

A meeting of the Senate of Acadia University occurred on Monday, 12 January 2009 beginning at 4:02 p.m. with Chair Ian Wilks presiding and 36 present.

1) Minutes of the Meeting of  
8 December 2008

It was moved by P. Hobson and seconded by L. Elshof *that the minutes of Monday, 8 December 2008 be approved as distributed.*

MOTION WAS CARRIED.

2) Announcements and  
Communications

a) From the Chair

-re Regrets

Regrets were received from W. Brackney, H. Gardner, T. Herman, A. Irving, R. Jotcham, M. MacVicar and M. Trask.

-re Membership

The Chair welcomed Arts representative, P. Doerr, returning from a six-month sabbatical leave and R. Bishop, Graduate Student representative, replacing A. Fougere.

-re Guests

He welcomed guests J. Sanford, to address the TIE report; A. Biro, E. Callaghan, A. Warner, and J. Colton to speak to the proposed Environment and Sustainability Studies program; and A. Dulhanty.

-re Agenda

The Chair outlined the following additions to the agenda which had been circulated electronically prior to this meeting: 4)c) Graduate Studies Committee - Curriculum Proposals, 4)d) Timetable, Instruction Hours & Examination Committee – 2009/2010 Calendar Dates and 4)e) Curriculum Committee – Environment & Sustainability Studies Program and Sociology proposals.

3) Business Arising from the  
Minutes

There was no business arising from the previous minutes.

4) New Business

a) Graduate Studies  
Committee –Inter-  
University Doctorate  
Education of Philosophy  
in Educational Studies  
(089-34-GRD)

It was moved by D. MacKinnon and seconded by A. Vibert *that the Inter-University Doctorate of Philosophy in Educational Studies proposal be approved.*

D. MacKinnon spoke to this motion which was outlined in an Executive Summary as attached to the agenda, as well as a detailed 132-page document which was available on the Senate website. He said it was an exciting opportunity in partnership with Mount Saint Vincent and St. Francis Xavier Universities. It has been ten years in the making. Hiring for the tenure-track positions of this program would be done at each institution and those positions would be above and beyond the existing complement. Matters pertaining to the collective agreements of each institution would be dealt with separately. He confirmed that Provincial funding was necessary for this

proposal. When asked if there was a guarantee from senior administration that all money from the government designated for the doctoral program would go to the program, D. MacKinnon responded that there was no written guarantee. However, he indicated that there was very strong support from senior administration for this initiative.

MOTION WAS CARRIED.

b) Curriculum Committee  
Report (089 35 to 54-CRE)

It was moved by A. Quéma and seconded by P. Rigg *that the proposals in the Curriculum Committee Report, as attached to today's agenda, for Art and the Environment, Comparative Religion, Interdisciplinary Studies, Economics, English and Theatre, History and Classics, Languages and Literatures, Music, Philosophy, Political Science, Sociology, Business Administration, Education, Recreation Management and Kinesiology, Biology, Computer Science, Earth and Environmental Science, Nutrition and Dietetics, Physics and Psychology be approved.*

*This motion also included an additional change for Sociology as distributed electronically prior to today's meeting (APPENDIX C).*

(089-58-CRE)

Curriculum Committee Chair, A. Quéma introduced current committee members. She outlined the duties of this committee which she felt were very important because the curriculum is outlined in the university calendar and this is an important resource for students.

The report was reviewed electronically by Senators and changes noted by A. Quéma.

This motion also included graduate studies curriculum changes as noted below.

MOTION AS AMENDED WAS CARRIED

c) Graduate Studies  
Committee – Curriculum  
Changes for 2009-2010  
(089-55-GRD)

These graduate studies curriculum changes as distributed electronically prior to today's meeting (APPENDIX A) were approved as part of the motion recorded in 4)b).

d) Timetable, Instruction  
Hours & Examination  
Committee - 2009-2010  
University Timetable  
(089-56-TIE)

It was moved by E. Cullen and seconded by S. Barron *that the calendar dates for the 2009 - 2010 academic year as distributed electronically prior to today's meeting (APPENDIX B) be approved.*

J. Sanford, of the Senate TIE Committee, spoke to this motion. He explained that because January 1<sup>st</sup> was on a Friday, the class start date for January 2010 was a challenge as it did not allow for administrative processing days or a suitable orientation for new students. In the past, students beginning in the winter term arrived to a campus which was still closed; therefore, administrative tasks could not be completed. As well, travel following the holiday was typically problematic because of seasonal weather conditions and this calendar proposal gave travel days.

MOTION WAS CARRIED.

e) Curriculum Committee –  
Environment and  
Sustainability Studies  
**(089-57-CRE)**

It was moved by A. Quéma and seconded by D. Seamone *that the proposed program modification of the Environmental Arts Option to the Major in Environmental and Sustainability Studies (including new courses) in the Faculty of Arts as distributed electronically prior to today's meeting (APPENDIX C) be approved.*

D. Seamone spoke to this proposal which was drafted from and would replace the existing Environmental Arts option.

MOTION WAS CARRIED.

On behalf of the Senate Curriculum Committee, A. Quéma thanked all who worked through the curriculum changes process this year. I. Wilks in turn expressed appreciation to the members of the Curriculum Committee for the effort given this task.

6) Adjournment

T. Hansen moved this meeting be adjourned. It was 5:06 p.m.

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D. Murphy, Recording Secretary

### SENATE MEETING

Graduate Curriculum Changes for 2009-2010  
Submitted by Research and Graduate Studies

\* Approved unanimously at the Senate Graduate Studies Committee meeting on December 10, 2008 \*

#### Course Modifications

##### Current Course Title and Description

EDUC 5073 -- Curriculum Adaptation for Inclusive Education

This course examines the advantages and disadvantages of departing from standard curriculum. Discussion focuses on an ecological approach to value-based curriculum development. Topics include designing instruction in meaningful context, techniques for adapting standard curriculum materials and methods of instruction, the role of co-operative learning and curriculum overlapping, and team approaches to developing individual education plans in natural learning environments.

Prereq: EDUC 5063 and 5633 or permission of Director

##### Proposed Course Title and Description

EDUC 5073 -- Curriculum and Instruction for Inclusive Education

This course examines inclusive curriculum and instructional practices that will assist teachers in meeting students' diverse learning needs in educational settings. Students will explore and critique relevant research related to inclusive school communities as well as issues around equitable assessment and instructional practices.

Prereq or Co-req: EDUC 5063

**Reason for change:** The modification is needed in order to update course descriptions to match the program changes from Master of Education (Special Education) to Master of Education (Inclusive Education).

##### Current Course Title and Description

EDUC 5163 -- Assistive Technology for Students with Exceptionalities 1 (3h credit)

This is a course for teachers who work with students who have special learning needs. Its purpose is to enable teachers to use computers with their students as a tool for thinking, communicating and becoming more independent. Participating teachers will be given extensive hands-on experience with computers. They become familiar with a variety of adaptive devices; learn how to evaluate software for computer-assisted instruction; and learn how to use a variety of software programs.

Prereq: No prerequisite required

##### Proposed Course Title and Description

EDUC 5163 -- Assistive Technology: Access to Literacy

Assistive Technology (AT) includes a wide variety of strategies, services and tools to support all students in the classroom. This course focuses on introducing the participant to current conceptual models and use of assistive technology supporting access to literacy skill development for students with learning differences as well as discussion of integrating AT into the Program Planning Process.

Prereq: No prerequisite required

**Reason for change:** The present calendar course description is significantly out of date and does not reflect current course offerings. The new course title and description takes into account current theory and practice in the area of Assistive Technology and Education.

##### Current Course Title and Description

EDUC 5173 -- Assistive Technology for Students with Exceptionalities 2

This course focuses on the integrated use of technology. Participants will review the issues involved in developing annual goals and instructional objectives for students' individual program plans which incorporate use of assistive technology. This will be done through case studies of the special learning needs of students with specific disabilities. Teachers learn how to use the computer as an administration tool and as a source of information for program planning purposes. They also learn how to develop a plan for the implementation of computer use on the classroom, school and district basis

##### Proposed Course Title and Description

**EDUC 5173 -- Assistive Technology: Access to Learning and Leisure**

Assistive Technology (AT) includes a wide variety of strategies, services and tools to support all students in the classroom. Participants will be introduced to current conceptual models and use of assistive technology necessary for some students with disabilities to access classroom learning and leisure activities. Course participants will explore the processes involved in the assessment and planning for appropriate utilization of AT in the school environment.

**Reason for change:** The present calendar course description is significantly out of date and does not reflect current course offerings. The new course title and description takes into account current theory and practice in the area of Assistive Technology and Education.

**Course Deletion**

**EDUC 5093 -- Change and Implementation In Inclusive Education**

This course examines the process of change in school systems: why change occurs and how change takes place. Discussion focuses on program development that includes strategies for the inclusion of students with challenging educational needs, as well as the identification of appropriate indicators of and techniques for measuring effective education in fully inclusive schools. Topics may include enhancement of generic educational strategies, application of creative problem-solving process, team approaches to education and support roles played by peers and classmates.

Prereq: EDUC 5063

**Reason:** The relevant content of EDUC 5093 is taken up in other coursework of the M.Ed. program.

**Calendar Dates for the 2009/2010 Academic Year – Submission to Senate**

<b>2009</b>	
June 29	Classes begin – Intersession 2 (Summer)
July 1	Canada Day – no classes
Aug 7	Classes end – Intersession 2 (Summer)
July 17 & Aug 7	Examinations – Intersession 2
Aug 14	Last day to apply to graduate at fall convocation
Sept 2	Residences Open for New International Students
Sept 3-4	New Student Orientation Activities begin for International Students
Sept 5	Residences open (for all New Students) / New Student Orientation Activities (full schedule for all New Students)
September 7	Residences open – returning students
September 8	Graduate student registration / New Student Orientation Welcome Week ends
September 9 (Wed.)	Classes begin - fall term
September 9	<b>Fee Deadline</b>
September 9	Last day to submit honours thesis for fall convocation
September 11	Last day to receive grades for Fall Convocation
September 11	Deadline for approved Masters' theses for Fall Convocation
September 16	Last day for course additions
September 25	Deadline for approved Honours theses for Fall Convocation
September 26	Final Exam posted for December examinations
September 30	Last day to opt out of ASU Health Plan or add dependents
October 2	Last day to decrease Meal Plan for Fall Term
October 12	Thanksgiving Day - no classes
October 14	Senate meeting to approve fall graduates
October 17	Homecoming and Fall Convocation
October 30	Last day to drop 3h first term courses without academic penalty
November 11	Remembrance Day - no classes
November 20	Last day to apply for Spring Convocation 2009
December 4	Last day of classes before exams
December 5	Study day
December 7	Examinations begin - fall term
December 19	Last day of examinations - fall term
December 20	Residences close at 12:00 noon
<b>2010</b>	
January 8	Residences Open (Winter Term New Students Only)
January 8-9	New Student Orientation

January 10	Residences open (all Returning Students)
January 11 (Mon)	Classes begin - winter term
January 11	<b>Fee Deadline</b>
January 18	Last day for course additions Last day to drop full year courses without academic penalty
January 29	Final Exam Schedule posted for April examinations
January 29	Last day to opt out of ASU Health Plan or add dependents – Winter Term students
January 29	Last day to apply for Spring Convocation 2009 for Masters' Students
February 1	Last day to decrease Meal Plan for Winter Term
February 22-26	Study week
March 1	Last day to drop winter term courses without academic penalty
March 19	Honours theses deadline for Spring Convocation
April 2	Good Friday – no classes
April 12	Last day of classes before exams
April 13	Study day
April 14	Examinations begin – winter term
April 19	Deadline for approved Masters' theses for spring convocation
April 28	Last day of examinations – winter term
April 29	Residences close at 12:00 noon
April 26	Deadline for registration – Intersession 1
April 26	Last day to receive completed honours theses for spring convocation
May 11	Faculty Meeting to approve Spring graduates
May 12	Senate meeting to approve spring graduates
May 16	Baccalaureate service
May 16-17	Spring Convocation
May 10	Classes begin - Intersession 1 (Spring)
May 24	Victoria Day - no classes
June 4	Last day to submit an appeal to the Academic Appeals Committee
May 28 and June 18	Examinations – Intersession 1 (Spring)
June 11	Deadline for registration – Intersession 2
June 28	Classes begin - Intersession 2 (Summer)
July 1	Canada Day – No Classes
August 6	Classes end - Intersession 2 (Summer)
July 16 and Aug 6	Examinations – Intersession 2 (Summer)

## Environment and Sustainability Studies

### New Courses:

#### **EDUC 42A3 Media and the Environment**

This course will examine the role traditional and emergent media play in constructing and transforming our cultural, political, scientific and personal perspectives and understanding of our environment. Drawing on contemporary critical themes of media theory and practice, the course will examine how media frames and discourses are created to enable particular cultural forms of political economy and power. Pre-requisites: ESST 1023, ESST 2003; or by permission of instructor.

#### **EDUC 42B3 Sustainable Technologies**

This course will examine the role of technology in the context of sustainability. It will critically explore from social, political and historical perspectives, how technological development has contributed both positively and negatively to the environmental crisis. Emphasis will be placed on how innovation with information, solar, wind, tidal and biomass technologies provides a path toward a more sustainable future. Pre-requisites: ESST 1023, ESST 2003; or by permission of instructor.

#### **ESST 1003 Sustainability Concepts and Systems**

This course introduces the current state of our world with respect to environmental and sustainability issues, including core sustainability and ecological concepts, theory and analytical tools. It will use experiential and problem-based learning to investigate current issues. Co-requisite: RECR 1163

#### **ESST 1023 Perspectives on Environmental Philosophy, Thought & Practice**

This course looks at the history of environmentalism and conceptualizations of sustainability from a range of cultural and disciplinary perspectives.

Pre-requisite: ESST 1003

#### **ESST 2003 Applied Leadership in Sustainability**

Fundamental principles and tools for leadership development will be explored in the context of moving societies and communities toward sustainability. Through case studies, field experiences, and other experiential learning opportunities, students will explore the various dimensions of leadership including group dynamics, and its role in support sustainable community development. Pre-requisite: RECR 1163

#### **ESST 2013 Environmental Justice and Equity**

Environmental problems do not affect all people equally, nor do solutions work equally well for affected groups. This course draws on a variety of case studies to explore how environmental issues are experienced differently across class, race, gender, and North-South lines, and critically examines the intersection of environmental and equity concerns. Pre-requisites: One year of university study

#### **ESST 3003: Investigating Sustainability Issues: Research Methods**

An applied and transdisciplinary research course focusing on information needs that inform and influence decision-making and practice in the environmental and sustainability fields. Students engage with communities or organizations to identify information needs, select appropriate methodology, collect and interpret data, and develop suitable research reports.

Pre-requisites: ESST 1003 and ESST 2003

#### **ESST 4003 Environmental and Sustainability Studies Project**

This course will integrate concepts in Environment and Sustainability Studies across concentration areas related to organizations, communities, societies and worldviews. It will focus on students completing a major community based research and/or engagement project related to their area of interest. Pre-requisite: ESST 3003, or by permission of instructor

#### **RECR 2033 Sustainable Community Development**

This course explores the various dimensions of community capital (e.g., natural, environmental, economic, and socio-cultural capital) and how these can be managed for sustainable community. Tools and concepts for conceiving, planning, and managing sustainable community will be examined from a transdisciplinary perspective drawing on readings, case studies, and field experiences. Prerequisite: One year of university study.



## Course deletion:

RECR 2083 Introduction to Community Recreation

## Program Change :

### Environmental Arts Option

1. Biol 2033; 3h from Envs 2643, Recr 1163
2. 12h from Hist 2283, Econ 2713, Nutr 1513, 2613, Pols 3883, Envs 3113 or Idst 3103,
3. 15h with 3h from each of:
  - a) Engl 3523, 3533, 4313\*, 4323\*
  - b) Crel 2413, Phil 2303
  - c) Biol 3363, 4423; Econ 3713, 4813; Envs 3523; Geol 1063, 2753; Recr 3563, 4423, 4263; Chem 1013, 1023
4. Envs 4013
5. Students must take a minimum of 6h from each faculty
6. A 6h thesis may substitute for one of the 3h courses in section 3
7. Students fulfill the Environmental Arts Option (36h) while also completing a BA major, double major, or honours in regular subject areas.

### Becomes:

### Environment and Sustainability Studies Major

The Environmental and Sustainability Studies (ESST) Major develops environmental leaders, managers, and professionals who are critical and insightful thinkers as well as creative problem solvers skilled in leading transformational change toward a more sustainable and just society.

1. 18h prescribed below that represent the Core in Environment and Sustainability Studies:  
ESST 1003; RECR 1163; ESST 1023; ESST 2003; ESST 3003; ESST 4003

2. 3h *Core Concentration Course based on a choice of concentration area;*  
BUSI 2763 for concentration in Innovation & Entrepreneurship for Sustainability  
ESST 2013 for concentration in Environmental Advocacy, Education & Activism  
PHIL2303 for concentration in Environmental Thought & Practice  
RECR 2033 for concentration in Sustainable Community Development

3. 12 hours of concentration courses based on choices for the concentration according to the following lists.

- Innovation & Entrepreneurship for Sustainability: BUSI1703, BUSI 2753, BUSI 2733, BUSI 3753, BUSI 4553, BUSI 4613, BUSI 4633, BUSI 4643, BUSI 4963, IDST 2706X0, ESST 3103, EDUC 4891, ESST 2013, ESST 2003, ECON 2713, ECON 3313, IDST 3103, IDST 3213, IDST 2213, ENVS 2643, ENVS 3113

- Environmental Advocacy, Education & Activism: CREL 2413, EDUC 4890, EDUC 4891, HIST 2283, IDST 3103, POLS 3213, POLS 3483, PHIL 2303, POLS 3883, POLS 4843, RECR 3563, ECON 2713, ECON 3713, ENVS 3423, SOCI 2233, SOCI 2563, SOCI 3223

- Environmental Thought & Practice: IDST 3103, CREL 2413, ECON 2713, ENGL 3523, ENGL 3533, ENVS 2643, ENVS 3113, ENVS 3313, HIST 2283, HIST 3383, PHIL 2303, POLS 3883, POLS 3213, POLS 4843, RECR 1163, RECR 3563, RECR 4263, SOCI 3223, SRMK 3573

- Sustainable Community Development: ECON 3713, HIST 2283, HIST 3383, IDST 3103, IDST 3213, PHIL 2303, POLS 3213, POLS 3483, POLS 3543, POLS 4603, POLS 4843, SOCI 2413, SOCI 2563, BIOL 2033, BIOL 3363, BIOL 4423, ENVS 2643, ENVS 3423, NUTR 1503, BUSI 2753, BUSI 3723, RECR 1233, RECR 2563, RECR 3453, RECR 3563, RECR 4083, SRMK 3573

4. 9 h of courses selected from the lists for the other three concentrations listed above.

5. Students must take a minimum of 6h from each of the Faculties of Arts, Professional Studies and Pure and Applied Science in their degree.

(An honours component to this program and will be submitted during the first year of this new program.)

**Faculty of Arts (089-58-CRE)**

**Course deletion:**

SOCI 2806: Gender and Sexuality