Geochemical principles and techniques applied to mineral exploration and applied geochemistry. Includes theory of dispersion, natural precipitation barriers, solubility, sorption and practical experience in the design and execution of geochemical surveys, analysis of samples, and interpretation of results, including statistical evaluation technologies.

Proposed New Calendar Description:

GEOL 5833 – Advanced Exploration and Environmental Geochemistry

Geochemical principles and techniques applied to mineral exploration and applied geochemistry. Includes theory of dispersion, natural precipitation barriers, solubility, sorption

and the design and execution of geochemical surveys, analysis of samples, and interpretation of results, including statistical evaluation technologies.

*Reason for modification:* Correction of the description of course content to more accurately represent what is offered.

**MSc in PSYCHOLOGY Program**

New Course:

**PSYC 6076 PRACTICUM IN CLINICAL ASSESSMENT AND PSYCHOLOGICAL INTERVENTIONS**

This course provides a minimum of 500 hours of supervised clinical experience. Students will be assigned to one or more programs providing clinical services where they will conduct psychological assessments and provide psychological interventions under the supervision of registered psychologists. The classroom component of the course involves activities designed to provide students with additional practicum-related support, exposure to special assessment and intervention topics, and guidance regarding career preparation. Enrolment in this course is limited to students in the psychology M.Sc. program, and by permission of the department. Prereq: Psyc 5023, 5033, 5053 and 5063.

*Reason for addition:* We are requesting this course because we want to combine 2 official courses that are functionally 1 course (e.g., they are taught by the same people, and grades across the courses are identical). It will have absolutely no impact on other courses or programs (aside from the courses it is replacing)

Course Deletions:

PSYC 6036 Practicum in Clinical Assessment

PSYC 6056 Practicum in Psychotherapy

*Reason for deletion:* These courses are functionally taught as 1 course (i.e., the classroom component of the courses are indistinguishable from one other, the same clinical supervisors supervise students for both courses, and students receive identical grades for these courses). We are jointly proposing the creation of a new course that is an amalgamation of these 2 courses.

**PSYC 6043 COMMUNITY PSYCHOLOGY**

*Reason for deletion:* This course has not been taught for many years and there are no plans to have it taught in the near future. The faculty member who used to teach it retired several years ago.