

Minutes of the Senate meeting of Monday 10<sup>th</sup> February, 2014

A meeting of the Senate of Acadia University occurred on Monday 10<sup>th</sup> February, 2014 beginning at 4:00 p.m. with Chair Diane Holmberg presiding and 46 present, plus four guests.

### 1) Approval of Agenda

The Chair stated that A. Smith would like to remove item 4)e) from the agenda. Because the motion had been moved and seconded, this required approval by Senate.

A. Smith explained that the original motion would be removed because it was the view of the Library that the Academic Planning Committee dealt primarily with teaching and programming. A second motion would come forward to a future Senate meeting to ask that the Library be removed from APC deliberations.

There were no objections, and item 4)e) was withdrawn.

Item 4)f) became 4)e), and 4)g) became 4)f). The Chair noted that item 4)f), the motion from the Academic Planning Committee, would now change to a 'Notice of Motion', at the request of T. Herman.

The final change to the agenda was that item 6)b) *Motion to establish an Ad hoc Interdisciplinary Program Committee*, would move to the end of 'Time sensitive items' and become 4)g).

S. Major requested that announcements be changed to five minutes per speaker, in view of the full agenda.

There were no objections.

**Motion to approve the agenda, as revised. Moved by D. Benoit, seconded by A. Smith.**

P. Williams requested that Senate move into committee of the whole and asked to do this prior to the approval of the agenda.

**Motion to move into committee of a whole. Moved by P. Williams, seconded by T. Herman.**

D. Shea asked what this would mean and the Chair responded that the debate would be only lightly minuted and that no motions would be in order in a committee of the whole. Discussion of the agenda could take place, after which Senate would come out of committee of a whole and return to the motion to approve the agenda as revised.

A discussion followed regarding the items 4)e) and 4)f), two motions, the

second of which was now a 'Notice of Motion'.

The order in which they should occur on the agenda was discussed, and a request made for the notice of motion from the APC to be moved up to 4)e).

**Motion to rise from committee of a whole. Moved by D. Seamone, seconded by J. Guiney Yallop.**

The Chair was asked how the agenda was formed and confirmed that she set the agenda and that items moved up if they were not dealt with at the previous Senate meeting. Items were put in the “time-sensitive” category if they dealt with issues that had to be decided that Senate meeting, due to deadlines, etc.

MOTION TO RISE FROM COMMITTEE OF A WHOLE APPROVED.

The Chair asked whether there were any further changes to the agenda.

P. Williams requested a change to the order of the agenda items 4)e) and 4)f).

**Motion that item 4)f) be moved above 4)e). Moved by P. Williams, seconded by T. Herman.**

AMENDMENT TO THE AGENDA APPROVED.

**2) Minutes of the Meeting of  
13<sup>th</sup> January, 2014**

**Motion to approve the minutes of January 13th, 2014. Moved by S. Major, seconded by C. Stanley.**

MOTION TO APPROVE THE MINUTES CARRIED.

**3) Announcements  
a) From the Chair of Senate**

The Chair noted regrets from J. MacLeod, J. Banks, and M. Rios. Resignation received from P. Hobson.

The Chair noted that guests of T. Herman from the APC at Senate were T. Weatherbee, D. Duke and J. Hooper. Melissa Scanlan was a guest of Ann Smith from the Library (for the LibQual presentation).

There were no objections to the guests attending.

The Chair reported that she had attended four meetings on behalf of Senate.

Senate Executive met with the By-laws committee and discussed ideas about committee reform. The Senate Executive approved of the directions the By-laws committee was considering. Feedback was provided, and the By-laws committee was encouraged to continue their work in this area. Also at Senate Executive, the Chair presented a draft of by-laws changes, some of which had been previously discussed at Senate. Senate Executive approved these in principle, and they will come forward as a notice of motion to Senate, likely next month.

The Chair met with H. Wyle and T. Herman to discuss the fact that two motions on the same issue were coming to Senate, and to make sure that they were clear on relevant Senate procedures and Robert's rules.

The Chair met with T. Herman and C. Coll (incoming Chair of the Academic

Resources Committee of the Board) to discuss the mandate of the committee and their plans for moving forward.

The Chair attended the Budget Advisory Committee meeting. The university continued to show a large projected deficit for 2014-15, though part of that figure is dependent on the outcome of Pension deliberations. The committee was provided with data that demonstrated that in spite of full-time faculty retirements and the hiring of CLT and part-time faculty in their place, very little net savings were being realised. The Chair explained that early retirement incentives, salary and benefit increases and money spent on hiring replacements were costing much the same, and resulting in little additional savings. Senators were invited to talk to faculty reps on the Budget Advisory Committee for more information: I. Semenenko, B. Latta, V. Provencal or D. Holmberg.

P. Williams asked whether it would be fair to say that the current arrangement was resulting in more teaching resources being available for the same price.

The Chair disagreed, noting that, in general, full-time faculty members were being replaced by CLTs or part-time members teaching a similar or smaller number of courses as the original full-time members, not more.

**b) From the President**

There was no report from the President.

**c) From the Vice-President Academic**

T. Herman reported to Senate that he had attended the second U4 event at Bishop's University. The Mind and Body TEDx presentations were held over the last weekend in January and a number of faculty and students from St. FX, Mount Allison and Acadia travelled together by bus to Bishop's University.

T. Herman noted that students and faculty (some of them Senators) spent the morning in debating sessions and that the TEDx talks were held during the afternoon. Faculty member L. Price and student C. Janzen presented from Acadia. Once again, the quality of the talks was excellent.

**4) Priority Items**

**a) Calendar Dates for 2014-2015**

The Chair reminded Senators that at the previous Senate meeting this item was referred back to the TIE committee, so that they could address confusion around the end-of-classes dates that had been identified. The Chair also noted that an amendment to the previous motion from V. Zamlynny was still in effect and would need to be withdrawn before a new motion could be approved.

Both the mover (V. Zamlynny) and the seconder (W. Slight) were willing to withdraw the amendment. There were no objections; therefore, the pending amendment was withdrawn.

**Motion to substitute the new Calendar dates document for the original document from last month. Moved by T. Herman, seconded by D. Benoit.**

The Chair explained that a motion to substitute could be used when there were many amendments, or a proposed new motion was substantially different from the original. Essentially, it is used when it is easier to “start fresh” than to move a large number of minor amendments. She also explained that any desired amendments to the new motion should be made before the motion to substitute occurs. After a motion to substitute is approved, the only amendments to the substituted motion that are permitted are additions that do not change the meaning of the existing text. That is a safety mechanism, to make sure people don’t end up approving a substitution that is later changed into something they do not agree with.

There was no discussion on the motion to substitute, and no desired amendments.

MOTION TO SUBSTITUTE APPROVED.

The discussion now returned to debate on the main motion, and all were in favour of approving the Calendar dates as circulated in the new document.

MAIN MOTION APPROVED.

b) Undergraduate Curriculum  
Changes for 2014-2-15

A. Quema, Chair of the Curriculum Committee thanked L. Caldwell for her hard work in the Registrar's office.

The Chair also thanked A. Quema and the Curriculum Committee, the Registrar and his staff, on behalf of Senate. The Chair explained that as these changes were coming to Senate for approval, one motion would normally be made for each Faculty's curriculum changes. The Chair noted that if Senators had problems with some of the curriculum changes, they could request a division of the question, so that problem areas could be discussed separately and not hold up other changes.

**Motion to approve Faculty of Arts Curriculum changes for 2014-2015.  
Moved by G. Whitehall, seconded by C. Rushton.**

MOTION APPROVED.

**Motion to approve Faculty of Pure and Applied Science Curriculum  
changes for 2014-2015. Moved by P. Williams, seconded by D. Benoit.**

P. Williams described the major changes to the FPAS Curriculum:

Biology was introducing a new course, BIOL 3883 Chemical Ecology.

Chemistry was deleting the BA with Major in Chemistry, having only had one graduate from this program in the last ten years.

Nutrition was proposing an alternative route to the B.Sc. in Nutrition with Honours degree, which would involve the Dietetics option. NUTR 4033 Dietetic Practicum I and 4043 Dietetic Practicum 2 would satisfy the Honours requirement.

Psychology proposed to add labs to the Introductory Psychology courses, for majors only.

MOTION APPROVED.

There was one minor revision to the curriculum changes as circulated, for the Faculty of Professional Studies. On page 66, under the list of course deletions for the School of Education, EDUC 42C3 Professional Growth Seminar would in fact not be deleted for 2014-2015.

I. Hutchinson noted that the School of Business was still in discussion with the Curriculum committee about one proposed change to the Business program.

A. Quema responded that a compromise had been reached, and that a change would be brought to the March meeting of Senate.

**Motion to approve Faculty of Professional Studies Curriculum changes for 2014-2015 as revised. Moved by G. Bissix, seconded by I. Hutchinson.**

R. Murphy spoke briefly about the change in name and content that had taken place this year: the Bachelor of Recreation Management now becoming a Bachelor of Community Development, with associated course name changes.

MOTION APPROVED.

- c) Graduate Curriculum  
Changes for 2014-2015

**Motion to approve the Graduate Curriculum Change for 2014-2015. Moved by D. MacKinnon, seconded by W. Brackney.**

D. MacKinnon explained that a number of changes to the M.Ed. Counselling program were being requested, some of which flowed from the recent Accreditation of the Counselling program.

D. MacKinnon also pointed out a change in the Psychology Graduate program and stated that the following sentence would be added to the Calendar:

“Students must obtain a minimum grade of B- in all graduate courses. Students obtaining a final grade below B- in any course must withdraw from the program, unless special permission to continue in the program is granted by the department.”

That is a more stringent requirement than other programs, which allow students to receive grades below a B- in two courses before they must withdraw. The Psychology department has noted that students receiving low grades in any of their core courses may not be well suited to becoming clinical psychologists.

D. Shea asked what would be the procedure for a student in Psychology who achieved less than a B- in any course.

S. Major responded that the student would be removed by default, unless a majority of the Clinical Program committee, followed by the majority of the Department, agreed that an exception should be granted (e.g., extenuating circumstances). Under those circumstances, students would, for example, have the option of retaking the course or doing extra work to raise their grade. It was an ethical issue; it is essential that clinical psychologists be thoroughly prepared for practice.

D. Shea asked what the process for appeal would be.

D. MacKinnon noted that Psychology graduate students would have the same rights of appeal for a low course grade as undergraduate students.

K. Morrison, a graduate student Senator, stated that the Graduate Student's Association was in support of the change.

E. Callaghan asked whether students receiving a grade below B- this year would be *grandfathered*.

D. MacKinnon pointed out that all students may elect to graduate on the Calendar year that they started on or graduate on the Calendar year of their graduation.

MOTION APPROVED.

d) Report and Nominations  
from the Awards  
Committee

President Ivany reported that the Awards committee had been very pleased with the quality and calibre of the candidates for Honorary Degrees this year. President Ivany felt that the bar had been raised and that the choices had been hard to make.

**Motion to approve the candidates as nominated by the Awards Committee. Moved by R. Ivany, seconded by T. Herman.**

H. Wyle commended the Awards committee on their nominations and candidate selection.

P. Connelly asked whether two members of one family could be nominated by one person.

President Ivany was not aware of any reason not to, and pointed out that this had happened on at least one previous occasion, therefore setting a precedent.

A secret ballot was conducted.

CANDIDATES FOR HONORARY DEGREES APPROVED.

e) Notice of Motion from the  
APC regarding  
Considerations for  
Assessing Permanent  
Faculty Position Request

T. Herman spoke to the Notice of Motion and stated that the APC was concerned that the process be carried out in the right way. In order to do that, more extensive consultation was needed first. T. Herman pointed out that Senate had the option to change the deadline dates for submission to the APC by one month without there being any negative ramifications. This would allow for more extensive consultation to occur. T. Herman took responsibility for the delay in bringing the considerations to Senate.

f) Motion Regarding  
Governing Principles

**Motion regarding Governing Principles. Moved by H. Wyle, seconded by G. Whitehall.**

P. Williams stated that the Faculty of Pure and Applied Science were not comfortable with principle #1, *Maintaining viability of academic programs, including IDST programs that have been approved by Senate*. P. Williams noted that while a prioritized list might work for one program, it would not work for another.

D. Shea stated that she would prefer wide consultation and that she would be voting against the motion.

E. Callaghan asked how principle #4 *Realizing greatest impact for program development* would be worked out.

G. Whitehall explained that the intent behind that principle was one of 'how to get the best bang for your buck', or how to realize the greatest impact for program development. G. Whitehall stated that, for example, instead of replacing a retiring faculty member's area of expertise directly, a unit might make a rationale for a new member in a different area that would better address future growth areas in the discipline.

A. Quema spoke briefly about the fact that the two motions dealt with similar matters but were taking a different approach. A. Quema was in favour of consultation but felt that it would have to be of an organised nature, and that this motion could form part of that conversation. A. Quema asked the mover of the motion how he would address the lack of consultation if the motion was approved today.

H. Wyile agreed that this was a shortcoming of the motion, but that it was coming before Senate because Senate was the appropriate legislative body, and had representatives from a variety of relevant sectors. He also noted that the motion had arisen through discussion with numerous colleagues.

J. Hooper noted that part of the rationale was a reference to the TTTCAC process, but that while the motion raised some good points, the TTTCAC had no prioritized principles. There were principles that were applied when making TTTCAC decisions, but no fixed priority order as to which principles were most important, allowing greater flexibility to take all relevant information into account.

B. Anderson felt it very good to get a conversation started but felt that there was a need to talk further about the five principles. B. Anderson asked how Senate could create something that moved the Academic Sector to a better place.

G. Whitehall responded that this motion came out of a perceived lack of consultation, and no direction from the Senate as to how the APC should carry out its work when assessing permanent faculty position requests. G. Whitehall felt that Senate needed to direct its sub-committee, and there was a fear that decisions could be made without adequate consultation.

G. Whitehall questioned whether the APC was bound by the decisions of Senate, or whether the APC could make its own decision about a particular program.

P. Williams stated that it was the mandate of the APC to bring hiring recommendations to Senate for their consideration.

**Motion to refer the motion regarding governing principles to the Academic Planning Committee. Moved by B. Latta, seconded by C. Stanley.**

G. Whitehall felt this to be a bit preliminary and that there was a need to first

discuss some of the issues at Senate, and to ensure that if the motion were referred to the APC, that they would discuss it widely, rather than making unilateral decisions.

The Chair stated that an amendment to the motion to refer, mandating broad consultation, would be in order.

S. Major noted that principle #1 was the main difference between the principles in each of the motions, and felt that if wider consultation took place, there would be opportunity for principle #1 to be discussed more broadly.

A. Quema agreed that this would be a way for Senate to avoid fighting with one another, and felt that referring the motion to the APC should be combined with request for consultation. The five principles in the current motion needed to be part of that consultation.

A. Quema noted that P. Williams had reported on views solicited in the Faculty of Pure and Applied Science, but Senate had not heard wider input from the Faculty of Arts or the Faculty of Professional Studies.

A. Smith noted that no University Librarian was present during APC discussions, and that this sector may therefore not be fully consulted.

G. Whitehall stated that Senate was the place to have this discussion. Although wider consultation was desirable, ultimately the decision had to be made by Senate, as the relevant governing body. . G. Whitehall expressed a fear of the motion simply going back to the APC for its own further consideration, rather than a broader consultation being carried out.

P. Williams responded that both motions would be sent out to faculty, and comments and feedback on both motions would be requested.

P. Williams noted that both APC members and individuals in the Faculty of Pure and Applied Science had taken principle #1, *Maintaining viability of academic programs, including IDST programs, that have been approved by Senate*, to mean that all current, existing programs must be maintained. There was concern that this approach would mean that the university would become ossified, and could not evolve or respond appropriately to change.

G. Whitehall responded that these were programs that had been supported by Senate, and therefore should receive Senate's support. He expressed fears of programs experiencing "death by a thousand cuts" if they did not receive adequate ongoing support.

J. Guiney Yallop asked whether Senate itself was in danger of becoming ossified, and asked if the motion was sent to the APC, would that then negate the notice of motion.

The Chair responded that if the current motion was referred to the committee, the APC could then recommend that the motion be accepted as is, or in a modified form. That might involve amendments to the current motion, or recommendations of a new motion that incorporated aspects of one or both motions on the agenda. The Chair invited Senators to spell out precisely what they would like the APC to consider.

G. Whitehall asked for assurance that the current motion would not simply

disappear completely.

The Chair agreed that it would not. The APC could recommend changes to the current motion, which Senate could accept or reject as it saw fit. If there were extensive changes to the current motion, the APC could recommend an alternate motion, and Senate would then be free to choose between the current motion and the alternate motion.

**Proposed amendment to the Motion to refer the Motion regarding Governing Principles to now read 'Motion to mandate the Academic Planning Committee to include the five mandated points and priorities as a component of consultation across the three Faculties'. Moved by A. Quema, seconded by D. Seamone.**

A. Quema noted that the APC was supposed to represent the interests of the whole community.

D. Benoit was concerned that one person who was a Senator could drive the APC to consider certain priorities.

The Chair felt that the five mandated points and priorities would be considered amongst other things. They would not be the sole basis of consultation.

B. Anderson supported the amendment and felt that there would be multiple voices involved in the consultation process.

T. Weatherbee stated that as a member of the APC he would be happy to accept the points for deliberation in their present order.

The question was called by J. Guiney Yallop, seconded by D. Benoit.

**MOTION TO CALL THE QUESTION ON THE AMENDMENT  
APPROVED.**

**AMENDMENT TO THE MOTION TO REFER TO COMMITTEE  
APPROVED.**

W. Slights felt that students ought to be consulted and that also the Library should be included in consultation. The APC agreed they would consult widely.

It being 6:00, the Chair asked whether all were in favour of the motion to refer this item to the APC.

**MOTION TO REFER APPROVED.**

**Motion to adjourn at 6:00 p.m.**

**ORIGINAL SIGNED**

---

R. Hare, Recording Secretary

## Report from the TIE Committee

The TIE Committee was asked by Senate to clarify the language around the last day of classes. The Committee met on January 30<sup>th</sup> to review and act on Senate's request. Our revisions are attached in the following document.

All dates presented at the January 13, 2014 Senate meeting remain the same, with the exception of the amendment agreed upon by Senate (i.e. extending the winter registration date to two weeks to January 20, 2015). This amendment is reflected in the attached. With respect to the last day of classes, given the range of possible course meeting patterns, the relatively wide span of days during which a given course may end, and the ways in which the makeup days affect different courses differently, we've decided to list a final meeting day for all course meeting patterns to make it as clear as possible. The attached dates now define 5 possible last days for classes, depending on the specific meeting pattern and day(s) on which a class meets. We've modelled our approach after Bishop's academic dates and feel they will now provide the greatest clarity possible.

In an attempt to improve the clarity of the overall document, we have also made a number of revisions to the phrasing, punctuation, capitalization, etc. throughout. We feel these changes are non-substantive and align with Senate's request to improve the clarity of the document.

## MOTION:

The TIE Committee recommends that Senate approve the motion to substitute the attached dates for the 2014-15 academic year for the originally circulated version (appended after), and further recommends that Senate approve the adoption of these calendar dates.

Monday, June 16	Intersession 6-week (summer) and 3-week (summer 1) classes begin.	
Tuesday, July 1	Canada Day. No classes	1
Friday, July 4	Examinations for intersession summer term 1 courses.	
Monday, July 7	Intersession 3-week (summer 2) classes begin.	
Friday, July 25	Examinations for intersession summer and summer term 2 courses.	
Wednesday, August 27	Residences open for new international students.	
Friday, August 29	Last day to apply to graduate at fall graduation. day to submit honours theses for fall graduation.	Last
Saturday, August 30	Residences open for all new students. New Student Orientation activities begin.	
Monday, September 1	Residences open for returning students.	
Tuesday, September 2	Graduate student registration.	
Wednesday, September 3	Fall and fall/winter courses begin. Fee payment deadline.	
Wednesday, September 17	Last day to add/change any fall or fall/winter course sections. Last day to drop a fall or fall/winter course without a "W" appearing on the transcript.	
Monday, September 22	Deadline for approved honours and masters' theses for fall graduation.	
Friday, September 26	Last day to receive grades for fall graduation.	
Tuesday, September 30	Last day to opt out of ASU health plan or add dependents. Last day to decrease meal plan for fall term.	
Wednesday, October 1	Final exam schedule posted for December examinations.	
Tuesday, October 7	Faculty meeting to approve fall graduates.	
Monday, October 13	Thanksgiving Day. No classes.	
Tuesday, October 14	Senate meeting to approve fall graduates.	
October 27-31	Fall study break. No classes.	
Thursday, November 6	Last day to drop fall courses and receive a 'W'. Any fall classes dropped after today will receive an 'F' grade.	
Tuesday, November 11	Remembrance Day. No classes.	
Wednesday, November 26	Wednesday-only classes end.	
Thursday, November 27	Thursday-only classes end.	
Friday, November 28	Friday-only classes end. Last day for undergraduate students to apply for spring convocation.	
Wednesday, December 3	Makeup day for Thanksgiving Monday (Monday/Wednesday, Monday/Wednesday/Friday & Monday-only courses end. Monday-only courses rescheduled to today).	
Thursday, December 4	Makeup day for Remembrance Day (Tuesday/Thursday & Tuesday-only classes end. Tuesday-only classes rescheduled to today).	
December 5-7	Exam study days.	
Monday, December 8	Fall term examinations begin.	
Saturday, December 20	Fall term examinations end.	
Sunday, December 21	Residences close at 12:00 noon.	

2015	
Saturday, January 3	Residences open for new students.
Sunday, January 4	Residences open for returning students.
Tuesday, January 6	Fall/Winter courses resume. Winter courses begin. Fee payment deadline.
Tuesday, January 20	Last day to add/change course sections for any winter course. Last day to drop a winter course without a “W” appearing on the transcript.
	Last day to drop fall/winter courses and receive a ‘W’. Any fall/winter classes dropped after today will receive an ‘F’ grade.
Friday, January 30	Last day to apply for spring convocation for graduate students. Last day for winter term students to opt out of the ASU Health Plan or add dependents  Last day to decrease meal plan for winter term.
Monday, February 2	Final exam schedule posted for April examinations.
February 16-20	Winter study break. No classes.
Friday, February 27	Last day to drop winter courses and receive a ‘W’. Any winter classes dropped after today will receive an ‘F’ grade.
Tuesday, March 31	Tuesday-only classes end. Last day to submit honours theses for spring convocation.
Wednesday, April 1	Wednesday-only classes end.
Thursday, April 2	Tuesday/Thursday and Thursday-only classes end.
Friday, April 3	Good Friday. No classes.
Monday, April 6	Monday-only classes end.
Tuesday, April 7	Monday/Wednesday/Friday and Friday-only classes end (Good Friday classes rescheduled to today).
April 8-9	Exam study days.
Friday, April 10	Examinations begin.
Monday, April 13	Deadline for approved masters’ theses for spring convocation.
Tuesday, April 21	Deadline for approved honours theses for spring convocation.
Thursday, April 23	Last day of examinations.
Friday, April 24	Residences close at 12:00 noon.
Friday, May 1	Last day to receive grades for spring convocation.
Monday, May 4	Intersession 6-week (spring 1) and 3-week (spring 2) courses begin.
Tuesday, May 5	Faculty meeting to approve spring graduates.
Wednesday, May 6	Senate meeting to approve spring graduates.
Sunday, May 10	Baccalaureate Service.
May 10-11	Spring convocation ceremonies.
Monday, May 18	Victoria Day. No classes.
Monday, May 25	Intersession 3-week (spring 2) courses begin.
Friday, May 29	Last day for 16-month BEd students to opt out of ASU Health Plan or add dependents.
Monday, June 1	Last day to submit an appeal to the Academic Appeals Committee.

Friday, May 22 Examinations for intersession spring term 1.

Friday, June 12 Examinations for intersession spring term and spring term 2.

Monday, June 15 Intersession 6-week (summer) and 3-week (summer 1) courses begin.

Wednesday, July 1 Canada Day. No classes.

Friday, July 03 Examinations for intersession summer term 1 courses.

Monday, July 06 Intersession 3-week (summer 2) courses begin.

Friday, July 24 Examinations for intersession summer and summer 2 courses.

# CURRICULUM SUBMISSION FOR DECEMBER 2013

## FACULTY OF ARTS

### Department of Environmental and Sustainability Studies

#### **Form 1 – Proposed New Course**

**ESST 3503 CRITICAL PERSPECTIVES ON SOCIAL AND ECOLOGICAL SCALE** The course provides students with the tools to a) think critically about interactions between social and biophysical systems, b) understand critical perspectives on scale and boundaries, and c) highlight questions of scale as they relate to interdisciplinary, topical problems. Foundational reading in scalar theory informs course investigations on topics that include local/global interactions, transboundary resource governance, and the politics of protected areas. Prereq: Open to all ESST and ENVS majors who have completed 54 credit hours.

**ESST 3993 SPECIAL TOPICS** An examination of individual theoretical or practical elements in the field of Environmental and Sustainability Studies. Prereq: Esst 2003 or permission of the instructor

**ESST 4963 DIRECTED STUDY** This course is a directed application or theoretical analysis of current knowledge in a selected topic in ESST. A major paper is prepared under the supervision of the faculty member teaching the course. Prereq: Permission of the instructor

#### **Form 4 – Proposed Modification to a Program**

Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. There is a change in all prefixes for RECR courses to CODE. We are removing the list of courses in the concentration and providing these on the website to allow more flexibility to students. A few misspelled words are corrected. Reorganized the requirements to make it easier for the students to understand.

Bachelor of Arts with Major in Environmental and Sustainability Studies

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 and Entrepreneurship for Sustainability
  - Esst 2013 for concentration in Environmental Advocacy, Education and Activism
  - Phil 2303 for concentration in Environmental Thought and 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. Nine (9) hours of these hours must be at the 3000 or 4000 level:
  - **Innovation and Entrepreneurship for Sustainability:** Busi 1703, 2733, 3753, 4553, 4613, 4633, 4963, Econ 2713, 3313, Educ 42A3, 42B3, Esst 2013, Envs 3113, 3423, Hist 2283, Idst 2213, 2706, Phil 2303, Recr 2033
  - **Environmental Advocacy, Education and Activism:** Busi 2763, 4633, Crel 2413, Econ 2713, 3713, Educ 42A3, 42B3, Envs 3423, Hist 2283, 3383, Idst 2213, Phil 2303, Pols 3213, 3483, 3543, 3883, 4603, 4843, Recr 2033, 3563, Soci 2413, 2563, 3223

- **Environmental Thought and Practice:** Busi 2763, 4633, Crel 2413, Econ 2713, Educ 42A3, Engl 3523, 3533, Envs 1643, 3113, 3313, Esst 2013, Hist 2283, 3383, Pols 3213, 3483, 3543, 3883, 4843, Recr 2033, 3443, 3563, 3573, Soci 3223
  - **Sustainable Community Development:** Biol 3363, 4423, Busi 2733, 2763, 3723, 3753, Econ 2713, Envs 1643, 3423, Esst 2013, Hist 2283, Hist 3383, Nutr 1513, Phil 2303, Pols 3213, 3483, 3543, 4603, 4843, Recr 1233, 3143, 3563, 3573, 4083, Soci 2413, 2563
4. 9 h of courses selected from the lists above. Three (3) of these hours must be at the 3000 or 4000 level.
  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.

## BECOMES

### ENVIRONMENTAL AND SUSTAINABILITY STUDIES

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.

Environmental and Sustainability Studies Core: Esst 1003, 1023, 2003, 3003, 4003 and Code 1023 (18h)

Students can focus on one of the four concentration areas.

- **Innovation and Entrepreneurship for Sustainability**  
Focus is on gaining knowledge and skill to help shift businesses and organizations toward sustainability in areas such as organizational development and training, procurement, and policy development. Courses such as: Busi 1703, 2733, 3753, 4553, 4613, 4633, 4963, Code 2033, Econ 2713, 3313, Educ 42A3, 42B3, Esst 2013, Envs 3113, 3423, Hist 2283, Idst 2213, 2706, Phil 2303
- **Environmental Advocacy, Education & Activism**  
Focus is on gaining knowledge and skills to help shift social, political and educational structures and processes toward sustainability. Work and policy analysis is at multiple levels: local, regional, national, international. Courses such as: Busi 2763, 4633, Crel 2413, Code 2033, 3563, Econ 2713, 3713, Educ 42A3, 42B3, Envs 3423, Hist 2283, 3383, Idst 2213, Phil 2303, Pols 3213, 3483, 3543, 3883, 4603, 4843, Soci 2413, 2563, 3223
- **Environmental Thought and Practice**  
Focus is on the evolution and development of sustainability concepts from multiple perspectives across time. Attention is paid to critical and philosophical perspectives of the implementation of sustainability in thought and practice. Courses such as: Busi 2763, 4633, Code 2033, 3013, 3543, 3563, Crel 2413, Econ 2713, Educ 42A3, Engl 3523, 3533, Envs 1643, 3113, 3313, Esst 2013, Hist 2283, 3383, Pols 3213, 3483, 3543, 3883, 4843, Soci 3223

- **Sustainable Community Development**

Focus is on gaining knowledge and skill to help shift individual lifestyles and communities toward sustainability in areas such as consumer education and community planning. Courses such as: Biol 3363, 4423, Busi 2733, 2763, 3723, 3753, Code 1533, 3013, 3523, 3563, 4523, Econ 2713, Envs 1643, 3423, Esst 2013, Hist 2283, Hist 3383, Nutr 2323, Phil 2303, Pols 3213, 3483, 3543, 4603, 4843, Soci 2413, 2563

### **Bachelor of Arts with Major in Environmental and Sustainability Studies**

1. Arts Core (30h)
2. Environment and Sustainability Studies Core (18h)
3. Core Concentration Course based on a choice of concentration area (3h):
  - Busi 2763 for concentration in Innovation and Entrepreneurship for Sustainability
  - Esst 2013 for concentration in Environmental Advocacy, Education and Activism
  - Phil 2303 for concentration in Environmental Thought and Practice
  - Code 2033 for concentration in Sustainable Community Development
4. ESST concentration courses in your concentration with consultation with your academic advisor (12h). No more than 3h at the 1000 or 2000 level.
5. Esst concentration electives (9h) from any of the concentrations. No more than 6h at the 1000, 2000 level.
6. University Electives (48h). A total of 24h of these must be in one discipline to satisfy the BA minor requirement (no more than 6h at the 1000 level).

### **Department of Economics**

#### **Form 1 – Proposed New Course**

ECON 3633 FINANCIAL ECONOMETRICS The objective of this course is to provide an introduction to the econometrics used in empirical finance. Topics will cover modern statistical and econometric techniques necessary for both professional and academic quantitative research in finance. Particular emphasis will be placed on measuring risk of holding and trading financial assets, models for risk management, estimation and inference using computer-based applications. Prereq: Econ 2623 and Econ 3133

### **Department of English and Theatre**

#### **Form 1 – Proposed New Course**

ENGL 3053 EXPERIMENTAL POETRY Introduces students to the origins and developments of experimental poetry, beginning with the revolutionary movements of the early 20th century (dada, imagism, surrealism, etc.), followed by an exploration of movements throughout the 20th century to the present. Experimental movements examined might include Objectism, Black Mountain poetics, L=A=N=G=U=A=G=E Poetry, and Dub poetry.

THEA 3883 MODERN DRAMA/THEATRE: IBSEN TO WW2 British, European, and North American dramatic literature and theatrical practice from mid century to the present. May be taken for English credit.

THEA 3893 MODERN DRAMA/THEATRE: WW2 TO PRESENT British, European, and North American dramatic literature and theatrical practice from mid century to the present. May be taken for English credit.

**Form 2 – Proposed Course Deletion:**

ENGL 2513 THE BIBLE AS LITERATURE

ENGL 2743 SCOTTISH LITERATURE

ENGL 3033 LINGUISTICS 1

ENGL 3043 LINGUISTICS 2

ENGL 3163 LITERARY CRITICISM 1

ENGL 3173 LITERARY CRITICISM 2

ENGL 3713 SCIENCE FICTION

ENGL 3883 MODERN DRAMA/THEATRE: IBSEN TO WW2

ENGL 3893 MODERN DRAMA/THEATRE: From WW2 TO PRESENT

THEA 1493 INTRODUCTION TO THEATRE 2 DESIGN, PRODUCTION, CRITICISM

THEA 3856 THEATRE VOICE AND SPEECH 2

THEA 3983 THEATRE FOR CHILDREN 1

THEA 3993 THEATRE FOR CHILDREN 2

**Form 3 – Proposed Modification to an Existing Course**

Change in course title

ENGL 2386 THE ROMANTICS (2183/2193) This course focuses on the diverse literature of the British Romantic period (1785-1830), a period of social, political, and artistic change and contradiction. Artists and writers combine nostalgia, self-aware immediacy and hopeful idealism into works that favour imagination, emotion, and vision. Featured authors include William Blake, William Wordsworth, Mary Wollstonecraft, Lord Byron, John Keats, Mary Shelley, and Jane Austen.

**BECOMES**

ENGL 2386 THE ROMANTICS This course focuses on the diverse literature of the British Romantic period (1785-1830), a period of social, political, and artistic change and contradiction. Artists and writers combine nostalgia, self-aware immediacy and hopeful idealism into works that favour imagination, emotion, and vision. Featured authors include William Blake, William Wordsworth, Mary Wollstonecraft, Lord Byron, John Keats, Mary Shelley, and Jane Austen.

Change in course title

ENGL 3553 TWENTIETH-CENTURY AMERICAN POETRY In this course, students examine trends in American poetry from the 1930s to the present. The course will focus on collections of poetry by such poets as Langston Hughes, Allen Ginsberg, Sylvia Plath, Anne Sexton, Adrienne Rich, and Sharon Olds. Attention will be given to the historical contexts and critical debates that inform the works under study.

**BECOMES**

ENGL 3553 MODERN AMERICAN POETRY In this course, students examine trends in American poetry from the 1930s to the present. The course will focus on collections of poetry by such poets as Langston Hughes, Allen Ginsberg, Sylvia Plath, Anne Sexton, Adrienne Rich, and Sharon Olds. Attention will be given to the historical contexts and critical debates that inform the works under study.

Change in course title

ENGL 3563 TWENTIETH-CENTURY AMERICAN NOVEL The course offers a critical study of the American novel, in all its variety and diversity, from 1930 to the present. Writers to be studied may include Zora Neale Hurston, Carson McCullers, Richard Wright, Ralph Ellison, Jack Kerouac, and Truman Capote.

**BECOMES**

ENGL 3563 MODERN AMERICAN NOVEL The course offers a critical study of the American novel, in all its variety and diversity, from 1930 to the present. Writers to be studied may include Zora Neale Hurston, Carson McCullers, Richard Wright, Ralph Ellison, Jack Kerouac, and Truman Capote.

Change in calendar description, course title

ENGL 3573 CANADIAN POETRY An overview of Canadian poetry from early verse expressions of perceptions of the new land in colonial times to the diverse and intense reactions to the influences of modernism at the beginning of the twentieth-century.

**BECOMES**

ENGL 3573 MODERN CANADIAN POETRY This course will look at modern Canadian poetry and poetics from the early 20th century to the present, emphasizing modernism and how modernist and post-modernist ideas and movements, internationally and nationally, have shaped Canadian poetry.

Change in course title

ENGL 3613 TWENTIETH-CENTURY CANADIAN NOVEL This course will introduce readers to a selection of Canadian novels, written since 1930, in a diverse range of styles, from the allusive modernism of mid-century fiction to the postmodern and postcolonial fictions of today.

**BECOMES**

ENGL 3613 THE CANADIAN NOVEL AFTER 1930 This course will introduce readers to a selection of Canadian novels, written since 1930, in a diverse range of styles, from the allusive modernism of mid-century fiction to the postmodern and postcolonial fictions of today.

Change in calendar description, (to cross-list with WGST)

ENGL 3723 FANTASY The genre of fantasy, from its antecedents to the present and in a variety of forms such as novels, picture books, graphic novels, and short fiction.

**BECOMES**

ENGL 3723 FANTASY The genre of fantasy, from its antecedents to the present and in a variety of forms such as novels, picture books, graphic novels, and short fiction, taking into consideration changes in the perceptions and the construction of childhood and gender roles.

Change in calendar description (to cross-list with WGST)

ENGL 3903 CANADIAN CHILDREN'S LITERATURE An exploration of Canadian culture and childhood as presented in Canadian children's literature over time and across regions, including selections of poetry, picture books, fantasy, historical fiction, and realist novels for younger and older readers.

**BECOMES**

ENGL 3903 CANADIAN CHILDREN'S LITERATURE An exploration of Canadian culture and childhood as presented in Canadian children's literature over time and across regions, including selections of poetry, picture books, fantasy, historical fiction, and realist novels for younger and older

readers, taking into consideration changes in the perceptions and the construction of childhood and gender roles.

Change in calendar description (to cross-list with WGST)

ENGL 3973 CHILDREN'S LITERATURE 1 An introduction to the variety of periods and genres in children's literature ranging from the first Golden Age to the present with selections from younger and older readers including poetry, picture books, fantasy historical fiction, and realist novels.

**BECOMES**

ENGL 3973 CHILDREN'S LITERATURE 1 An introduction to the variety of periods and genres in children's literature ranging from the first Golden Age to the present with selections from younger and older readers, including poetry, picture books, fantasy historical fiction, and realist novels, taking into consideration changes in the perceptions and the construction of childhood and gender roles.

Change in the calendar description (to cross-list with WGST)

ENGL 3983 CHILDREN'S LITERATURE 2 An introduction to body of folk and fairy tales that have become the foundation for much of children's literature. The course traces the development of these stories from the oral into the written and illustrated, and explores a variety of the adaptations and reworkings over their history and to the present day.

**BECOMES**

ENGL 3983 CHILDREN'S LITERATURE 2 An introduction to the body of folk and fairy tales that are the foundation for much of children's literature, covering their development from oral into written and illustrated versions, exploring a variety of the adaptations and reworkings over their history to the present day, and taking into consideration changes in the perceptions and the construction of childhood and gender roles.

Change in prereq

THEA 2753 THEATRE VOICE AND SPEECH 1 Introductory exploration of voice and speech for the actor.

**BECOMES**

THEA 2753 THEATRE VOICE AND SPEECH 1 Introductory exploration of voice and speech for the actor. Prereq: Thea 1483 or by permission of the instructor

Change in prereq

THEA 2803 TOPICS IN FILM An introduction to the language and critical vocabulary of narrative and non-narrative film. Mandatory weekly screenings outside of class time. Prereq: Engl 1406 or Engl 1413/1423

**BECOMES**

THEA 2803 TOPICS IN FILM An introduction to the language and critical vocabulary of narrative and non-narrative film. Mandatory weekly screenings outside of class time. Prereq: Thea 1483 and Engl 1406 (1413/23); for non-majors, Engl 1406 (1413/23)

Change in calendar description, prereq

THEA 2833 INTRODUCTION TO PRODUCTION 2 An introduction to production in the theatre. Continuing from Thea 2823. Basic production elements and procedures will be examined from four of the following – sets, scenic painting, properties, lighting, sound and costumes. This course includes classroom and practical, physical work in the theatre to develop basic skills. Clothing appropriate for work and safety is necessary. Prereq: Thea 2823

**BECOMES**

THEA 2833 INTRODUCTION TO PRODUCTION 2 An introduction to production in the theatre. Complementary to Thea 2823. Basic production elements and procedures will be examined from four of

the following – sets, scenic painting, properties, lighting, sound and costumes. This course includes classroom and practical, physical work in the theatre to develop basic skills. Clothing appropriate for work and safety is necessary. Open to non-majors.

Change in prereq

THEA 2883 THEATRE HISTORY: ORIGINS TO SHAKESPEARE An examination of the relationship of social environment to the theatrical practice and dramatic literature which developed in various western cultures from pre-Greek origins to the late Renaissance. Prereq: Engl 1406 or 1413 and 1423.

**BECOMES**

THEA 2883 THEATRE HISTORY: ORIGINS TO SHAKESPEARE An examination of the relationship of social environment to the theatrical practice and dramatic literature which developed in various western cultures from pre-Greek origins to the late Renaissance. Prereq: THEA 1483 and Engl 1406 (1413/23); for non-majors, Engl 1406 (1413/23)

Change in prereq

THEA 2893 THEATRE HISTORY: RESTORATION ENGLAND TO THE TWENTIETH CENTURY Continuing examination into the relationship of social environment to the theatrical practice and dramatic literature which developed in various western cultures from the late 17th century to the late 20th century. Prereq: Engl 1406 or 1413 and 1423

**BECOMES**

THEA 2893 THEATRE HISTORY: RESTORATION ENGLAND TO THE TWENTIETH CENTURY Continuing examination into the relationship of social environment to the theatrical practice and dramatic literature which developed in various western cultures from the late 17th century to the late 20th century. Prereq: Thea 1483 and Engl 1406 (1413/23); non-majors, Engl 1406 (1413/23)

Change in calendar description, prereq

THEA 3133 PLAYWRITING The processes and functions of dramaturgy will be examined in both a practical and theoretical context. Students will learn how to apply critical discourse to text analysis, performance and theatre systems in a manner which reflects the practical needs and working etiquette of the theatre. Dramaturgs will be assigned to work in the Acadia Theatre Company's productions. Prereq: Thea 1489/1493 and Engl 1406 or 1413 and 1423; for non-majors, Engl 1406 or 1413 and 1423

**BECOMES**

THEA 3133 PLAYWRITING This course introduces the student to the principles of playwriting through an analysis of plays in various genres and the use of texts on dramatic theory. Students will work through projects assigned by the instructor, and are expected to submit proposals to Minifest. Class work and the completion of a short play determine the student's mark in the course. Prereq: Thea 1483 and Engl 1406 (1413/23); non-majors, Engl 1406 (1413/23)

Change in calendar description, prereq

THEA 3243 DRAMATURGY The processes and functions of dramaturgy will be examined in both a practical and theoretical context. Students will learn how to apply critical discourse to text analysis, performance and theatre systems in a manner which reflects the practical needs and working etiquette of the theatre. Dramaturges will be assigned to work in the Acadia Theatre Company's productions. Prereq: Engl 1406 or 1413 and 1423, Thea 1483 and 1493; non-majors Engl 1406 or 1413 and 1423.

**BECOMES**

THEA 3243 DRAMATURGY The processes and functions of dramaturgy will be examined in both a practical and theoretical context. Students will learn how to apply critical discourse to text analysis, performance and theatre systems in a manner which reflects the practical needs and working etiquette of

the theatre. Dramaturgs will be assigned to work in the Acadia Theatre Company's productions. Prereq: Thea 1483 and Engl 1406 (1413/23); non-majors, Engl 1406 (1413/23)

Change in prereq

THEA 3863 THEATRE MOVEMENT 4 This is a studio course that introduces students to the evolution of dance in Western culture. We will also look at social dance in other cultures. Although dance history will be covered, the primary focus of the course is on experiential learning. Prereq: Thea 3853 or by permission of instructor.

**BECOMES**

THEA 3863 THEATRE MOVEMENT 4 This is a studio course that introduces students to the evolution of dance in Western culture. We will also look at social dance in other cultures. Although dance history will be covered, the primary focus of the course is on experiential learning. Prereq: Thea 1483 for majors or by permission of the instructor

Change in calendar description, prereq

THEA 4013 SPECIAL TOPICS IN THEATRE 1 Studies in acting, directing, design, stage management, playwriting, dramaturgy, research, or specialist movement. Prereq: Engl 1406 or 1413 and 1423 and permission of the Theatre faculty

**BECOMES**

THEA 4013 SPECIAL TOPICS IN THEATRE 1 Independent study in acting and performance, directing, playwriting, dramaturgy, research, or movement. Prereq: Thea 1483, Engl 1406 (1413/1423), and permission of the Theatre Faculty

Change in calendar description, prereq

THEA 4023 SPECIAL TOPICS IN THEATRE 2 Independent study in acting, directing, design, stage management, playwriting, dramaturgy, research, or specialist movement. Prereq: Engl 1406 or 1413 and 1423 and permission of the Theatre faculty

**BECOMES**

THEA 4023 SPECIAL TOPICS IN THEATRE 2 Independent study in acting and performance, directing, playwriting, dramaturgy, research, or movement. Prereq: Thea 1483, Engl 1406 (1413/23), and permission of the Theatre faculty

Change in prereq:

THEA 4323 PERFORMED VIOLENCE 2 Bladed techniques in the illusion of violence for performance, at an internationally recognized certification level. Prereq: Thea 4813

**BECOMES**

THEA 4323 PERFORMED VIOLENCE 2 Bladed techniques in the illusion of violence for performance, at an internationally recognized certification level. Prereq: Thea 4313

Change in prereq

THEA 4833 DRAMATIC THEORY AND CRITICISM: PLATO TO SCHILLER Western theatrical theory and criticism from ancient Greece to the Romantic period. Prereq: Engl 1406 or 1413 and 1423

**BECOMES**

THEA 4833 DRAMATIC THEORY AND CRITICISM: PLATO TO SCHILLER Western theatrical theory and criticism from ancient Greece to the Romantic period. Prereq: Thea 1483 and Engl 1406 (1413/1423); non-majors, Engl 1406 (1413/23)

Change in prereq

THEA 4843 DRAMATIC THEORY AND CRITICISM: NATURALISM TO THE THEATRE OF THE OPPRESSED Western theatrical theory and criticism from the late 19th century to the late 20th century.  
Prereq: ENGL 1406 or 1413 and 1423

**BECOMES**

THEA 4843 DRAMATIC THEORY AND CRITICISM: NATURALISM TO THE THEATRE OF THE OPPRESSED Western theatrical theory and criticism from the late 19th century to the late 20th century.  
Prereq: Thea 1483 and Engl 1406 (1413/1423); non-majors, Engl 1406 (1413/23)

**Form 4 – Proposed Modification to a Program**

Current

**Bachelor of Arts with Honours in English:** The English core; 3h from Engl 3163, 3173 3073 or Wgst 3023; Engl 4996; Engl 4060; 21h of English at the 2000/3000/4000 level (of which 6 hours must be at the 4<sup>th</sup> year level exclusive of 4060 and 4996) (60h)

**Bachelor of Arts with Honours in English:** English Honours is attained through either a thesis-based or course-based program of study:

- Option A: Thesis-based Honours: the English core; 3h from Engl 3163, 3173, 3073 or Wgst 3023; Engl 4996; Engl 4060; 21h of English at the 2000/3000/4000 level (of which 6 hours must be 4000-level seminar courses exclusive of 4060 and 4996) (60h)
- Option B: Course-based Honours: the English core; 3h from Engl 3163, 3173, 3073 or Wgst 3023; Engl 4060; 27h of English at the 2000/3000/4000 level (of which 12 hours must be 4000-level seminar courses exclusive of 4060) (60h)

**BECOMES**

Bachelor of Arts with Honours in English: English Honours is attained through either a thesis-based or course-based program of study.

- **Option A: Thesis-based Honours:** the English core; 3h from Engl 3073 or Wgst 3023; Engl 4060; Engl 4996, 21h of English at the 2000/3000/4000 level (of which 6 hours must be 4000-level seminar courses exclusive of 4060 and 4996) (60h)
- **Option B: Course-based Honours:** the English core; 3h from Engl 3073 or Wgst 3023; Engl 4060; 27h of English at the 2000/3000/4000 level (of which 12 hours must be 4000-level seminar courses exclusive of 4060) (60h)

Theatre Program (page 45)

Current

The four year theatre program offers students two streams: one in Performance and one in Design and Production. There is no minor requirement for the Theatre degree.

The Performance stream offers students a solid foundation in acting, movement, voice, theatre history and dramatic literature and includes the opportunity to perform or to work backstage in the productions of the Acadia Theatre Company.

The Design and Production stream offers students the opportunity to focus their studies on the backstage elements of theatre instead of on performance. These students will also carry out the backstage work of the Acadia Theatre Company.

## **BECOMES**

The four year theatre program offers students two streams: one in Performance and one in Production. There is no minor requirement for the Theatre degree.

The Performance stream offers students a solid foundation in acting, movement, voice, theatre history and dramatic literature and includes the opportunity to perform or to work backstage in the productions of the Acadia Theatre Company.

The Production stream offers students the opportunity to focus their studies on the backstage elements of theatre instead of performance. These students will also carry out the backstage work of the Acadia Theatre Company.

**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 6 credit hours from Thea 1001 (1h) and 2002 (2h) (66h).

\* The extra 3h in a 6h course will be subsumed in the 30 h of electives.

## **BECOMES**

Bachelor of Arts with Major in Theatre (Performance) (60h):

1. Thea 1483
2. 3h from Thea 2823 or 2833
3. Thea 2213, 2223, 2753, 2763, 2853, 2863, 3313, 3323, 3853, 3863, 4413, 4423
4. 12h from Thea 2803, 2813, 2823 or 2833 (whichever has not been taken in fulfilment of category 2), 2883, 2893, 3133, 3243, 3883, 3893, 3923, 3973, 4013, 4023, 4313, 4323, 4833, 4843; Engl 2286\* (or Engl 2183, 2193)
- 5.
6. A minimum of 6 credit hours from Thea 1001 (1h) and 2002 (2h)

\*The extra 3h in a 6h course will be subsumed in the non-theatre electives.

**Bachelor of Arts with Major in Theatre (Design and Production):** Thea 1483, 2823, 2833, 4833, 4843; 6h 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) (66h).

\* The extra 3h in a 6h course will be subsumed in the 30 h of electives.

## **BECOMES**

Bachelor of Arts with Major in Theatre (Production) (60h):

1. Thea 1483
2. 3h from Thea 2823 or 2833
3. 12h from Thea 2803, 2813, 2823 or 2833 (whichever has not been taken in fulfilment of category 2), 2883, 2893, 3133, 3243, 3883, 3893, 3923, 3973, 4013, 4023, 4313, 4323, 4833, 4843; Engl 2286\* (or Engl 2183, 2193)

4. 36h from Apsc 1053, 1223; Art 1113, 1123, 2013, 2023, 2033, 2043, 3013, 3023; Busi 1703, 2413; Clas 2013, 2023, 2273; Crel 3693; Hist 2493, 3713; Musi 1063, 1073, 1253, 2163, 2263, 2283, 3003; Phil 2103; Pols 3787, 3943
5. A minimum of 6 credit hours from Thea 1001 (1h) and 2002 (2h)

\*The extra 3h in a 6h course will be subsumed in non-theatre electives.

#### Department of History and Classics

##### **Form 1 – Proposed New Course**

(to cross-list with WGST)

**CLAS 3673 RITUAL, MYSTERY AND TEMPLE IN ROMAN RELIGION** An examination of the archaeological and literary evidence for the religions of Rome. Attention is given to private and public religious activities and their roles in supporting the state. As religion is an aspect of daily life in which women and slaves had significant roles, gender and status are important components of the subject.

**HIST 3203 UNLOCKING THE ARCHIVAL RECORD** Through the application of preserving and making available archival collections in original and digital formats, this hands-on course examines archival principles and processes. It explores the purpose of record creation and the place of archives in society to gain an understanding of the role of documents within the educational setting and the context of heritage institutions and knowledge mobilization. Prereq: third year standing

(to cross-list with WGST)

**HIST 3633 HOLLYWOOD AND THE AMERICAN IMAGINATION, 1930-1960** Although designed to entertain, American Film has provided a mirror of American popular culture and a medium for social commentary since the 1920s. Exploring these multiple functions, this course considers the changing interpretation of democracy, individual freedom, and economic opportunity in the nation's experience. The representation of women in film and the experience of women in Hollywood receive special emphasis.

##### **Form 2 – Proposed Course Deletion:**

**CLAS 2123 LATIN LITERATURE IN ENGLISH TRANSLATION**

**HIST 2513 AMERICA AND THE SPANISH CIVIL WAR**

##### **Form 3 – Proposed Modification to an Existing Course**

Change in calendar description, course title

**CLAS 2573 CLASSICAL TRADITION 1** A study of the Classical tradition focussing on epic as embodying the cultural ideals of the Ancient Near East (Epic of Gilgamesh), Classical Greece (Iliad of Homer), Imperial Rome (Virgil's Aeneid) and Medieval Christendom (Song of Roland). May be offered for major credit in English. No pre-requisites.

##### **BECOMES**

**CLAS 2573 THE HOMERIC VISION** A study of the cosmic vision of the relationship between gods and heroes in Homer's epic poems, the Iliad and the Odyssey, that informed the Greek institutions of polis (state) and oikos (family). May be offered for major credit in English.

Change in calendar description, course title

**CLAS 2583 CLASSICAL TRADITION 2** A study of the Classical tradition in modernity. Texts might include but are not limited to: Herodotus' Histories and Ondaatje's The English Patient, Plato's Republic

and Atwood's *The Handmaids Tale*, Apuleius *Golden Ass* and Faulkner's *The Reivers*, Sophocles' *Oedipus the King* and Murakami's *Kafka on the Shore*. May be offered for major credit in English. (No prerequisites.)

**BECOMES**

CLAS 2583 CLASSICAL TRADITION IN POPULAR CULTURE An 'intertextual' appreciation of the presence of the classical tradition in the popular culture of advertising, comics, film, music, graphic novels, sport and video games. May be offered for major credit in English.

Change in calendar description, course title

CLAS 3573 CLASSICAL TRADITION 3 A study of the Classical tradition in Medieval times, focussing on Saint Augustine's *Confessions* and Dante's *Divine Comedy*, with special attention paid to classical model of the heroic quest and its medieval interpretation in light of in light of Christian doctrine. May be for major credit in English. (No prerequisites.)

**BECOMES**

CLAS 3573 THE ETERNAL CITY: VISIONS OF HEAVEN & HELL A comparative study of the 'eternal city' in Virgil's *Aeneid* and Dante's *Divine Comedy* as rival visions of human community based on different conceptions of the divine and the afterlife. May be offered for major credit in English.

Change in calendar description, course title

CREL 3693 SPECIAL TOPICS: RITUAL STUDIES An examination of various theoretical and methodological issues arising in the interdisciplinary approach to the study of ritual. Special attention will be given to the study of lived ritual practice and to ritual as a conceptual lens for cultural analysis.

**BECOMES**

CREL 3693 FIELDWORK IN RITUAL STUDIES: RESEARCHING RITUAL ON THE GROUND Examination of theoretical and methodological issues arising in the interdisciplinary and feminist approach to the study of ritual. Special attention is given to the study of lived ritual practice and to ritual as a conceptual lens for cultural analysis. Students conduct fieldwork, learning culturally appropriate methodologies for participant-observation, description and analysis.

Change in calendar description, prereq

HIST 3143 CANADA'S VISUAL HISTORY Photography, movies, art, and public spectacle have all been used to make, record, and commemorate the nation's history. This course will examine selected topics in Canadian history and consider ways visual media can be employed as historical sources.

Prereq: Hist 2783

**BECOMES**

HIST 3143 CANADA'S VISUAL HISTORY Photography, movies, art, and public spectacle have all been used to make, record, and commemorate the nation's history. This course will explore the history of visual media, and examine selected topics in Canadian history to consider ways visual media can be employed as historical sources. Prereq: third year standing.

Change in calendar description

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.

**BECOMES**

HIST 3323 DISSENT AND CONFORMITY IN MODERN AMERICA Rebellion and cultural dissent have defined the American experience, and not only in the 18<sup>th</sup> century. This course examines how individual and collective protest influenced modern American society as well as the reactions that it

produced. From the mass movements of the 1880s to the era of McCarthyism, we will examine the impact of resistance and nonconformity on American life.

Change in calendar description, prereq

**HIST 3353 TRAVEL, LEISURE & SIN IN CANADA** This course will explore selected topics in 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

**BECOMES**

**HIST 3353 TRAVEL, LEISURE & SIN IN CANADA** This course will explore selected topics in the history of leisure in Canada. These may include the history of tourism; folk games and organized sports; hunting and camping; arts and crafts; amateur theatricals; drinking, gambling, burlesque and the sex trades. Prereq: third year standing

Change in course description, course weight

**HIST 3416: OCEANS & EMPIRES – NORTH PACIFIC** Examines the history of the North Pacific, specifically the regions of Manchuria, Korea, Japan, Siberia and Alaska, and the islands of the mid-Pacific Ocean. The central theme is the convergence of several nations and cultures in the North Pacific between the sixteenth and twentieth centuries. Topics include early Europeans in Northeast Asia, Russian efforts to develop Siberia, modern Japan's colonial empire, and American expansion in the Pacific region.

Prereq to all 3000 level courses is twelve hours (12h) history including the stipulated prerequisites (in this case none), or permission of the professor.

**BECOMES**

**HIST 3743: OCEANS & EMPIRES – NORTH PACIFIC** A study of imperialism in Manchuria, Korea, Japan, Siberia, Alaska, and elsewhere in the North Pacific. The central theme is the convergence of peoples, cultures, and empires between the sixteenth and eighteenth centuries. Topics include Europeans in Northeast Asia, Russian development of Siberia, Japanese colonialism, and US western expansion by land and sea. Antireq: Hist 3416

Change in calendar description, prereq

**HIST 3613 CANADIAN IMMIGRATION HISTORY** Since the time of first contact, Canada has been peopled by diverse groups of newcomers whose expectations of their new land were often at odds with their settlement experience. This course looks at a variety of immigrant groups, examining their efforts to settle here, and the ways 'Canadian' society and culture were transformed by their presence. Prereq: Hist 2783

**BECOMES**

**HIST 3613 CANADIAN IMMIGRATION HISTORY** From first contact, Canada has been peopled by diverse groups of newcomers whose expectations of their new land were often at odds with their settlement experience. This course looks at a variety of immigrant groups, examining their efforts to settle here, and ways 'Canadian' society and culture were transformed by their presence. Prereq: third year standing

Change in calendar description, prereq

**HIST 3623 COLD WAR CANADA: AT HOME IN SUBURBIA** This course will explore the domestic experience of Canadians during the early Cold War period and links between the political, social, gender, and sexual history of post-war Canadian society. Topics include the baby boom, growth of cities

and suburbs, ethnic diversity, changes in family relationships and sexual attitudes, and youth culture and the mass media, most notably television. Prereq: Hist 2783

### **BECOMES**

**HIST 3623 COLD WAR CANADA: AT HOME IN SUBURBIA** This course will explore the domestic experience of Canadians during the Cold War period, and the political, social, gender, and sexual history of post-war Canadian society. Topics include the baby boom, suburban development, ethnic diversity, changes in family relationships and sexual attitudes, youth culture and mass media. Prereq: third year standing.

### **Form 4 – Proposed Modification to a Program**

#### **COMPARATIVE RELIGION (page 115)**

- Comparative religion credit is also given for Clas 2223, 2273; Hist 2033, 2043, 2243, 2533, 3243, 3453, 3683, 3713 ; Soci 2333, 2853; Phil 2403; Engl 2513; Idst 1113, 1123; 2813, 2823; Hebr 7006; Bibl 5013, 5023, 6013, 6023, 7043; Chur 5013, 7053; Theo 6203, 6213.
- Students may pursue a multidisciplinary minor in Comparative Religion; studying religion from a variety of disciplinary perspectives. See the relevant listing under "Multidisciplinary Minors" at [www.arts.acadiau.ca](http://www.arts.acadiau.ca) or check the CREL website at <http://religion.acadiau.ca/>

### **BECOMES**

- Comparative religion credit is also given for Clas 2223, 2273; Hist 2033, 2043, 2113, 2243, 3453, 3683; Soci 2333, 2853; Phil 2403; Idst 1113, 1123; 2813, 2823; Hebr 7006; Bibl 5013, 5023, 6013, 6023, 7043; Chur 5013, 7053; Theo 6203, 6213.
- Students may pursue a multidisciplinary minor in Comparative Religion; studying religion from a variety of disciplinary perspectives. See the relevant listing under "Multidisciplinary Minors" at [www.arts.acadiau.ca](http://www.arts.acadiau.ca) or check the CREL website at <http://religion.acadiau.ca/>

#### **WGST program**

### **Form 3 – Proposed Modification to a Course**

Change in calendar description, prereq

**WGST 3023 FEMINIST THEORY** The course examines feminist theory through the analysis of feminist texts across academic disciplines. Topics of discussion vary but include key concepts such as identity and class, race, and gender; identity politics; sexuality and heteronormativity; intersectionality; and language and subjectivity. May be offered for major credit in English, political science, and sociology.

### **BECOMES**

**WGST 3023 FEMINIST THEORY** The course examines the historical evolution of feminist theory in the west through the analysis of theoretical texts across academic disciplines. Topics of discussion vary but include key concepts such as identity politics, religion, class, race, (trans)gender, sexuality, and the body; intersectionality; language and politics; activism and globalization. May be offered for major credit in English, Politics, and Sociology. Prereq: second year standing.

### **Form 4 – Proposed Modification to a Program**

Current on page 55

Women's and Gender Studies Courses:

Wgst 1413, 2906 or 2913, and 3023 are required

- Art 3513
- Busi 3753
- Clas 2663, 3123, 3443
- Crel 2533, 2553, 3123
- Econ 3883
- Educ 4633
- Engl 3553, 3833, 3843, 3983
- Fran 3203
- Hist 2123, 2133, 2263, 2553, 3393, 3493, 3543, 3643
- Idst 3123
- Kine 3353, 4873, 4883
- Musi 4243
- Nutr 2323
- Phil 2233
- Pols 2706, 3013, 3513, 4883
- Psyc 2163, 2183
- Soci 2323, 2343 2363, 2403, 2633, 2853, 3253, 3403, 3803, 4163
- Thea 3973
- Wgst 3503, 3703, 4903

## **BECOMES**

Women's and Gender Studies Courses:

Wgst 1413, 2906 or 2913, and 3023 are required

- Art 3513
- Busi 3753
- Clas 2663, 3123, 3443, 3673
- Crel 2533, 2553, 3123
- Econ 3883
- Educ 42L3, 4633
- Engl 3553, 3723, 3833, 3843, 3903, 3973, 3983
- Fran 3203
- Hist 2123, 2133, 2263, 2553, 3393, 3493, 3543, 3633, 3643
- Idst 3123
- Kine 4783, 4883
- Musi 4243
- Nutr 2323
- Phil 2233
- Pols 2706, 3013, 3513, 4883
- Psyc 2163, 2183
- Soci 2323, 2343 2363, 2403, 2633, 2853, 3253, 3403, 3803, 4163
- Thea 3973

- Wgst 3503, 3703, 4903

Department of Languages and Literatures

**Form 1 – New course**

FRAN 3443 PANORAMA DES LITTERATURES FRANCOPHONES DE L'AMERIQUE Ce cours étudie les principaux mouvements de migration, de déportation et d'exil qui ont créé une Francophonie en Amérique. Des auteurs de la Martinique, de la Guadeloupe, d'Haïti, de l'Acadie, de la Louisiane, de l'Ontario et du Manitoba seront étudiés. Prérequis : FRAN 2113/FRAN 2123 ou avec la permission du département.

FRAN 4553 LITTERATURE FRANCOPHONE: POST-COLONIALISME DANS LES LITTERATURES AFRICAINE ET ANTILLAISE Ce cours analyse certains textes de la Francophonie incluant les auteurs africains et antillais. Certains concepts du post colonialisme sont aussi analysés à travers les théories de Jean-Paul Sartre, d'André Breton. Ces textes faciliteront la compréhension des mouvements des indépendances et des autonomies en Afrique et dans les Antilles. Prérequis : Fran 2113/2123 ou équivalent ou avec la permission du département

**Form 2 – Course Deletion**

FRAN 3333 EXIL: ENFANT ET SOCIETE

FRAN 4503 LITT DU MONDE FRANCOPHONE

**Form 3 – Proposed Modification to an Existing Course**

Change in calendar description, prepeq

FRAN 1013/1023 FRAN 1013 BEGINNING FRENCH 1/FRAN 1023 BEGINNING FRENCH 2

Prereq: Fran 1013 This course is intended for students whose first language is neither English nor French and whose second language is not French. All other students must obtain permission from the Department in order to register. This course covers the same material as Fran 1113/1123, but introduces grammar and vocabulary directly in French. Emphasis is placed on written and oral communication.

**BECOMES**

FRAN 1013/1023 BEGINNING FRENCH 1/FRAN 1023 BEGINNING FRENCH 2 Prereq: Fran 1013

This course is intended for students whose first language is neither English nor French and whose second language is not French. All other students must obtain permission from the Department in order to register. This course introduces basic grammar and vocabulary. Emphasis is placed on written and oral communication. Students who have completed Fran 1013 and 1023 may continue in Fran 1113 and 1123.

Change in calendar description, prepeq

FRAN 1113/ 1123 BASIC FRENCH 1/FRAN 1123 BASIC FRENCH 2 Prereq: Fran 1113 These

courses are intended for students who have studied French for several years, or years ago, but who have not proceeded beyond the level of Grade 9 or 10 high school French. This course is also open to students who have never studied French. Students with Grade 11 or Grade 12 French (or the equivalent) should normally register at the next level (Fran 1213/23).

**BECOMES**

FRAN 1113/ 1123 BASIC FRENCH 1/FRAN 1123 BASIC FRENCH 2 Prereq: Fran 1113 These course are intended for students who are false beginners, students who have studies French for several years, or years ago, but who have not proceeded beyond the level of Grade 9 or 10 high school French. Students

with Grade 11 or 12 French (or the equivalent) should normally register at the next level (Fran 1213/1223). Those who have taken French Immersion courses should register for Fran 1613/1623.

#### **Form 4 – Proposed Modification to a Program**

##### **Bachelor of Arts with Honours in French**

1. Fran 2013/2023, 2113/2123, 2713 or 3733, 4103, 4996
2. 3h from 3323, 3513, 3523, 3633, 3643, 4613 (Canadian)
3. 3h from 3133, 3203, 3213, 3333, 3703, 4503, 4713, 4813, 4823, 4913, 4923 (Fr. Lit.)
4. 3h from 2033, 3013, 3023, 3743, 4003 (Adv. Lang.)
5. 15h at the 3000/4000 level, with a minimum of 6h at the 4000 level (Idst 3473 may be counted towards credit)
6. 6h chosen in consultation with the department (54h)

#### **BECOMES**

##### **Bachelor of Arts with Honours in French**

1. Fran 2013/2023, 2113/2123, 2713 or 3733, 4103, 4996
2. 3h from 3323, 3513, 3523, 3633, 3643, 4613 (Canadian)
3. 3h from 3133, 3203, 3213, 3443, 3703, 4553, 4713, 4813, 4823, 4913, 4923 (Fr. Lit.)
4. 3h from 2033, 3013, 3023, 3743, 4003 (Adv. Lang.)
5. 15h at the 3000/4000 level, with a minimum of 6h at the 4000 level (Idst 3473 may be counted towards credit)
6. 6h chosen in consultation with the department (54h)

##### **Bachelor of Arts with Major in French**

1. Fran 2013/2023, 2113/2123, 2713 or 3733
2. 3h from 3323, 3513, 3523, 3633, 3643, 4613 (Canadian)
3. 3h from: 3133, 3203, 3213, 3333, 3703, 4553, 4713, 4813, 4823, 4913, 4923 (Fr. Lit.)
4. 3h from 2033, 3013, 3023, 3743, 4003 (Adv. Lang.),
5. 15h at the 3000/4000 level, with a minimum of 6h at the 4000 level (Idst 3473 may be counted towards credit)
6. 6h chosen in consultation with the department (45h)

#### **BECOMES**

##### **Bachelor of Arts with Major in French**

1. Fran 2013/2023, 2113/2123, 2713 or 3733
2. 3h from 3323, 3513, 3523, 3633, 3643, 4613 (Canadian)
3. 3h from: 3133, 3203, 3213, 3443, 3703, 4553, 4713, 4813, 4823, 4913, 4923 (Fr. Lit.)
4. 3h from 2033, 3013, 3023, 3743, 4003 (Adv. Lang.),
5. 15h at the 3000/4000 level, with a minimum of 6h at the 4000 level (Idst 3473 may be counted towards credit)
6. 6h chosen in consultation with the department (45h)

#### **Certificate of French Proficiency (with an option for French Teachers): (30 credit hours)**

Students entering the program will take a placement test to determine the level of entry.

(<http://aitt.acadiau.ca/guest/french/>) Students with an intermediate knowledge of French will start with 1213, 1223. Students with an advanced knowledge of French will start with French 2013, 2023. In exceptional cases, students with little or no knowledge of French may be placed in French 1113, 1123

(true beginners), but must in this case complete 36 credit hours. **All students must complete French 3733 to achieve the Certificate.** Advanced students may in some cases receive permission to substitute higher-level courses for certain requirements. Students are required to take an external, internationally recognized examination which assesses the four language skills following termination of the last course in the sequence. Up to 12 hours of credit may be transferred from other programs. All courses must be completed with a minimum grade of C-.

**Required:** Fran 1213, 1223, 2013, 2023, 2153, 2163, 2713, 3153, 3733, 3743, 4403 or 4413.

N.B. either: Fran 4403 or Fran 4413 or Educ 4103 are required for French teachers. Students in the general proficiency program may substitute 3 hours of electives.

**Electives** (chosen among the following): 2033, 3163, 3213, 3513, 3523, 3633, 3703, 3743, 4003, 4413, 4423, or 4503.

## **BECOMES**

Programs of Study – Page 49

### **Certificate of French Proficiency (with an option for French Teachers): (30 credit hours)**

Students entering the program will take a placement test to determine the level of entry (<http://aitt.acadiau.ca/guest/french/>). In exceptional cases, students with little or no knowledge of French may be placed in French 1113, 1123 (true beginners), but must in this case complete 36 credit hours. **All students must complete French 3733 to achieve the Certificate.** Advanced students will receive permission to substitute higher-level courses for certain requirements. Students are required to take an external, internationally recognized examination (*the Test de connaissance du français*) which assesses the four language skills following termination of the last course in the sequence. Up to 12 hours of credit may be transferred from other programs. All courses must be completed with a minimum grade of C- and students must obtain a minimum global score of B1 on the TCF to earn the certificate.

**Required:** Fran 1213, 1223, 2013, 2023, 2153, 2163, 2713, 3153, 3733, 3743, 4403 or 4413.

N.B. Either: Fran 4403 or Fran 4413 or Educ 4103 are required for French teachers. Students in the general proficiency program may substitute 3 hours of electives.

**Electives** (chosen among the following): 2033, 3163, 3213, 3513, 3523, 3633, 3703, 3743, 4003, 4413, 4423, or 4503

When offered through the Acadia French Summer Institute, these courses are not open to undergraduates.

## Department of Philosophy

### **Form 2 - Proposed Course Deletion**

PHIL 1213 INTRODUCTION TO PHILOSOPHY: MORALITY

PHIL 1223 KNOWLEDGE, MIND, AND FREE WILL

### **Form 3 – Proposed Modification to an Existing Course**

PHIL 1413 GOD, ETHICS & JUSTICE In this course the student is introduced to philosophy through a series of shorter philosophical excerpts from a variety of authors and periods. The focus will be on three issues: whether a divine being exists, how to understand the nature of ethical standards, and what constitutes political justice. The goal throughout 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.**

#### **BECOMES**

**PHIL 1413 GOD, ETHICS & JUSTICE** In this course the student is introduced to philosophy through a series of shorter philosophical excerpts from a variety of authors and periods. The focus will be on three issues: whether a divine being exists, how to understand the nature of ethical standards, and what constitutes political justice. The goal throughout is to develop skills of critical analysis and self-expression, while coming to understand some of our culture's most influential thinkers.

**PHIL 1423 FREEDOM MIND AND KNOWLEDGE** In this course the student is introduced to philosophy through a series of shorter philosophical excerpts from a variety of authors and periods. The focus will be on three issues: whether humans genuinely exercise free choice, how to understand the relation between body and mind, and what constitutes human knowledge. The goal throughout 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.**

#### **BECOMES**

**PHIL 1423 FREEDOM MIND AND KNOWLEDGE** In this course the student is introduced to philosophy through a series of shorter philosophical excerpts from a variety of authors and periods. The focus will be on three issues: whether humans genuinely exercise free choice, how to understand the relation between body and mind, and what constitutes human knowledge. The goal throughout is to develop skills of critical analysis and self-expression, while coming to understand some of our culture's most influential thinkers.

Change in course level

**PHIL 3853 PHILOSOPHICAL TOPICS** An opportunity to do advanced study of a particular philosophical issue, thinker or period. The content will vary yearly.

#### **BECOMES**

**PHIL 4853 PHILOSOPHICAL TOPICS** An opportunity to do advanced study of a particular philosophical issue, thinker or period. The content will vary yearly.

### **Form 4 – Proposed Modification to a Program**

**PHILOSOPHY** (page 180)

- Students may register for no more than 6 hours at the 1000-level: Phil 1106 (6hrs) or Phil 1113, 1213, 1223, 1413, 1423 (3hr).
- Major credit is also given for Pols 2343, 2643

#### **BECOMES**

**PHILOSOPHY**

- Students may register for no more than 6 hours at the 1000-level: Phil 1106 (6hrs) or Phil 1113, 1413, 1423 (3hr).
- Major credit is also given for Pols 2343, 2643

#### **Major requirements:**

Present statement of #7

7. An additional 12h of Phil, which must include 6h at the 3000 level

#### **BECOMES**

7. An additional 12h of Phil, which must include 6h at the 3000 level (or above)

Honours Requirements:

Present statement of #9

9. An additional 15h of Phil which must include 6h at the 3000 level

**BECOMES**

9. An additional 15h of Phil which must include 6h at the 3000 level (or above)

Second major requirements

Last element of list reads

...and an additional 12h of Phil, which must include 6h at the 3000 level.

**BECOMES**

...and an additional 12h of Phil, which must include 6h at the 3000 level (or above).

Department of Politics

**Form 1 – Proposed New Course**

**POLS 2113 POLITICS OF KNOWLEDGE: SCIENCE AND SOCIAL SCIENCE** This course introduces the political contexts of (social) science research by exploring: What counts as truth? What is the relationship between power and knowledge? Do methodological frameworks and theoretical presuppositions affect results? Is it desirable or even possible to be objective? What political, historical, social and economic factors shape the future pursuit of knowledge production? Prereq: second-year standing or higher

**Form 3 – Proposed Modification to an Existing Course**

Change in course weight

**POLS 2016 RESEARCH & METHODOLOGY IN THE SOCIAL SCIENCES** The basics of the methodology of the social sciences. Material will cover different approaches to gathering data, as well as an introduction on how to analyze data. Emphasis is on the logic of political and social enquiry and the relationship between theory and the methods. Student involvement in a research project is an integral part of the course.

**BECOMES**

**POLS 2013 RESEARCH & METHODOLOGY IN THE SOCIAL SCIENCES** The basics of the methodology of the social sciences. Material will cover different approaches to gathering data, as well as an introduction on how to analyze data. Emphasis is on the logic of political and social enquiry and the relationship between theory and the methods. Student involvement in a research project is an integral part of the course.

**Form 4 – Proposed Modification to a Program**

**POLITICS**

- The third digit of each POLS course number specifies the following: 0-Canadian, 1-Special, 3-Reading, 4-Theory, 6-Law, 8-International Relations, 9-Comparative.
- Students who have completed two years of study may not enroll in any political science 1000-level course except with permission of the department.
- Major credit is also given for Idst 2213, 2223, 2253, 3103, 3123, 3213, 4186 and Wgst 2913, 3023.
- The department has a policy of offering certain courses in alternating years.

## **BECOMES**

Please note that changes are to the heading for Politics course listings (p186 of the current calendar).

## **POLITICS**

- The third digit of each POLS course number specifies the following: 0-Canadian, 1-Special, 3-Reading, 4-Theory, 6-Law, 8-International Relations, 9-Comparative.
- Students who have completed two years of study (54+ credit hours) may not enrol in any political science 1000-level course except with permission of the department.
- First year students (<24 credit hours) may not enrol in 3000-level or higher courses without permission of the instructor.
- Major credit is also given for Idst 2213, 2223, 2253, 3103, 3123, 4186 and WGST 2913, 3023

## **SCHOOL OF MUSIC**

### **Form 1 – New course**

**MUSI 1713 MUSIC THERAPY GUITAR CLASS** Introduction to the guitar and skills related to playing guitar. Topics covered include: rudimentary theory, scales, strumming, finger picking, learning to read music, chord diagrams, and other various forms of tablature. Various styles of music are used including classical, folk and blues. No previous guitar knowledge required. Students may not also be concurrently enrolled in principal or secondary applied guitar.

**MUSI 1723 MUSIC THERAPY PRELIMINARY KEYBOARD CLASS** Specifically designed for Music Therapy students requiring remedial keyboard skills. A pre-requisite for Musi 3553 for students without the required RCM grade 4 piano equivalency. Preliminary introduction to keyboard technique and musical expression through the use of modes, simple diatonic structures and technical patterns that serve as the basis for clinical keyboard improvisation, accompaniment and performance.

**MUSI 1733 MUSIC THERAPY VOCAL CLASS** Small group instruction in voice production, projection and performance. The fundamentals of singing are explored: anatomy, breathing-for-singing, resonance, articulation, vocal health. Vocal work in the clinical practice of music therapy will be studied. This course is restricted to music therapy majors who do not have voice as their principal applied study.

**MUSI 3310 MUSIC EDUCATION SEMINAR 1** Music Education students will join the Acadia Youth Band and play instruments other than their major instrument, for 2 full years. Students enrolled in this Seminar, playing with the AYB, may replace the Musi 2800 Ensemble, with permission of the School of Music.

**MUSI 3320 MUSIC EDUCATION SEMINAR 2** Music Education students will join the Acadia Youth Band and play instruments other than their major instrument, for 2 full years. Students enrolled in this Seminar, playing with the AYB, may replace the Musi 2800 Ensemble, with permission of the School of Music.

**MUSI 3583 MUSIC THERAPY PRACTICUM SEMINAR 1** The practicum seminar provides a link between the practical and theoretical aspects of music therapy training. During the seminar students will have the opportunity to reflect upon their clinical experiences, and gain support and direction through individual and group supervision. Students will develop the ability to articulate clinical experiences through completing and reviewing clinical documentation.

MUSI 4583 MUSIC THERAPY PRACTICUM SEMINAR 2 The practicum seminar provides a link between the practical and theoretical aspects of music therapy training. During the seminar students will have the opportunity to reflect upon their clinical experiences, and gain support and direction through individual and group supervision. Students will develop the ability to articulate clinical experiences through completing and reviewing clinical documentation.

### **Form 3 – Proposed Modification to an Existing Course**

MUSI 1333 VOCAL WORKSHOP Small group instruction in voice production and performance. The fundamentals of singing are explored: anatomy, breathing-for-singing, resonance, articulation, vocal health. This course is open to students of music therapy. Students of music education and theatre studies need permission of the instructor. For students who do not have voice as their principal applied.

#### **BECOMES**

MUSI 1333 SINGERS WORKSHOP Small group instruction in voice production and performance. The fundamentals of singing are explored: anatomy, breathing-for-singing, resonance, articulation, vocal health. This course is open to music majors and non-majors. Prereq: permission of the School of Music

Change in prereq

MUSI 2343 PERCUSSION METHODS Teaching techniques for and performance upon snare drum and timpani, and experience with auxiliary band and orchestral percussion.

#### **BECOMES**

MUSI 2343 PERCUSSION METHODS Teaching techniques for and performance upon snare drum and timpani, and experience with auxiliary band and orchestral percussion. Prereq: permission of School of Music

Change in prereq

MUSI 3311 FLUTE METHODS Introduction to flute technique, and instructional methods and materials for teaching the flute.

#### **BECOMES**

MUSI 3311 FLUTE METHODS Introduction to flute technique, and instructional methods and materials for teaching the flute. Prereq: permission of the School of Music

Change in prereq

MUSI 3321 OBOE METHODS Introduction to oboe technique, and instructional methods and materials for teaching the oboe.

#### **BECOMES**

MUSI 3321 OBOE METHODS Introduction to oboe technique, and instructional methods and materials for teaching the oboe. Prereq: permission of the School of Music

Change in prereq

MUSI 3331 BASSOON METHODS Introduction to bassoon technique, and instructional methods and materials for teaching the bassoon.

#### **BECOMES**

MUSI 3331 BASSOON METHODS Introduction to bassoon technique, and instructional methods and materials for teaching the bassoon. Prereq: permission of the School of Music

Change in prereq

MUSI 3341 CLARINET METHODS Introduction to clarinet technique, and instructional methods and materials for teaching the clarinet.

**BECOMES**

MUSI 3341 CLARINET METHODS Introduction to clarinet technique, and instructional methods and materials for teaching the clarinet. Prereq: permission of the School of Music

Change in prereq

MUSI 3351 SAXOPHONE METHODS Introduction to saxophone technique, and instructional methods and materials for teaching the saxophone.

**BECOMES**

MUSI 3351 SAXOPHONE METHODS

Introduction to saxophone technique, and instructional methods and materials for teaching the saxophone. Prereq: permission of the School of Music

Changes in prereq

MUSI 3361 TRUMPET METHODS Introduction to trumpet technique, and instructional methods and materials for teaching the trumpet.

**BECOMES**

MUSI 3361 TRUMPET METHODS Introduction to trumpet technique, and instructional methods and materials for teaching the trumpet. Prereq: permission of the School of Music

Change in prereq

MUSI 3371 FRENCH HORN METHODS Introduction to horn technique, and instructional methods and materials for teaching the French horn.

**BECOMES**

MUSI 3371 FRENCH HORN METHODS Introduction to horn technique, and instructional methods and materials for teaching the French horn. Prereq: permission of the School of Music

Change in prereq

MUSI 3381 TROMBONE METHODS Introduction to trombone technique, and instructional methods and materials for teaching the trombone.

**BECOMES**

MUSI 3381 TROMBONE METHODS Introduction to trombone technique, and instructional methods and materials for teaching the trombone. Prereq: permission of the School of Music

Change in prereq

MUSI 3391 TUBA/EUPHONIUM METHODS Introduction to tuba and euphonium technique, and instructional methods and materials for teaching low brass instruments.

**BECOMES**

MUSI 3391 TUBA/EUPHONIUM METHODS Introduction to tuba and euphonium technique, and instructional methods and materials for teaching low brass instruments. Prereq: permission of the School of Music

Change in description and title

MUSI 3553 PIANO CLASS FOR MUSIC THERAPY This course is designed to meet the Recommended Areas of Competence for Keyboard Skills as outlined by the Canadian Association for Music Therapy (CAMT). This is a required course for the Bachelor of Music Therapy degree. Keyboard skills and concepts are taught and evaluated as they apply to music therapy clinical practice. Prereq: RCM Grade IV Piano

**BECOMES**

MUSI 3553 CLINICAL KEYBOARD This course is designed to meet the Recommended Areas of Competence for Keyboard Skills as outlined by the Canadian Association for Music Therapy (CAMT).

This is a required course for students in the Bachelor of Music Therapy degree. Keyboard skills and concepts are taught and evaluated as they apply to music therapy clinical practice. Prereq: students with piano as their principal applied or Musi 1523 Preliminary Keyboard for Music Therapy or at the discretion of the instructor.

#### **Form 4 – Modification to a Program**

Bachelor of Music with Concentration in Composition (126h)

1. Bachelor of Music Core (54h + 6h)
2. Music 2183, 3666 (Principal Applied Study [Composition]), 4666 (Principal Applied Study [Composition]) 4953 (18h)
3. 18h from Music 2193, 3133, 3163, 3193, 3223, 3233, 3283, 4103, 4113, 4123, 4213, 4223, Idst 3173, 3183, 4173 (18h)
4. 9h music electives
5. 21h non-music electives

Students must achieve a minimum cumulative GPA of 3.00 and complete the piano proficiency requirement by the end of second year to continue in this program.

#### **BECOMES**

Bachelor of Music with Concentration in Composition (126h)

1. Bachelor of Music Core (54h + 6h)
2. Music 2183, 3666 (Principal Applied Study [Composition]), 4666 (Principal Applied Study [Composition]) 4953 (18h)
3. 18h from Music 2193, 3133, 3163, 3193, 3223, 3233, 3283, 4103, 4113, 4123, 4143, 4153, 4213, 4223, Idst 3173, 3183, 4173 (18h)
4. 9h music electives
5. 21h non-music electives

Students must achieve a minimum cumulative GPA of 3.00 and complete the piano proficiency requirement by the end of second year to continue in this program.

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, 3341, 3351, 3361, 3371, 3381, 3391, 4143, 4153, 4343, 43A3, 43B3, Educ 4653, 4663 (33h)

**Secondary:** Musi 2343, 3311, 3321, 3331, 3341, 3351, 3361, 3371, 3381, 3391, 4143, 4153, 4343, 43A3, 43B3, Educ 4653, 4663 (33h)

#### **BECOMES** From page 57 of the Calendar:

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, 3341, 3351, 3361, 3371, 3381, 3391, 4143, 4153, 4343, 43A3, 43B3, Educ 4653, 4663 (33h)

**Secondary:** Musi 2343, 3310, 3311, 3320, 3321, 3331, 3341, 3351, 3361, 3371, 3381, 3391, 4143, 4153, 4343, 43A3, 43B3, Educ 4653, 4663 (33h)

Bachelor of Music Therapy (126h)

This program provides students with the opportunity to gain an understanding of music therapy theory and research, as well as proficiency in clinical practice. The program requires a high level of musicianship on more than one instrument. The supervised clinical placements provide experience working with diverse clinical populations. Following graduation a 1000-hour (six month) internship is required to be eligible for accreditation with The Canadian Association for Music Therapy. **Students must achieve a minimum GPA of 3.00, complete the piano proficiency requirement, and a brief essay on the arc of his/her academic and practical learning in music therapy by the end of their second year to continue in the program.**

1. Musi 1133, 1130L, 1143, 1140L, 1253, 1263, 2133, 2130L, 2143, 2140L, 2163 (21h)
2. Music 1563, 2573, 3563, 3560L, 3573, 3570L, 4563, 4560L, 4573, 4570L (18h)
3. Music 1666, 2666, 4663(15h)
4. Music 1333, 1353, 2083, 3553, 4553 (15h)
5. 6h English and 6h History (12h)
6. Psyc 1013, 1023, 2113, 2153 plus 6h additional Psychology; Biol 1813 (21h)
7. 12h music electives (12h)
8. 12h non-music electives (12h)
9. First year music therapy students will take Musi 1600 and one section of either Musi 2701 or 2800. Students in each subsequent year will take one section of Musi 2701. Students must successfully complete both the fall and winter terms of each ensemble. (6h)

## BECOMES

Bachelor of Music Therapy (126h)

This program provides students with the opportunity to gain an understanding of music therapy theory and research, as well as proficiency in clinical practice. The program requires a high level of musicianship on more than one instrument. The supervised clinical placements provide experience working with diverse clinical populations. Following graduation a 1000-hour (six month) internship is required to be eligible for accreditation with The Canadian Association for Music Therapy. **Students must achieve a minimum GPA of 3.00, complete Musi 1723 and 3553, and submit a brief essay on the arc of his/her academic and practical learning in music therapy by the end of their second year to continue in the program.**

1. Musi 1133, 1130L, 1143, 1140L, 1253, 1263, 2133, 2130L, 2143, 2140L, 2163 (21h)
2. Music 1563, 2573, 3563, 3560L, 3573, 3570L, 3583, 4563, 4560L, 4573, 4570L, 4583 (24h)
3. Music 1666, 2666, 4663(15h)
4. Music 1713, 1723, 1733, 2083, 3553, 4533 (18h)
5. 6h English and 6h History (12h)
6. Psyc 1013, 1023, 2113, 2153 plus 6h additional Psychology; Biol 1813 (21h)
7. 12h music electives (12h)
8. 12h non-music electives (12h)

First year music therapy students will take Musi 1600 and one section of either Musi 2701 or 2800. Students in each subsequent year will take one section of Musi 2701. Students must successfully complete both the fall and winter terms of each ensemble. (6h)

## **FACULTY OF PURE AND APPLIED SCIENCE**

### Department of Biology

#### **Form 1 – New course proposal**

**BIOL 3883 CHEMICAL ECOLOGY** Chemical Ecology examines the roles of chemical cues in the lives of animals, plants and microbes, including informative roles, such as mate location, navigation, sociality, resource procurement and defense. Topics will include relationships between chemical cues and environmental issues, including applied aspects and physiological processing of chemicals by organisms. Prereq: Biol Core, Chem 2513

#### **Form 3 – Proposed Modification to an Existing Course**

Change in prereq

**BIOL3553 IMMUNOLOGY** An introduction to the fundamental concepts of the defences of mammals and other organisms at the molecular, cellular and system levels. Topics include the organization and regulation of the immune system, cellular interactions among immune system components, immune dysfunction, and specific immune responses against pathogenic viruses, bacteria, fungi, and protozoan and metazoan parasites. (3h lab) Prereq: Biol 2013, 2053 with C- or better in both

#### **BECOMES**

**BIOL3553 IMMUNOLOGY** An introduction to the fundamental concepts of the defences of mammals and other organisms at the molecular, cellular and system levels. Topics include the organization and regulation of the immune system, cellular interactions among immune system components, immune dysfunction, and specific immune responses against pathogenic viruses, bacteria, fungi, and protozoan and metazoan parasites. (3h lab) Prereq: Biol 2013, 2053 and 2073.

Change in calendar description, prereq

**BIOL 3573 APPLIED AND ENVIRONMENTAL MICROBIOLOGY** The Earth could not support life without the activities of microorganisms. This course will examine the essential roles microbes play in the biosphere, the unusual and surprising ways they have adapted to harsh niches, and how humans are increasingly exploiting their biochemical abilities in food production, water purification, medicines, soil improvement and energy recovery. (3h lab) Prereq: Biol 2053 with C- or better

#### **BECOMES**

**BIOL 3573 APPLIED AND ENVIRONMENTAL MICROBIOLOGY** Earth could not support life without the activities of microorganisms. This course will examine the essential roles that microbes play in the biosphere, the unusual and surprising ways that they have adapted to harsh niches, and how humans are increasingly exploiting their biochemical abilities in food production, water purification, medicines, soil improvement and energy recovery. (3h lab) Prereq: Biol 2053; Biol 2013 or permission of instructor

Change in prereq

**BIOL 3583 EUKARYOTIC MICROBIOLOGY** An introduction to the structure, function, evolution and biodiversity of unicellular eukaryotic organisms, including protozoa, microbial fungi and unicellular algae. The ecology of free-living eukaryotic microbes and the immune responses of humans and other animals against pathogenic species will be discussed in detail. Laboratories include experiments with live protozoa and microscopical observations of prepared microbes. (3h lab) Prereq: Biol 1113/1123, 2053

#### **BECOMES**

**BIOL 3583 EUKARYOTIC MICROBIOLOGY** An introduction to the structure, function, evolution and biodiversity of unicellular eukaryotic organisms, including protozoa, microbial fungi and unicellular algae. The ecology of free-living eukaryotic microbes and the immune responses of humans and other animals against pathogenic species will be discussed in detail. Laboratories include experiments with live protozoa and microscopical observations of prepared microbes. (3h lab) Prereq: Biol 2013, 2043, 2053 and 2073

Change in calendar description, course title, prereq

**BIOL 4113 ICHTHYOLOGY** The evolution and biology of fishes. Topics include functional morphology, adaptive radiation, ecology and zoogeography. Labs emphasize morphology and identification. Field trips required. (3h lab) Prereq: Biol 3113

#### **BECOMES**

**BIOL 4113 FISH BIOLOGY AND FISHERIES** This course will cover two topic areas. Fish biology topics will include functional morphology, evolution, behaviour, and zoogeography of marine and freshwater fishes. Commercial and recreational fisheries topics will include population biology, conservation, socio-economics, and fisheries science on local to global scales. Labs will emphasize morphology and identification of fishes, and the application of fisheries science. (3h lab). Prereq: Biol 2073 plus one of Biol 2563, Biol 3113, Biol 3373, or Biol 4543, or permission of instructor

Change in calendar description, course title, prereq

**BIOL 4543 ESTUARINE ECOLOGY** The physical, chemical and biological features of estuarine waters. Uses, abuses and rehabilitation of estuaries will be discussed. Field work on nearby estuaries is required. (3h lab) Prereq: Biol 3373 or permission of dept.

#### **BECOMES**

**BIOL 4543 COASTAL AND ESTUARINE ECOLOGY** The physical, chemical and biological features and processes of coastal and estuarine waters. Ecosystem health indicators and impacts of pollutants, invasive species, tidal energy extraction, rehabilitation of coastal wetlands and estuaries, and other anthropogenic activities will be discussed. Field work on nearby shores and estuaries is required. (3h lab) Prereq: Biol 2073

### **Form 4 – Modification to a program**

Program modification # 1

To change the preamble of the Biology program description to specifically state that prerequisite courses require a minimum grade of C- to qualify as a prerequisite. Although there is a minimum grade requirement of C- for a course to count toward major credit, there is not a parallel requirement for a minimum grade of C- for prerequisite courses. **This can result in an asymmetry where a course that does not qualify for major credit can qualify as a prerequisite. This proposal will mitigate that asymmetry.**

Biology core: Biol 1113, 1123, 2013, 2043, 2053, and 2073 (18h). All biology Majors must take at least 6h in chemistry, preferably in the first year. A Minor in the areas of chemistry, physics, or geology must include at least 6h in a course which has a laboratory component to that course.

Add the following wording: **A minimum grade of C- is required for a biology course to be used as prerequisite for any other biology course. See course descriptions for prerequisites.**

From page 93 Courses Descriptions:

\* Credit cannot be obtained for both Biol 1113/1123 and Biol 1813/1823. However, students who have taken 1813/1823 and are subsequently transferring to the biology major may use these as science electives. Completion of the Biology major/honours requires that students must take Biol 1113 and

1123, but these courses may be taken concurrently with upper level courses.

\* Major credit cannot be obtained for both Biol 3173/3183 and Biol 2823 although Biol 2823 can be used as a science elective. Biology majors usually take Biol 3173/3183.

\* Major credit is also given for Chem 2713, 3723, 4713, 4723, and Geol 2213.

Add the following wording: \* **A minimum grade of C- is required for a biology course to be used as prerequisite for any other biology course. See course descriptions for prerequisites.**

Current Preamble:

Credit cannot be obtained for both Biol 1113/1123 and Biol 1813/1823. However, students who have taken 1813/1823 and are subsequently transferring to the biology major may use these as science electives. Completion of the Biology major/honours requires that students must take Biol 1113 and 1123, but these courses may be taken concurrently with upper level courses.

### **BECOMES**

Credit cannot be obtained for Biol 1813/1823 and Biol 1853/1863, as they are anti-requisites. Biology majors cannot obtain credit for Biol 1813/1823 or Biol 1853/1863. However, students who have taken Biol 1813 and Biol 1823 or Biol 1853 and 1863 and who subsequently transfer into biology may get science electives for these courses. Completion of the Biology major/honours requires that students must take Biol 1113 and 1123, but these courses may be taken concurrently with upper level courses.

Program modification # 2

Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. Briefly state the reason for requesting this modification. Please be specific

- Increase the number of required 3000-4000 level courses required for a Major in Biology from 6 to 8.
- Students often fill their required courses with 2000 level courses. The Biology Department has one of the lowest upper level course requirements in the Maritimes. This will make a BSc in Biology more rigorous.

**Biology core:** Biol 1113, 1123, 2013, 2043, 2053, and 2073 (18h). All biology Majors must take at least 6h in chemistry, preferably in the first year. A Minor in the areas of chemistry, physics, or geology must include at least 6h in a course which has a laboratory component to that course.

**Bachelor of Science with Major in Biology** (120h): The biology core and an additional 30h or 27h or 24h biology depending upon the Minor (18h of which are to be at the 3000-4000 level and include at least 3h from the biodiversity stream\*). Math 2233, 2243 (6h); 6h chemistry, all with a minimum grade of C-

**Biodiversity Stream:** Biol 3013, 3073, 3113, 3123, 3243, 3293, 3373, 3843, 4113, 4123, 4153, 4163, 4213, 4543.

**Bachelor of Science with Honours in Biology** (120h) : The biology core and Biol 4023 and 4996 (27h) and 18h additional biology (48h) (15h of which are to be at the 3000-4000 level and include at least 3h from the biodiversity stream \*) completed with a minimum grade of B-. Math 2233, 2243 and 6h chemistry, completed with a minimum grade of C-. All students will take an oral comprehensive examination and defend a thesis during the fourth year of study.

**Bachelor of Science with Double Major:**

1. Biology as first Major: The biology core and 24h additional biology (18h of which are to be at the 3000-4000 level and include at least 3h from the biodiversity stream \*), (42h); 6h chemistry; Math 2233, 2243 (6h)
2. Biology as second Major: Biol 1113, 1123, 2013, 2073, 2043 or 2053 and 15h additional biology (12h of which are to be at the 3000-4000 level and include at least 3h from the biodiversity stream\*) (30h)
3. Biology with second Major in nutrition: 30h Nutrition in consultation with the Director of the School of Nutrition and Dietetics. Biology core; 18h additional biology (12h of which must be at the 3000-4000 level) (36h)

## **BECOMES**

**Biology core:** Biol 1113, 1123, 2013, 2043, 2053, and 2073 (18h). All biology Majors must take at least 6h in chemistry, preferably in the first year. A Minor in the areas of chemistry, physics, or geology must include at least 6h in a course which has a laboratory component to that course.

**Bachelor of Science with Major in Biology** (120h): The biology core and an additional 30h or 27h or 24h biology depending upon the Minor (24h, 21h or 18h respectively of which are to be at the 3000-4000 level and include at least 3h from the biodiversity stream\*). Math 2233, 2243 (6h); 6h chemistry, all with a minimum grade of C-

**Biodiversity Stream:** Biol 3013, 3073, 3113, 3123, 3243, 3293, 3373, 3843, 4113, 4123, 4153, 4163, 4213, 4543.

**Bachelor of Science with Honours in Biology** (120h): The biology core, Biol 4023, and 4996 (27h) and 21h additional biology (48h) at the 3000-4000 level, including at least 3h from the biodiversity stream\* completed with a minimum grade of B-. Math 2233, 2243 and 6h chemistry, completed with a minimum grade of C-. All students will take an oral comprehensive examination and defend a thesis during the fourth year of study.

## **Bachelor of Science with Double Major:**

1. Biology as first Major: The biology core and 24h additional biology (24h of which are to be at the 3000-4000 level and include at least 3h from the biodiversity stream \*), (42h); 6h chemistry; Math 2233, 2243 (6h)
2. Biology as second Major: Biol 1113, 1123, 2013, 2073, 2043 or 2053 and 15h additional biology (12h of which are to be at the 3000-4000 level and include at least 3h from the biodiversity stream\*) (30h)
3. Biology with second Major in nutrition: 30h Nutrition in consultation with the Director of the School of Nutrition and Dietetics. Biology core; 18h additional biology (12h of which must be at the 3000-4000 level) (36h)

## Department of Chemistry

### **Form 3 – Proposed Modification to an Existing Course**

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.

#### **BECOMES**

**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 lab-based chemistry courses with grades of C- or better; requires permission of the department and the availability of a suitable research supervisor

#### **Form 4 – Proposed Modification to a Program**

##### **Delete: Chemistry as the Second Major:**

Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. **Delete the “Chemistry as the Second Major:” section**

Briefly state the reason for requesting this modification. Please be specific.

This section is a remnant of the old “BSc with Double Major (Chemistry with Biochemistry and Molecular Biology)” program which was accidentally left in the calendar when the program was deleted.

#### **Form 4 – Proposed Modification to a Program**

##### **Delete: BA with Major in Chemistry:**

Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. Delete the “BA with Major in Chemistry” program

Briefly state the reason for requesting this modification. Please be specific.

- a) The BA with Major in Chemistry is no longer listed as one of the programs in the Faculty of Arts.
- b) As listed in the current Calendar, the BA with Major in Chemistry (36h chosen in consultation with the Department) does not meet the requirements of the BA (a minimum of 42h in one subject).
- c) Furthermore, we have only had one graduate from this program during the past 10 years.

#### **Form 4 – Proposed Modification to a Program**

Changes to the chemistry double major with chemistry as the first major; changes to the BSs double major with chemistry as second major:

Briefly (in one paragraph) outline the nature of the changes you are requesting to your program.

- a) Reduce the chemistry course requirements for chemistry double majors with chemistry as the first major by 3h to 39h from 42h.
- b) Change the math requirement for BSs double major with 2nd major in chemistry from Math 1013/1023 to Math 1013/1023 or Math 1213/1223 or Math 2233/2243.

Briefly state the reason for requesting this modification. Please be specific.

- a) The purpose of reducing it is to better differentiate the majors (48h), double major with chemistry as the first major (39h after change) and double major with chemistry as the second

major (30h), make the program more flexible, and attract more students into this stream. The proposed change exceeds the minimum number of hours (36h) required for the first major in a double major program established by FPAS. For comparison, below are listed the required hours in the first major for the following double major programs at Acadia:

Physics:	36 h
Biology:	42 h
Math:	42 h
Geology:	42 h
Psychology:	39 h

- b) Although math is important for many chemistry courses, double majors that come from life sciences usually avoid the physical chemistry courses that actually use calculus. Furthermore, other math courses such as stats are arguably more valuable for disciplines such as analytical chemistry, which many double majors take.

#### Bachelor of Science with Double Major

1. Chemistry as first Major: Chem 1113/1123 or 1013/1023, 2303, 2513, 2813, 27h additional chemistry of which 18h must be at the 3000 level or above, chosen in consultation with the chemistry department (42h); Math 1013, 1023 (6h); Phys 1013/1023 or 1053/1063 (6h)
2. Chemistry as second Major: 30h chemistry chosen in consultation with the chemistry department (30h); Math 1013/1023

#### **BECOMES**

#### Bachelor of Science with Double Major

1. Chemistry as first Major: Chem 1113/1123 or 1013/1023, 2303, 2513, 2813, 24h additional chemistry of which 18h must be at the 3000 level or above, chosen in consultation with the chemistry department (39h); Math 1013/1023 (6h); Phys 1013/1023 or 1053/1063 (6h)
2. Chemistry as second Major: 30h chemistry chosen in consultation with the chemistry department (30h); Math 1013/1023 or Math 1213/1223 or Math 2233/2243

#### **Form 4 – Proposed Modification to a Program**

Reduce the chemistry course requirements for chemistry double majors with chemistry as the first major by 3h to 39h from 42h.

#### Bachelor of Science with Major in Chemistry

1. Chem 1113, 1123, 2103, 2303, 2513, 2533, 2713, 2813, 3103, 3303 or 3313, 3513, 3523, 3823; 3990, 3113 or 3143 and 6h additional chemistry at the 4000-level (48h)
2. Math 1013, 1023, 2013 or 2753, 3h mathematics elective (12h)
3. Phys 1013, 1023 (6h)

The BScH and BSc (Chemistry) programs satisfy the accreditation requirements for membership in the Chemical Institute of Canada.

#### **BECOMES**

Chemistry core: Chem 1113, 1123, 2103, 2303, 2513, 2533, 2713, 2813, 3103, and 3523 (30h)

#### Bachelor of Science with Major in Chemistry

1. The chemistry core and an additional 18h at the 3000-4000 level with a minimum of 3h at the 4000 level (48h)
2. Math 1013, 1023, 2013 or 2753, 3h mathematics elective (12h)
3. Phys 1013, 1023 (6h)

The BScH and BSc (Chemistry) programs satisfy the accreditation requirements for membership in the Chemical Institute of Canada.

#### **Form 4 – Proposed Modification to a Program**

- Introduce the idea of chemistry core, similar to biology and geology.
- Delete the “One course (3h) completed with a C+ grade may be replaced by an additional elective chemistry completed with a B- grade or better” statement.
- Increase the chemistry course requirements for the BScH program by 3h to 57h (from 54h).

Briefly (in one paragraph) outline the nature of the changes you are requesting to your program.

- a) Introduce the idea of chemistry core, similar to biology and geology.
- b) Delete the “One course (3h) completed with a C+ grade may be replaced by an additional elective chemistry completed with a B- grade or better” statement.
- c) Increase the chemistry course requirements for the BScH program by 3h to 57h (from 54h).

Bachelor of Science with Honours in Chemistry

1. Chem 1113, 1123, 2103, 2303, 2513, 2533, 2713, 2813, 3103, 3113, 3303 or 3313, 3513, 3523, 3823, 3990, 4996 and 6h additional chemistry at the 4000-level (54h)
2. Math 1013, 1023, 2013 or 2753, 2023 or 2723 (12h)
3. Phys 1013, 1023 (6h)

One course (3h) completed with a C+ grade may be replaced by an additional elective chemistry completed with a B- grade or better.

#### **BECOMES**

Chemistry core: Chem 1113, 1123, 2103, 2303, 2513, 2533, 2713, 2813, 3103, and 3523 (30h)

1. The chemistry core and Chem 3113 and 4996 and an additional 18h at the 3000-4000 level with a minimum of 3h at the 4000 level (57h)
2. Math 1013, 1023, 2013 or 2753, 2023 or 2723 (12h)
3. Phys 1013, 1023 (6h)

The BScH and BSc (Chemistry) programs satisfy the accreditation requirements for membership in the Chemical Institute of Canada.

#### Jodrey School of Computer Science

#### **Form 3 – Proposed Modification to an Existing Course**

Change in calendar description

COMP 1113 COMPUTER PROGRAMMING 1

Topics include object-oriented programming, algorithms and problem-solving, declarations and types, fundamental programming constructs and data structures, fundamental techniques in graphics, software tools and environments. Emphasis on designing, coding, debugging, and documenting code, using techniques of good programming style. Lecture and lab.

**BECOMES**

**COMP 1113 COMPUTER PROGRAMMING 1**

Introduction to the field of computer science and computer programming. Topics include fundamental programming constructs, algorithms, and problem-solving. Lecture and lab. No programming experience required.

Change in calendar description

**COMP 1123 COMPUTER PROGRAMMING 2** Topics include event-driven programming, subclasses and inheritance in object-oriented programming, introduction to algorithm analysis, recursion, file processing, internal searching and sorting methods, simple data structures, software requirements, specifications, and validation. Lecture and lab. Prereq: Comp 1113 with C- or better

**BECOMES**

**COMP 1123 COMPUTER PROGRAMMING 2** Topics include object-oriented programming, declarations and types, fundamental techniques in graphics, event-driven programming, subclasses and inheritance in object-oriented programming, recursion, and file processing. Lecture and lab. Prereq: Comp 1113 with C- or better

Department of Earth and Environmental Science

**Form 1 – Proposed New Course**

**ENVS 3503 CRITICAL PERSPECTIVES ON SOCIAL AND ECOLOGICAL SCALE** The course provides students with the tools to a) think critically about interactions between social and biophysical systems, b) understand critical perspectives on scale and boundaries, and c) highlight questions of scale as they relate to interdisciplinary, topical problems. Foundational reading in scalar theory informs course investigations on topics that include local/global interactions, transboundary resource governance, and the politics of protected areas. Prereq: Open to all ESST and ENVS majors who have completed 54 credit hours.

**Form 2 – Proposed Course Deletion**

**GEOL 1053 COASTAL OCEANOGRAPHY**

**GEOL 3213 MICROPALAEONTOLOGY**

**Form 3 – Proposed Modification to an Existing Course**

Change in course description, removal of lab

**ENVS 1013 INTRODUCTION TO ENVIRONMENTAL SCIENCE 1** This course introduces students to the interdisciplinary nature of environmental science and the skills necessary for success in the discipline. It integrates fundamental science concepts from a number of disciplines (e.g. earth science, chemistry, biology, atmospheric science) and examines current environmental issues (e.g. global warming, acidification, deforestation, contaminants) within a multidisciplinary scientific context. (3h lab) Restricted to Envs majors.

**BECOMES**

**ENVS 1013 INTRODUCTION TO ENVIRONMENTAL SCIENCE 1** This course introduces students to the interdisciplinary nature of environmental science and the skills necessary for success in the

discipline. It integrates fundamental science concepts from a number of disciplines (e.g. earth science, chemistry, biology, atmospheric science) and examines current environmental issues (e.g. global warming, acidification, deforestation, contaminants) within a multidisciplinary scientific context. Restricted to Envs majors.

Change in course title

**GEOL 4803 ECONOMIC GEOLOGY 1 – MINERAL DEPOSITS**

The nature, occurrence and origin of mineral deposits, with emphasis on metallic deposits. (3h lab)

Prereq: Geol 3403, 3603

**BECOMES**

**GEOL 4803 MINERAL DEPOSITS** The nature, occurrence and origin of mineral deposits, with emphasis on metallic deposits. (3h lab) Prereq: Geol 3403, 3603

Change in calendar description

**GEOL 4813 - MINERAL EXPLORATION** Introduction to mineral exploration techniques, economic deposit evaluation strategies, and mining and processing methods. (3h lab) Prereq: Geol 4803

**BECOMES**

**GEOL 4813 - MINERAL EXPLORATION** Introduction to mineral exploration techniques, economic deposit evaluation strategies, and mining and processing methods. Offered only when the corresponding graduate course Geol 5883 is taught. (3h lab) Prereq: Geol 4803

Department of Mathematics and Statistics

**Form 1 – Proposed New Course**

**MATH 3803 MATHEMATICS OF LIFE CONTINGENCIES 1** An introduction to the mathematics of life contingencies. Topics include: Life insurance, survival models, life tables and selection, insurance benefits, annuities, premium calculation, and policy values. The course is designed to prepare students for the MLC exam of the Society of Actuaries. Prereq or Coreq: Math 3213

**MATH 3813 ACTUARIAL MODELS 1** An introduction to the construction and evaluation of Actuarial models. Topics include: measures of risk, continuous and discrete actuarial models, coverage modifications, aggregate loss models. The course is designed to prepare students for the C exam of the Society of Actuaries. Prereq or Coreq: Math 3213

**MATH 3823 MODELS FOR FINANCIAL ECONOMICS** Interest rate models, valuation of derivative securities, arbitrage and put-call parity, option pricing using the binomial and Black-Scholes models, cash flow characteristics of exotic options, diffusion processes, Itô's lemma, simulation, risk management techniques. The course is designed to prepare students for the MFE exam of the Society of Actuaries. Prerequisite: Math 2633, 3213

**MATH 4803 MATHEMATICS OF LIFE CONTINGENCIES 2** Further topics in the mathematics of life contingencies. Topics include: multiple state models, pension mathematics, emerging costs for traditional life insurance and equity-linked insurance, option pricing, and embedded options. The course is designed to prepare students for the MLC exam of the Society of Actuaries. Prereq: Math 3803

**MATH 4813 ACTUARIAL MODELS 2** Further topics on construction and evaluation of Actuarial models. Topics include: construction of empirical models, estimation for complete or modified data, parametric estimation methods, model selection, credibility, and simulation. The course is designed to prepare students for the C exam of the Society of Actuaries. Prereq: Math 3813

## Form 2 – Proposed Course Deletion

MATH 1503 CONTEMPORARY MATHEMATICAL CONCEPTS

MATH 4243 ADVANCED STOCHASTIC PROCESSES

MATH 4763 SIGNAL APPROXIMATION AND ANALYSIS

## Form 3 – Proposed Modification to an Existing Course

Change in calendar description

MATH 1013 INTRODUCTORY CALCULUS I Limits, tangent lines and derivatives. Applications of the derivative to rates, extrema and curve sketching. The definite integral and its applications to determining area. (3h lecture, 1.5h studio) Prereq: 60% or better in NS Precalculus (or equiv) OR 60% or better in Math 0120. Satisfactory performance in diagnostic test is additionally required.

### **BECOMES**

MATH 1013 INTRODUCTORY CALCULUS I Limits, tangent lines and derivatives, exponential, logarithmic and inverse functions. Application of the derivative to rates, extrema, curve sketching, indeterminate forms. Hyperbolic functions and parametric curves if time permits.(3h lecture, 1.5h studio) Prereq: 60% or better in NS Precalculus (or equiv) OR 60% or better in Math 0120. Satisfactory performance in diagnostic test is additionally required.

Change in calendar description

MATH 1023 INTRODUCTORY CALCULUS II Exponentials and logarithms, techniques of integration, volumes and arc length, indeterminate forms, improper integrals, polar coordinates. (3h lecture, 1.5h studio) Prereq: Math 1013. It is strongly recommended that Math 1013 be completed in the previous semester

### **BECOMES**

MATH 1023 INTRODUCTORY CALCULUS II Antiderivatives, the Fundamental Theorem of Calculus, techniques of integration, applications such as volumes, arc length, improper integrals, sequences, series, power series, Taylor series, Taylor polynomials. (3h lecture, 1.5h studio) Prereq: Math 1013. It is strongly recommended that Math 1013 be completed in the previous semester.

Change in calendar description

MATH 2013 ADVANCED CALCULUS Functions of several variables. Partial differentiation and applications. Vectors in  $R^2$  and  $R^3$ . Multiple and iterated integrals. Polar coordinates, spherical and cylindrical coordinates and multiple integrals. Change of variable in multiple integrals. Vector-valued functions and vector calculus. (**3hr lecture, 1.5 hr studio**) Prereq: Math 1023 with C- or better

### **BECOMES**

MATH 2013 ADVANCED CALCULUS Functions of several variables. Partial differentiation and applications. Vectors in  $R^2$  and  $R^3$ . Multiple and iterated integrals. Polar coordinates, spherical and cylindrical coordinates and multiple integrals. Change of variable in multiple integrals. Vector-valued functions and vector calculus. (**4.5hr lecture/studio combined**) Prereq: Math 1023 with C- or better

Change in calendar description

MATH 2753 MULTIVARIATE CALCULUS FOR APPLIED SCIENCE Topics will include systems of linear equations, matrix algebra, vectors in 2- and 3-space. Functions of several variables, partial derivatives. Vector-valued functions, space curves, arc length, curvature. Multiple and iterated integrals in rectangular, cylindrical, and spherical coordinates. Scalar and vector fields, line integrals, calculus of vector functions. (4.5h lecture) Prereq: Math 1023

### **BECOMES**

MATH 2753 MULTIVARIATE CALCULUS FOR APPLIED SCIENCE

This course covers the calculus of vector-valued functions and functions of several variables. Topics include: vectors, dot product, cross product, parameterized curves, arc length, differentiation and integration of vector-valued functions, partial derivatives, optimization including Lagrange Multipliers, multiple integrals, change of variables in multiple integrals, vector fields, line integrals, surface integrals, Green's, Stokes' and Divergence Theorems. (4.5h lecture/studio combined) Prereq: Math 1023

Change in calendar description

MATH 3533 REAL ANALYSIS I Set theory, countability, the real number system, sequences, limits, series, functions, continuity, point set topology on the real line, the Riemann Integral, differentiation.

Prereq: Math 2013 or 2753

**BECOMES**

MATH 3533 REAL ANALYSIS I The emphasis in this course is on a rigorous examination of the theory underlying calculus. Topics include set theory, countability, the real numbers as a complete and totally ordered field, convergence of sequences, convergence of functions, continuity, derivatives.

Prereq: Math 2013 or 2753

Change in calendar description

MATH 4513 INTRODUCTORY TOPOLOGY Topological spaces; closure, interior, and boundary; bases; mappings and continuity; compactness and covering; connectedness; product spaces; metric spaces; completeness; applications. Prereq: Math 3533

**BECOMES**

MATH 4513 INTRODUCTORY TOPOLOGY Topics include topological spaces and metric spaces; closure, interior, boundary; bases for a topology; mappings and continuity; compactness and coverings; connectivity; product and quotient spaces. Additional topics such as the classification of surfaces, homotopy theory, and the fundamental group, if time permits. Prereq: Math 3533

Change in prereq

MATH 4233 STATISTICAL CONSULTING The course aims to develop broad guidelines for a comprehensive approach to data analysis. Topics include data preparation, outlier detection and exploratory data analysis. Criteria for the selection of suitable methodologies are discussed as well as model validation methods and empirical evaluation methods. The course will be based largely on case studies. Prereq: 6h from Math 3233, 3253, 3263, 3273, 3283, 3293; Coreq: 3h statistics course from above list

**BECOMES**

MATH 4233 STATISTICAL CONSULTING The course aims to develop broad guidelines for a comprehensive approach to data analysis. Topics include data preparation, outlier detection and exploratory data analysis. Criteria for the selection of suitable methodologies are discussed as well as model validation methods and empirical evaluation methods. The course will be based largely on case studies. Prereq: 6h from Math 3233, 3253, 3263, 3273, 3283, 3293, 3h of which may be taken concurrently.

## **Form 5 – New Program Proposal**

### **Bachelor of Science in Actuarial Science**

1. Math 1013, 1023, 1313, 1333, 2013, 2023, 2213, 2223, 2313, 2633 (30h)
2. Math 3213, 3233, 3283, 3633 (12h)
3. at least 3 of Math 3803, 3813, 3823, 4803, 4813 (9h)
4. Busi 1013, 2013, 2223, 2233, 3243, 3273 (18h)
5. Comp 1113 (3h)

6. Econ 1013, 1023 (6h)

Suggested optional courses: Math 4213, 4223, 4233, Busi 4223, 4233, 4243, Comp 1123.

### School of Nutrition and Dietetics

#### **Form 1 – New Course Proposal**

**NUTR 1353 FOOD COMMODITIES 2 FOR FAMILY STUDIES** A study of the basic scientific principles underlying the processing of food commodities including cereal grains, dairy products, and eggs. Additional topics will include food additives, labelling and food security. Practicum experience will be integrated into the lectures. Students in the Bachelor of Science in Nutrition program will not be eligible to take this course.

**NUTR 3553 PROFESSIONAL PRACTICE IN DIETETICS** An investigation of current professional practice issues as they relate to food, nutrition and dietetic practice. Topics covered in this course will include professional practice concepts; Integrated Dietetic Competencies for Dietetic Education and Practice (ICDEP); standards of dietetic practice in Canada; ethical, legal and regulatory issues related to dietetic practice; inter-professional learning; leadership; conflict resolution, reflective practice and professional development. Prereq: Permission of School

**NUTR 4033 DIETETIC PRACTICUM 1** A 16-week full-time professional practicum in community and institutional settings where, under the supervision of the Acadia Dietetic Internship Coordinator, students work with preceptors to strive for nationally set competencies. Development of a practice-based research project proposal is required. Prereq: Nutr 1313/1323, Nutr 1333/1343 (a minimum B- is needed in all four courses), third year standing and acceptance into the Dietetic Internship Program.

**NUTR 4043 DIETETIC PRACTICUM 2** A 32-week full-time (minimum) professional practicum in community and institutional settings where, under the supervision of the Acadia Dietetic Internship Coordinator, students work with preceptors to achieve nationally set competencies. A practice-based research project and completion of a research seminar are required components of this practicum course. Prereq: Nutr 4033

#### **Form 2 – Proposed Course Deletion**

**NUTR 3500 DIETETIC INTERNSHIP PRACTICUM 1**

**NUTR 4500 DIETETIC INTERNSHIP PRACTICUM 2**

#### **Form 3 – Proposed Modification to an Existing Course**

Change in calendar description

**NUTR 4533 NUTRITION AND DISEASE 1** Epidemiology, pathophysiology and the role of medical nutrition therapy in the management of selected chronic conditions. Practical applications are explored through case studies (3h lab/tutorial). Prereq: Biol 2823, Nutr 3723

#### **BECOMES**

**NUTR 4533 NUTRITION AND DISEASE 1** Epidemiology, pathophysiology and the role of medical nutrition therapy in the management of selected chronic conditions. Practical applications are explored through case studies. Prereq: Biol 2823, Nutr 3723

Change in calendar description

**NUTR 4553 NUTRITION AND DISEASE 1I** A continuation of Nutr 4533. Epidemiology, pathophysiology and the role of medical nutrition therapy in the management of gastrointestinal, renal, hepatic, respiratory diseases and catabolic states will be addressed. Application of parenteral and enteral nutrition support systems will be introduced and applied along with ethical issues in nutrition management of disease. Practical applications are studied in case studies. (3h lab/tutorial). Prereq: Nutr 4533

**BECOMES**

**NUTR 4553 NUTRITION AND DISEASE 2** A continuation of Nutr 4533. Epidemiology, pathophysiology and the role of medical nutrition therapy in the management of gastrointestinal, renal, hepatic, respiratory diseases and catabolic states will be addressed. Application of parenteral and enteral nutrition support systems will be introduced and applied along with ethical issues in nutrition management of disease. Practical applications are studied in case studies. Prereq: Nutr 4533

**Form 4 – Proposed Modification to a Program**

**Bachelor of Science in Nutrition (Honours):** A CGPA of 3.33 or better in 120h is required for honours. A minimum 48h in nutrition courses must each be passed with a B- grade or better. A Minor consists of 12h in another subject, each course passed with a grade of C- or better. A thesis is mandatory. Students in the Kinesiology option may use Kine 3013 and Kine 4333 as part of their nutrition requirement. Admission also requires agreement of a faculty member in the School to supervise the thesis.

**BECOMES**

**Bachelor of Science in Nutrition (Honours):** There are two routes to the Bachelor of Science in Nutrition with Honours. For the first, a CGPA of 3.33 or better in 120h is required for Honours. A minimum 48h in nutrition courses must each be passed with a B- grade or better. A Minor consists of 12h in another subject, each course passed with a grade of C- or better. A thesis is mandatory. Students in the Kinesiology option may use Kine 3013 and Kine 4333 as part of their nutrition requirement. Admission also requires agreement of a faculty member in the School to supervise the thesis.

For the second route to a Bachelor of Science in Nutrition with Honours, completion of Nutr 4033 and Nutr 4043 will satisfy the Honours requirement.

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

1. The nutrition core (27h)
2. Biol 1813, 2053, 2813, 2823 (12h)
3. Chem 1013, 1023, 2513, 2713 or 2773 (12h)
4. Math 1213/1223 or 2233/2243 (6h)
5. Nutr 3513, 3543, 4013, 4023, 4223, 4523, 4553, 4743, 3h Nutr elective (27h)
6. Psyc 1013, 1023 (6h)
7. 6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or instrumental methods, or practical studies) Philosophy, Theology (Theo 3013/23, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)
8. 6h from the Faculty of Arts (6h)
9. 18h university electives (18h)

Students completing this option will meet the eligibility requirements for application to accredited Dietitians of Canada internships.

**BECOMES**

Bachelor of Science in Nutrition (Dietetics option)

1. The nutrition core (27h)
2. Biol 1813, 2053, 2813, 2823 (12h)
3. Chem 1013, 1023, 2513, 2713 or 2773 (12h)
4. Math 1213/1223 or 2233/2243 (6h)
5. Nutr 3513, 3543, 3553, 4013, 4023, 4223, 4523, 4553, 4743 (27h)
6. Psyc 1013, 1023 (6h)
7. 6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or instrumental methods, or practical studies), Philosophy, Theology (Theo 3013/23, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)
8. 6h from the Faculty of Arts (6h)
9. 18h university electives (18h)

Students completing this option will meet the eligibility requirements for application to accredited Dietitians of Canada internships.

**This is all new text:**

Bachelor of Science in Nutrition with second major in Psychology

1. The nutrition core (27h)
2. Psyc 1013, 1023, 2013, 2023, 2113 or 2123, 2133 or 2143 or 2173, 2103 or 2153, 12h additional Psyc (at least 9h of which must be at the 3000/4000 level), completed with a C- or higher (33h)
3. Biol 1813, 2053, 2813, 2823 (12h)
4. Chem 1013, 1023, 2513, 2713 or 2773 (12h)
5. Math 1213/1223 or 2233/2243 (6h)
6. Nutr 3543, 4223, 4523, 6h Nutr electives (15h)
7. 6h selected from English, Art at the 1000-level, Classics, Comparative Religion, a single language other than English, History, Music (not applied, vocal or instrumental methods, or practical studies), Philosophy, Theology (Theo 3013/3023, Bibl 2013/23, Gree 3013/23), or Women's and Gender Studies (6h)
8. 6h from the Faculty of Arts (6h)
9. 3h university elective (3h)

Students in the Bachelor of Science in Nutrition (Dietetics Option) **will not** be able to complete the Bachelor of Science in Nutrition with second major in Psychology in four years.

Department of Physics

**Form 3 – Proposed Modification to an Existing Course**

Change in calendar description

PHYS 3613 EXPERIMENTAL PHYSICS 3 A series of laboratory-based experiments designed to broaden the student's understanding of electric and magnetic fields, optics and modern physics. Among the techniques introduced will be the use of computers for controlling experimental variables and acquiring data. (3h lab for two terms) Prereq: Phys 2213, 2413

**BECOMES**

**PHYS 3613 EXPERIMENTAL PHYSICS 3** A series of laboratory-based experiments designed to broaden the student's understanding of electric and magnetic fields, optics and modern physics. Among the techniques introduced will be the use of computers for controlling experimental variables and acquiring data. (3h lab) Prereq: Phys 2213, 2413

Change in prereq

**PHYS 4443 SOLIDSTATE PHYSICS** A wide range of concepts from general physics are applied to models of perfect crystalline solids. Topics include crystal structure, interatomic forces, lattice dynamics, metals, semiconductors, superconductivity, and magnetism. Prereq: Phys 3343

**BECOMES**

**PHYS 4443 SOLIDSTATE PHYSICS** A wide range of concepts from general physics are applied to models of perfect crystalline solids. Topics include crystal structure, interatomic forces, lattice dynamics, metals, semiconductors, superconductivity, and magnetism. Co-req: Phys 3343

Department of Psychology

**Form 1 – New Course**

**Psyc 1113 Introductory Psychology for Psyc Majors: Experimental Area** An introductory survey of psychology with emphasis on basic processes, including perception, learning, biological bases of behaviour, cognition, and basic research methods. This course is restricted to Psychology majors, and includes a laboratory component. Non-majors should register for Psyc 1013 instead. (1.5 h lab)

**Psyc 1123 Introductory Psychology for Psyc Majors: Applied Area** An introductory survey of psychology with emphasis on social psychology, developmental psychology, abnormal behaviour, psychotherapy, personality and assessment. This course is restricted to Psychology majors, and includes a laboratory component. Non-majors should register for Psyc 1023 instead. (1.5 h lab) Prereq: Psyc 1113 or permission of instructor

**Form 3 – Proposed Modification to an Existing Course**

Change in calendar description, course title and prereq

**PSYC 1013 INTRODUCTORY PSYCHOLOGY: EXPERIMENTAL AREA** An introductory survey of psychology with emphasis on basic processes, including perception, learning, biological bases of behaviour, cognition, and basic research methods.

**BECOMES**

**PSYC 1013 INTRODUCTORY PSYCHOLOGY FOR NON-MAJORS: EXPERIMENTAL AREA** An introductory survey of psychology with emphasis on basic processes, including perception, learning, biological bases of behaviour, cognition, and basic research methods. This course is for non-Psychology majors, and does not include a laboratory component. Psychology majors should register for Psyc 1113 instead.

Change in calendar description, course title and prereq

**PSYC 1023 INTRODUCTORY PSYCHOLOGY: APPLIED AREA** An introductory survey of psychology with emphasis on social psychology, developmental psychology, abnormal behaviour, psychotherapy, personality and assessment. Prereq: Psyc 1013

**BECOMES**

**PSYC 1023 INTRODUCTORY PSYCHOLOGY FOR NON-MAJORS: APPLIED AREA** An introductory survey of psychology with emphasis on social psychology, developmental psychology, abnormal behaviour, psychotherapy, personality and assessment. This course is for non-Psychology majors, and does not include a laboratory component. Psychology majors should register for Psyc 1123 instead. Prereq: Psyc 1013 or Psyc 1113

**PSYC 2013 RESEARCH DESIGN AND ANALYSIS 1** Introduction to empirical research methods used by psychologists. Although experimental methods will be emphasized, other research methods will be discussed in detail. The principal purpose is to help develop an understanding of basic concepts used in psychological research. (1.5h lab) Prereq: Psyc 1013/1023 with C- or better; registration as a Psychology major or Bachelor of Music with concentration in Music Therapy (or permission of the instructor). Prereq or coreq: Math 1213 or 2213 or 2233

**BECOMES**

**PSYC 2013 RESEARCH DESIGN AND ANALYSIS 1** Introduction to empirical research methods used by psychologists. Although experimental methods will be emphasized, other research methods will be discussed in detail. The principal purpose is to help develop an understanding of basic concepts used in psychological research. (1.5h lab) Prereq: Psyc 1113/1123 with C- or better and registration as a Psychology major, or permission of the instructor. Prereq or coreq: Math 1213 or 2213 or 2233

Change in calendar description

**PSYC 2113 ABNORMAL PSYCHOLOGY** A survey of psychopathology theory and research. Categories of disorders based on the Diagnostic and Statistical Manual IV will be reviewed. Case study material will assist in learning defining characteristics, etiology, course, and treatments for such conditions as schizophrenia, neuroses, and personality disorders. Prereq: Psyc 1013 and 1023

**BECOMES**

**PSYC 2113 ABNORMAL PSYCHOLOGY** An overview of psychopathology, focusing on mental disorders as defined by the current version of the Diagnostic and Statistical Manual. Covers the history of abnormal psychology, classification and diagnosis of mental disorders, the main defining features of various disorders (including anxiety disorders, schizophrenia, mood disorders, and personality disorders), and different perspectives on causes and treatment. Prereq: Psyc 1013 and 1023

**PSYC 3193 HEALTH PSYCHOLOGY** The application of psychological principles to promoting health behaviour and to understanding, treating, and preventing illness. Topics include behavioural and psychological factors in illness; personality and disease; coping with acute and chronic illness; adherence to treatment; development and maintenance of health skills; health education and primary prevention programs; stress and stress management; management of pain and discomfort; and the role of the treatment setting. Prereq: Psyc 2113 or 2123

**BECOMES**

**PSYC 3193 HEALTH PSYCHOLOGY** The application of psychological principles to promoting health behaviour and to understanding, treating, and preventing illness. Topics may include behavioural and psychological factors in illness; personality and disease; coping with acute and chronic illness; adherence to treatment; health education and primary prevention programs; stress management; management of pain and discomfort; and the role of the treatment setting. (1.5 h lab) Prereq: Psyc 2023; 2113 or 2123

Change in calendar description, course title, prereq

**PSYC 4073 ADVANCED SEMINAR IN SPECIAL TOPICS IN PSYCHOLOGY** The topic and instructor, which may vary from year to year, will be determined by the department according to the

interest of the instructors and appropriateness to the departmental curriculum. Restricted to juniors and seniors with backgrounds appropriate to the particular subject matter. Prereq: Psyc 2013

**BECOMES**

PSYC 4073 SPECIAL TOPICS IN PSYCHOLOGY The focus and instructor will vary as determined by the department. The topic matter will be of general interest and applicability to all psychology majors. The course will not count towards either the Neuroscience Option or the Applied Option. Prereq: Restricted to third and fourth year students with backgrounds appropriate to the particular subject matter, as determined by the course instructor.

Change in calendar description, prereq

PSYC 4413 SPECIAL TOPICS IN NEUROSCIENCE The focus and instructor will vary as determined by the department. Restricted to students with backgrounds appropriate to the particular subject matter. Prereq: Psyc 2023 and permission of the Psychology Department

**BECOMES**

PSYC 4413 SPECIAL TOPICS IN NEUROSCIENCE The focus and instructor will vary as determined by the department. The topic matter will be of particular interest to students in the Neuroscience Option, and course credit will be granted towards the Neuroscience Option; however, the course is open to any interested students with appropriate background. Prereq: Restricted to third and fourth year students with backgrounds appropriate to the particular subject matter, as determined by the course instructor.

Change in calendar description, prereq

PSYC 4423 SPECIAL TOPICS IN APPLIED PSYCHOLOGY The focus and instructor will vary as determined by the department. Restricted to students with backgrounds appropriate to the particular subject matter. Prereq: Psyc 2023 and permission of the Psychology Department

**BECOMES**

PSYC 4423 SPECIAL TOPICS IN APPLIED PSYCHOLOGY The focus and instructor will vary as determined by the department. The topic matter will be of particular interest to students in the Applied Option, and course credit will be granted towards the Applied Option; however, the course is open to any interested students with appropriate background. Prereq: Restricted to third and fourth year students with backgrounds appropriate to the particular subject matter, as determined by the course instructor.

**Form 4 – Proposed Modification to a Program**

In the description of the Psychology core courses, page 52 of the 2013-2014 calendar for Arts and page 69 for Science, change Psyc 1013 and Psyc 1023 to Psyc 1113 and Psyc 1123, i.e.:

Psychology core (27h):

1. Psyc ~~1013, 1023~~ 1113, 1123, 2013, 2023
2. Math 1213, 1223 or Math 2233, 2243 or Math 2213, 2223
3. 3h from Psyc 2113 or 2123
4. 3h from Psyc 2133, 2143 or 2173
5. 3h from Psyc 2103 or 2153

-----

In the listing of laboratory-based courses, same pages, add Psyc 3193, with an A to indicate it can count towards the Applied Option, i.e.:

Laboratory-based courses: Psyc 3193 (A), 3353 (A), 3363 (A), 3053 (N), 3083 (N), Biol 3063 (N)

-----

In the preamble to the listing of Psychology courses, page 193 of the 2013-2014 calendar, make the following changes:

Psyc 1013 is a prerequisite for Psyc 1023 and both Either Psyc 1013/~~and~~1023 or Psyc 1113/1123 are prerequisites to all 2000-level ~~and higher~~ Psychology courses, with the exception of Psyc 2013/2023, which require Psyc 1113/1123 (or permission of the instructor) as pre-requisites. Psyc 2013 (or Kine 1113) is prerequisite to all 3000/4000 level Psychology courses. 4000-level courses are open only to students who have completed 30 credit hours in Psychology courses.

In the preamble to the listing of Psychology courses, page 193 of the 2013-2014 calendar, make the following changes:

-----

For greater specificity, please note that for the following 2000-level Psychology courses, either Psyc 1013/1023 or Psyc 1113/1123 are acceptable as pre-requisites (note that the specific pre-requisites are not listed with each course description in the print version of the calendar, but are listed in the on-line version of the calendar; the on-line version should be changed):

Psyc 2103  
 Psyc 2113  
 Psyc 2123  
 Psyc 2123  
 Psyc 2133  
 Psyc 2143  
 Psyc 2153  
 Psyc 2163  
 Psyc 2173  
 Psyc 2183

Also please note that although Psyc 1013 and 1023 are not explicitly listed as pre-requisites for any 3000-4000 level Psychology courses in the print version of the calendar, they are listed as pre-requisites for some (not all) 3000-4000 level courses in the on-line version of the calendar. Psyc 1013/1023 should be removed as explicit pre-requisites for all 3000-4000 level Psychology courses in the on-line version of the calendar. The pre-requisites for Psyc 2013/2023 will be changed to be 1113/1123 or permission of the instructor (please see course change forms for those changes). Once students have completed Psyc 2013, it will be assumed they have the appropriate Introductory Psychology background. Psyc 2013 can then serve as the “gatekeeper” course for all upper-year Psychology courses – it will no longer be necessary to check their Introductory Psychology course credentials.

Bachelor of Science with Honours in Psychology (Neuroscience Option) (63 h)

- 1.– 3. Requirements 1 through 3 as listed for the Bachelor of Science with Major in Psychology (Neuroscience Option) (48h)
4. The honours core (15 h)
5. B- or better is required for all course requirements listed in the BSc with Honours in Psychology program.

## **BECOMES**

Bachelor of Science with Honours in Psychology (Neuroscience Option) (63 h)

- 1.– 4. Requirements 1 through 4 as listed for the Bachelor of Science with Major in Psychology (Neuroscience Option) (48h)

4. The honours core (15 h)
5. B- or better is required for all course requirements listed in the BSc with Honours in Psychology program.

#### **Form 4 – Proposed Modification to a Program**

Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. Nutrition and Psychology have consulted and have come up with requirements for Nutrition/Psychology and Psychology/Nutrition double majors. Nutrition is putting through the paperwork for the Nutrition/Psychology double major. The Psychology/Nutrition double major does not require special approval by the Curriculum Committee, because it is covered fine under the general rules for Double Majors within the BSc degree, and within the BSc Psychology major. However, we would like to add one line to the calendar to note that courses for the second major in Nutrition are to be selected in consultation with the Director of the School of Nutrition and Dietetics.

From page 69 of the 2013-2014 calendar, Department of Psychology under Faculty of Pure and Applied Sciences:

#### **BECOMES**

Bachelor of Science with Double Major or Bachelor of Science with Double Minor (39h)

1. The psychology core (27h)
2. 12h additional Psyc, 9h of which must be at the 3000/4000 level
3. C- or better is required in all courses offered to fulfill these requirements.

**Note:** For B.Sc. in Psychology, second Major in Nutrition: Psychology requirements are as above; Nutrition requirement are 30h Nutrition chosen in consultation with the Director of the School of Nutrition and Dietetics.

#### **FACULTY OF PROFESSIONAL STUDIES**

##### School of Business Administration

#### **Form 1 – New Course Proposal**

**BUSI 3383 TAXATION for Corporations** This course focuses primarily on the taxation of corporate income, distributions to owners, rollovers, and the sale of a corporation. Other topics include the taxation of partnerships, trusts, and GST/HST issues. Prereq: Busi 2013 and 2033, with a C- or better

**BUSI 4886 HONOURS APPLIED RESEARCH PROJECT** This course requires the student to conduct a study with a direct, practical application in a business context. The project will be substantial and grounded in theory, and will have a significant written component. The project will be carried out under the guidance of an approved supervisor. Preq: Busi 3483 and 3993 or equivalent and current registration in the honours program

#### **Form 2 – Proposed Course Deletion**

**BUSI 2213 INTRODUCTORY GENERAL FINANCE**

#### **Form 3 – Proposed Modification to an Existing Course**

Change in calendar description

**BUSI 1013 FINANCIAL ACCOUNTING 1** Introduction to financial statements from the user's perspective. Students learn how to read and analyze the income statement, balance sheet and cash flow statement.

**BECOMES**

**BUSI 1013 FINANCIAL ACCOUNTING 1** An introduction to financial statements from both the preparer's and user's perspectives. Students learn how to prepare, read and analyze the income statement, balance sheet and cash flow statement. Students will also learn how financial accounting supports organizational decision making.

**BUSI 2013 MANAGEMENT ACCOUNTING** The development of various accounting concepts as an aid in managerial decisions. An examination of the information provided by financial statements, reports, budgets and other sources of data available to management. The role of accounting in the business environment and its relationship to general decision theory. Prereq: Busi 1013 with C- or better or equivalent

**BECOMES**

**BUSI 2013 MANAGEMENT ACCOUNTING** The development of various accounting concepts as an aid in managerial decisions. An examination of the information provided by financial statements, reports, budgets and other sources of data available to management. The role of accounting in the business environment and its relationship to general decision theory. Prereq: Busi 1013 with C- or better

Change in calendar description

**BUSI 2033 FINANCIAL ACCOUNTING 2** Introduction to financial statements from the preparer's perspective. Topics include accounting concepts and standards underlying the preparation and presentation of financial statements. Double entry recordkeeping, adjusting and closing entries, cash, receivables, inventories, capital assets, payrolls, current and long term liabilities, and shareholders' equity. Prereq: Busi 1013 with C- or better

**BECOMES**

**BUSI 2033 FINANCIAL ACCOUNTING 2** A continuation of the study of introductory financial accounting from both the preparer's and user's perspectives. Students study financial accounting concepts, methods, standards and techniques. Topical coverage includes cash and internal control, receivables, inventories, capital assets, current and long term liabilities, shareholders' equity, and financial statement analysis. Prereq: Busi 1013 with C- or better

**BUSI 2053 INTRODUCTORY GENERAL ACCOUNTING** Introduction to financial statements, including basic analysis, preparation and use in decision making. Prereq: Busi 1703 with C- or better  
Note: This course is not recognized within the BBA program or any program that requires Busi 2033. Credit may not be obtained for both Busi 2033 and Busi 2053.

**BECOMES**

**BUSI 1053 INTRODUCTORY GENERAL ACCOUNTING AND FINANCE** Introduction to accounting and finance, including i) financial statement preparation, basic financial statement analysis and use in decision making ii) cash flow budgeting, ratio analysis, time value of money and general budgeting. Prereq or coreq: Busi 1703 with C- or better. Note: This course is not recognized within the BBA program or any program that requires Busi 1013, 2033 or 2223. Credit may not be obtained for both Busi 2053 and any of Busi 1013, 2033, 2223 or 2233.

**BUSI 2733 ORGANIZATIONAL BEHAVIOUR 1** The behaviour of individuals and groups in organizational settings. The effects of personality, perception, learning and motivation on individual performance. The interaction between individual determinants of behaviour and group dynamics. Prereq: Busi 1703 and Comm 1213 with C- or better or equivalent

**BECOMES**

**BUSI 2733 ORGANIZATIONAL BEHAVIOUR 1** The behaviour of individuals and groups in organizational settings. The effects of personality, perception, learning and motivation on individual performance. The interaction between individual determinants of behaviour and group dynamics. Prereq: Busi 1703 and Comm 1213 with C- or better

**BUSI 3113 COST SYSTEMS** Purposes of cost accounting; cost accumulation and responsibility centres; costing methods for product; process, job-orders, joint-products, by-products, and distribution (marketing); cost analysis and systems for planning, controlling, and decision making. Prereq: Busi 2013 and 2033 with C- or better or equivalent

**BECOMES**

**BUSI 3113 COST SYSTEMS** Purposes of cost accounting; cost accumulation and responsibility centres; costing methods for product; process, job-orders, joint-products, by-products, and distribution (marketing); cost analysis and systems for planning, controlling, and decision making. Prereq: Busi 2013 and 2033 with C- or better

**BUSI 3223 TAXATION** Basic concepts of income taxation and applications to personal and corporate situations. Prereq: Busi 2013 and 2033 with C- or better or equivalent

**BECOMES**

**BUSI 3373 PERSONAL INCOME TAX** This course explores the taxation of income for individuals and strategies to maximize after tax income. The main focus of the course pertains to issues involving residency, various sources of income, deductions, tax credits, tax rates, retirement planning, and income attribution. Prereq: Busi 2013 and 2033 with C- or better.

**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 types of property; employment; marketing; and finance. 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 types of property; employment; marketing; and finance. Prereq: Busi 3613 with C- or better

**BUSI 3723 ORGANIZATIONAL CHANGE** A systems approach to change in organizations, illustrating the interrelationships of structure, technology, individual and group behaviour, and organizational climate. A seminar format is used, with discussion centering on a variety of analyses of organizational change, and a selection of case studies. Prereq: Busi 2733 and 2743 or equivalent

**BECOMES**

**BUSI 3723 ORGANIZATIONAL CHANGE** A systems approach to change in organizations, illustrating the interrelationships of structure, technology, individual and group behaviour, and organizational climate. A seminar format is used, with discussion centering on a variety of analyses of organizational change, and a selection of case studies. Prereq: Busi 2733 and 2743

Change in calendar description

**BUSI 4996 HONOURS THESIS** Preq: Busi 3483 and 3993 or equivalent and current registration in honours program

**BECOMES**

**BUSI 4996 HONOURS THESIS** This course requires the student to propose and carry out a research study under the guidance of an approved supervisor and submit a thesis in accordance with the Program

Guidelines of the student's degree discipline and in a format approved by the Honours Committee of Senate. Preq: Busi 3483 and 3993 or equivalent and current registration in honours program

#### **Form 4 – Proposed Modification to a Program**

##### Delete the following program

Bachelor of Business Administration with Computer Science

**Please note:** Students should notify the School of Business Administration after completing their first year when applying to BBA with Computer Science programs. Students must meet the admission requirements for both BBA and BCS.

1. Required Business courses (45h): see #1 of the requirements for Bachelor of Business Administration.
2. Required non-business courses (21h): Econ 1013, 1023, Math 1413, Math 1613 or Math 1013, Math 2433, Comm 1213, Econ 2613, each completed with a C- grade or better.
3. Required Computer Science courses (18h): Comp 1113, 1123, 2103, 2113, 2203, and 2213.
4. 12h computer science electives; at the 2000+ level (except Comp 2903 and 2913) with at least 6h at the 3000+ level.
5. 15h business or computer science electives. For those in the second-year Core program, Busi 2993 is required and business or computer science electives are reduced to 12h.
6. 9h university electives (business or non-business)
7. A minimum program GPA of 2.67 at the end of each academic year is required to remain in the BBA with Computer Science program.

#### **Form 4 – Proposed Modification to a Program**

Bachelor of Business Administration with Major in Marketing

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with C- grade or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a C- grade or better.
3. Additional required business course from the marketing discipline (3h): Busi 3433.
4. 15h business electives chosen from the following courses in the marketing discipline: Busi 3463, 4403, 4413, 4423, 4433, 4473, 4483, 4543, and 4653 (or equivalents approved by the Business school).
5. 30h non-business electives
6. 12h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 9h.
7. A minimum program GPA of 2.00 is required to be eligible to graduate.

#### **BECOMES**

Bachelor of Business Administration with Major in Marketing

1. Required business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with a grade of C- or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a grade of C- or better.

3. Additional required business course from the marketing discipline (3h): Busi 3433 with a grade of C- or better.
4. 15h business electives chosen from the following courses in the marketing discipline: Busi 3463, 4403, 4413, 4423, 4433, 4473, 4483, 4543, and 4653 (or equivalents approved by the Business school) with a grade of C- or better.
5. 30h non-business electives
6. 12h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 9h.
7. A minimum program GPA of 2.00 is required to be eligible to graduate.

#### Form 4 – Proposed Modification to a Program

##### Bachelor of Business Administration with Major in Entrepreneurship and Innovation

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with C- grade or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a C- grade or better.
3. Additional required business course from the management discipline (9h): Busi 3773, 4773 and 4553.
4. 12h of electives chosen from the following courses in management and related disciplines: Busi 2763, 3853, 3723, 4403, 4613, 4653, Econ 3833 and Idst 2706.
5. 30h non-business electives (27h if Econ 3883 is chosen in 4 above; 24h if Idst 2706 is chosen in 4 above; 21h if both Econ 3883 and Idst 2706 are chosen in 4 above).
6. 9h university electives (business or non-business) (12h if Econ 3883 is chosen in 4 above; 15h if Idst 2706 is chosen in 4 above). For those in the second-year Core program, Busi 2993 is required and the university electives total is reduced by 3h.
7. A minimum program GPA of 2.00 is required to be eligible to graduate.

#### **BECOMES**

##### Bachelor of Business Administration with Major in Entrepreneurship and Innovation

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with a grade of C- or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a grade of C-or better.
3. Additional required business course from the management discipline (9h): Busi 3773, 4773 and 4553, each completed with a grade of C- or better.
4. 12h of electives chosen from the following courses in management and related disciplines: Busi 2763, 3853, 3723, 4403, 4613, 4653, Econ 3833 and Idst 2706, each completed with a grade of C- or better.
5. 30h non-business electives (27h if Econ 3883 is chosen in 4 above; 24h if Idst 2706 is chosen in 4 above; 21h if both Econ 3883 and Idst 2706 are chosen in 4 above).
6. 9h university electives (business or non-business) (12h if Econ 3883 is chosen in 4 above; 15h if Idst 2706 is chosen in 4 above). For those in the second-year Core program, Busi 2993 is required and the university electives total is reduced by 3h.
7. A minimum program GPA of 2.00 is required to be eligible to graduate.

#### **Form 4 – Proposed Modification to a Program**

##### **Bachelor of Business Administration with Major in Business Technology Management**

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with C- grade or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a C- grade or better.
3. Additional required business courses from the management discipline (9h): Busi 3723, 3853 and 4663.
4. Additional required non-business courses from the computer science discipline (12h): Comp 1813, 2863, 3513 and 2853.
5. 6h of additional business electives chosen from the following courses in the management discipline: Busi 3293, 3733, 4553 and 4653.
6. 3h of additional non-business electives chosen from the following courses in the computer science discipline: Comp 1113, 1893, 2903 and 2923.
7. 15h of non-business electives
8. 15h of university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 12h.
9. A minimum program GPA of 2.00 is required to be eligible to graduate.

#### **BECOMES**

##### **Bachelor of Business Administration with Major in Business Technology Management**

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with a grade of C-or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a grade of C-or better.
3. Additional required business courses from the management discipline (9h): Busi 3723, 3853 and 4663 each completed with a grade of C- or better.
4. Additional required non-business courses from the computer science discipline (12h): Comp 1813, 2863, 3513 and 2853.
5. 6h of additional business electives chosen from the following courses in the management discipline: Busi 3293, 3733, 4553 and 4653 each completed with a grade of C- or better.
6. 3h of additional non-business electives chosen from the following courses in the computer science discipline: Comp 1113, 1893, 2903 and 2923.
7. 15h of non-business electives
8. 15h of university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 12h.
9. A minimum program GPA of 2.00 is required to be eligible to graduate.

#### **Form 4 – Proposed Modification to a Program**

##### **Bachelor of Business Administration with Major in Employment Relations**

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with C- grade or better.

2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a C- grade or better.
3. Additional required business course from the management discipline (9h): Busi 3313, 3323, 4313
4. 15h electives chosen from the following courses in management and related disciplines; Busi 3483, 3623, 3723, 3733, 3753, 3763, 4323, 4633, 4933, 4943, Comm 1223 (or alternatives approved by the Business school).
5. 15h of non-business electives chosen from among the following: Econ 3313, 3323; Hist 2403; Psyc 1013, 1023, 2123; Soci 1006, 2223, 3253, 3543; Idst 2253; Wgst 3023.
6. 15h non-business electives
7. 6h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives are reduced to 3h.

## **BECOMES**

### **Bachelor of Business Administration with Major in Employment Relations**

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with a grade of C-or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a grade of C-or better.
3. Additional required business course from the management discipline (9h): Busi 3313, 3323, 4313, each completed with a grade of C- or better.
4. 15h electives chosen from the following courses in management and related disciplines; Busi 3483, 3623, 3723, 3733, 3753, 3763, 4323, 4633, 4663, 4933, 4943, Comm 1223 (or alternatives approved by the Business school), each completed with a grade of C- or better.
5. 15h of non-business electives chosen from among the following: Econ 3313, 3323; Hist 2403; Psyc 1013, 1023, 2123; Soci 1006, 2223, 3253, 3543; Idst 2253; Wgst 3023 (or alternatives approved by the Business school).
6. 15h non-business electives
8. 6h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives are reduced to 3h.
9. A minimum program GPA of 2.00 is required to be eligible to graduate.

## **Form 4 – Proposed Modification to a Program**

### **Bachelor of Business Administration with Major in Accounting**

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with C- grade or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a C- grade or better.
3. Additional required business courses from the accounting discipline (9h): Busi 2033, 3073 and 3083.
4. 15h business electives chosen from the following courses in the accounting and related disciplines: Busi 3113, 3223, 3623, 4013, 4073, 4083, and 4113 (or equivalents approved by the Business school).
5. 30 h non-business electives
6. 6 h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 3h.

7. A minimum program GPA of 2.00 is required to be eligible to graduate.

### **BECOMES**

#### **Bachelor of Business Administration with Major in Accounting**

1. Required business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with a grade of C-or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a grade of C- or better.
3. Additional required business courses from the accounting discipline (9h): Busi 2033, 3073 and 3083 with a grade of C- or better.
4. 15h business electives chosen from the following courses in the accounting and related disciplines: Busi 3113, 3223, 3623, 4013, 4073, 4083, and 4113 (or equivalents approved by the Business school) with a grade of C- or better.
5. 30 h non-business electives
6. 6 h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 3h.
7. A minimum program GPA of 2.00 is required to be eligible to graduate.

### **Form 4 – Proposed Modification to a Program**

#### **Bachelor of Business Administration with Major in Finance**

1. Required business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with C- grade or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a C- grade or better.
3. Additional required courses from business and related disciplines (12h): Busi 2033, Busi 3073 or Econ 2623, Busi 3243 and Busi 3273.
4. 12h business electives chosen from the following courses in the finance discipline: Busi 3213, 3233, 3253, 4223, 4233, 4243 (or alternatives approved by the Business school).
5. 6h non-business electives chosen from the following courses in the economics discipline: Econ 2113 (or 3913), 2623 (if not taken as part of requirement 3 above), 3133, 3143.
6. 24h non-business electives
7. 6h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 3h.
8. A minimum program GPA of 2.00 is required to be eligible to graduate.

### **BECOMES**

#### **Bachelor of Business Administration with Major in Finance**

1. Required business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with a grade of C-or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a grade of C-or better.
3. Additional required courses from business and related disciplines (12h): Busi 2033, Busi 3073or Econ 2623, Busi 3243 and Busi 3273 with a grade of C- or better.

4. 12h business electives chosen from the following courses in the finance discipline: Busi 3233, 3253, 4223, 4233, 4243, 4253 (or alternatives approved by the Business school) with a grade of C- or better.
5. 6h non-business electives chosen from the following courses in the economics discipline: Econ 2113 (or 3913), 2623 (if not taken as part of requirement 3 above), 3133, 3143.
6. 24h non-business electives
7. 6h university electives (business or non-business). For those in the second-year Core program, Busi 2993 is required and university electives is reduced to 3h.
8. A minimum program GPA of 2.00 is required to be eligible to graduate.

### School of Education

#### **Form 1 – New Course Proposal**

**EDUC 42G3 TEACHING AND LEARNING FOR ACTIVISM** This interdisciplinary course, bridging the arts, social studies, science, environmental studies, language arts, and math, will explore from multiple perspectives the teaching of sociocultural, environmental and scientific issues. A variety of pedagogical approaches will be employed in order to help students achieve critical consciousness and co-create new forms of knowledge to become better informed and engaged teachers and citizens in an interconnected world.

**EDUC 42H3 DRAMA AND PERFORMATIVE INQUIRY** Located within Arts scholarship, this course embraces curriculum theory and practice as applied and interwoven. Course emphasis includes: theatre competencies, drama as a vehicle for understanding cultural and global contexts and literacies through character, role, plot and narratives across time and curricular areas, with a dedication to equitable learning spaces.

**EDUC 42J3 PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF EDUCATION** How has education been understood historically and how do these established conceptions of what counts as education resonate today? Drawing on philosophical and historical analysis, this course explores the ideas and practices that have framed and motivated educators, with a particular emphasis on educational controversies, emerging critical conceptions of knowledge and key debates about the purposes of schooling.

**EDUC 42K3 INDIGENOUS EDUCATION AND CULTURALLY RESPONSIVE PEDAGOGIES** This course will provide historical and contemporary overviews of Indigenous education in Canada and create meaningful opportunities for learning about Indigenous ways of knowing and culturally responsive pedagogies.

(to cross-list with WGST)

**EDUC 42L3 SEXUAL ORIENTATION AND GENDER DIVERSITY IN SCHOOLS** This course offers opportunities, through conversing, reading, writing, and presenting, to increase students' understandings of sexual orientation and gender diversity in schools. Specific approaches for inclusive pedagogical practices will be addressed, with opportunities to read and discuss literature for children and youth. Focus will be on the Canadian cultural, historical and legal contexts.

#### **Form 2 – Course Deletion**

EDUC 4013 History of Education  
EDUC 4023 Philosophy of Education  
EDUC 40J3 Critical Analysis of Schooling  
EDUC 41G3 Career Education for Teachers  
EDUC 42C3 Professional Growth Seminar  
EDUC 4423 Psychology of Exceptionality  
EDUC 4343 Classroom Inquiry  
EDUC 4873 Behavioural Difficulties: Prevention and Intervention  
EDUC 4883 Group Counselling  
EDUC 4953 Nature, Methods, Objectives of Counselling  
EDUC 4983 Career Counselling

### **Form 3 – Proposed Modification to an Existing Course**

Change in calendar description

EDUC 4003 FIELD EXPERIENCE 1 A designated block of supervised student teaching. Students work under the supervision of a school-based associate teacher and a School of Education supervisor. The experience involves observation and practice teaching.

#### **BECOMES**

EDUC 4003 FIELD EXPERIENCE 1 The first designated block of supervised student teaching that involves observation, reflection and team teaching under the supervision of a school-based associate teacher and a School of Education supervisor. Students begin to build a personal portfolio that reflects their beginning growth in professional practice.

Change in calendar description

EDUC 40A3 FIELD EXPERIENCE 2 A second designated block of supervised student teaching. Students work under the supervision of a school-based associate teacher and School of Education supervisor. The experience involves observation and practice teaching. Prereq: Educ 4003

#### **BECOMES**

EDUC 40A3 FIELD EXPERIENCE 2 The second block of supervised student teaching. Students continue to observe, reflect and develop professional practice. Under the supervision of a school-based associate teacher and a School of Education supervisor, students take on more responsibility in the classroom in terms of practice teaching. Students continue to develop a personal portfolio that reflects their beginning growth in professional practice.

Change as it is now a required course (No change to the description, etc)

EDUC 40C3 TEACHING MATHEMATICS IN MIDDLE SCHOOL This course builds on Educ 4173 and Educ 4183, focusing especially on mathematics teaching in middle schools. Problem solving, manipulatives, reasoning, and connections with other subject areas will be emphasized. Prereq: Educ 4173 or 4183 with B- or better, or permission of instructor

Change in calendar description, course title

EDUC 4053 EDUCATIONAL PSYCHOLOGY An introduction to selected principles, research findings, and theories of psychology considered relevant to teaching and learning. Topics will include such areas as learning, motivation, memory, development, socialization, and discipline.

#### **BECOMES**

EDUC 4053 CONTEMPORARY ISSUES IN PSYCHOLOGY AND SCHOOLING This course focuses on a range of contemporary topics, including: psychological models underlying curriculum and teaching, learning and self-esteem, gender identity, cyberspace and virtual identity, violence and bullying, and classroom management.

Change in calendar description

**EDUC 4133 ELEMENTARY LANGUAGE ARTS 1** How and why children learn to speak, listen, read and write and the conditions which promote the most effective growth and development of these interrelated language processes. Emphasis is on holistically- based principles and practices of teaching which provide the opportunity to maintain and develop control over children's own language learning, while at the same time sharing their experiences.

**BECOMES**

**EDUC 4133 ELEMENTARY LANGUAGE ARTS 1** This course is about how and why children learn to listen, speak, read, write, view and represent, and the conditions which promote the development of these interrelated dimensions. Emphasis is on holistically-based principles and practices of teaching which provide the opportunity for children to maintain and develop control over their own language learning, while sharing their experiences.

Change in calendar description

**EDUC 41F3 FOUNDATIONS AND CONTEXTS OF SCHOOLING** This course proceeds from a discussion of fundamentals of early philosophy through to a critical examination of the relationship between education and society, utilizing contexts that are derived from philosophy, religion, culture, commerce, ideology, technology, and ethics. Emphasis will be placed on the development and articulation of the individual student's critical belief system of what is fundamentally important in education.

**BECOMES**

**EDUC 41F3 FOUNDATIONS AND CONTEXTS OF SCHOOLING** This course integrates contemporary educational theory into a critical analysis of teaching practice. Course material is located in the scholarly traditions of the philosophy, sociology, and history of education with a particular emphasis on the way that theory and practice are inseparable. Current educational problems are considered in the context of community, sustainability, globalization and exemplary educational practice.

Change in calendar description, course title, now a required course

**EDUC 4203 CONTENT AREA LITERACY FOR SECONDARY SCHOOL** The purpose of Educ 4203 will be to examine theoretical frameworks and applications for practice in the area of literacy in the content areas in the secondary school. There will be specific emphasis upon the various skills required for effective reading in the content areas. Students will be encouraged to develop a critical reflective approach towards the teaching of reading in the content areas.

**BECOMES**

**EDUC 4203 LITERACY ACROSS THE CURRICULUM** This course will examine literacy across the curriculum by exploring the mutual supporting roles of reading and viewing, speaking and listening, and writing and representing as students learn in different subject areas. Students in this course will be encouraged to develop a critical reflective approach regarding the notion of literacy and text.

No changes – just becomes a required course

**EDUC 4233 ELEMENTARY LANGUAGE ARTS 2** This course is a continuation of Educ 4133.  
Prereq: Educ 4133 or its equivalent

**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.

**BECOMES**

**EDUC 42D3 CONNECTING WITH THE CLASSROOM: PRINCIPLES AND PRACTICES**

(SECONDARY) The course aims to assist the secondary pre-practicum student in making the transition from student to professional. The four cornerstones of the course assist secondary students to prepare for teaching by exploring curriculum frameworks, effective classroom community/classroom management strategies, exemplary classroom practice and the importance of relationships (self, peer, teacher, student) in teaching.

**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.

**BECOMES**

**EDUC 42E3 CONNECTING WITH THE CLASSROOM: PRINCIPLES AND PRACTICES**

(ELEMENTARY) The course aims to assist the pre-practicum student in making the transition from student to professional. The four cornerstones of the course assist students to prepare for teaching by exploring curriculum frameworks, effective classroom community/classroom management strategies, exemplary classroom practice and the importance of relationships (self, peer, teacher, student) in teaching.

Change in calendar description

**EDUC 4263 INCLUSIVE EDUCATION: CURRICULUM AND INSTRUCTION** This course takes a curriculum and instruction focus to the education of students in inclusive elementary and secondary classrooms. Particular emphasis is given to the development of appropriate curriculum modifications, teacher competencies, and effective instructional procedures and strategies for teaching in inclusive classrooms.

**BECOMES**

**EDUC 4263 CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS** This course engages with current instructional practices, policies and curriculum related to inclusive schooling. Particular emphasis is given to the development of teacher competencies that support diverse learners.

Change in calendar description, course title, now a required course

**EDUC 4303 CREATIVE ARTS: ELEMENTARY TEACHERS** An introduction to the methodologies most appropriate for the inclusion of creative arts within regular classrooms at the elementary school level. Emphasis will be placed upon the visual arts, drama, and music.

**BECOMES**

**EDUC 4303 CREATIVE ARTS: ELEMENTARY** An introduction to the inclusion of creative arts at the elementary school level. Emphasis will include textual, visual and performative arts.

Change in calendar description, course title

**EDUC 4333 ISSUES IN EQUITY AND INCLUSIVE SCHOOLING** This course will examine issues of equity and implications for education and curriculum. Specific attention is given to assumptions about social justice, individual differences and consequent issues related to inclusive schooling.

**BECOMES**

**EDUC 4333 EQUITY AND INCLUSIVE SCHOOLING** This course examines the foundations of social difference, social justice and equity and their relationship to inclusive education.

Change in calendar description

**EDUC 4383 COMMUNICATIONS AND HUMAN RELATIONS** An introduction to the theory and research underlying the skills of effective interpersonal communication. Training in these skills will be provided with the focus on the classroom setting. The elements of qualitative teacher-student relationships will be studied and students will experience activities designed to enhance their own self-awareness as well as that of school age pupils.

**BECOMES**

**EDUC 4383 COMMUNICATIONS AND HUMAN RELATIONS** This course examines influences of communication style, context, and culture on relationships between school staff members, students, and parents/guardians. It considers verbal and nonverbal, direct and indirect, oral and written communication. Foundations of effective communication and healthy relationships, and processes that enhance or detract from these are considered. In particular, conflict management and resolution approaches such as mediation are explored.

Change in course description, course title

**EDUC 4433 ASSESSMENT** An introduction to educational assessment. Students will explore critical issues surrounding historical, theoretical and pedagogical aspects of assessment, and will be encouraged to apply their understanding in making informed decisions in the classroom.

**BECOMES**

**EDUC 4433 ASSESSING FOR LEARNING AND WELL-BEING** This course introduces students to current perspectives and practices in assessment. While various purposes for assessment are taken up, there is an emphasis on the central purpose of assessment as a support to student academic, social and emotional development in a variety of educational contexts.

Change in course description, course title, becomes a required course

**EDUC 4503 INFORMATION TECHNOLOGY AND EDUCATION** This course provides students with the opportunity to explore ways that information and communication technology can be used to both extend traditional educational practices and enable new ones. Although there will be some opportunity for computer skill development, the emphasis of the course is on educational applications and their implications.

**BECOMES**

**EDUC 4503 DIGITAL LITERACY AND CURRICULUM** This course explores critical digital literacies for the empowerment of sound teaching and learning practices within diverse classroom contexts. Topics include, mobile computing, social media, web-based resources, curriculum integration, instructional and assistive technologies.

**EDUC 4553 VISUAL ARTS: SECONDARY** This course is an introduction to the methodologies most appropriate for the inclusion of the visual arts within regular classrooms. Emphasis will be placed on the six areas of the visual arts process as it appears in the Nova Scotia Curriculum: collage, painting, drawing, sculpture, textiles, and printmaking.

**BECOMES**

**EDUC 4553 CREATIVE ARTS: SECONDARY** An introduction to the inclusion of creative arts at the secondary school level. Emphasis will include textual, visual and performative arts.

Change in calendar description

**EDUC 4923 FIELD EXPERIENCE 3** A third designated block of supervised student teaching. Students work under the supervision of a school-based associate teacher and a School of Education supervisor. The experience involves observation and practice teaching. Prereq: Educ 40A3

**BECOMES**

**EDUC 4923 FIELD EXPERIENCE 3** The third block of supervised student teaching. Working with a school-based associate teacher and a School of Education supervisor, students take on more

responsibility in the classroom with increased independent practice in planning, classroom instruction and assessment. Students continue to develop a personal portfolio that reflects their beginning growth in professional practice.

Change in calendar description

EDUC 4933 FIELD EXPERIENCE 4 A fourth designated block of supervised teaching. Students work under the supervision of a school-based teacher and a School of Education supervisor. The experience involves observation and practice teaching. Prereq: Educ 4923

### **BECOMES**

EDUC 4933 FIELD EXPERIENCE 4 The final block of supervised student teaching. Working with a school-based associate teacher and a School of Education supervisor, students are expected to take on full responsibility in the classroom with independent practice in planning, classroom instruction and assessment. Students complete their professional growth portfolio and present it as a culmination of the four field experiences.

### **Form 4 – Proposed Modification to a Program**

Bachelor of Education (Elementary Education) (60h)

Educ 4003, 40A3, 4053, 41F3, 4133, 4153, 4173, 4243, 4263, 4333, 4433, 4923, 4933, 42C3, 42E3, 15h approved electives

Students who have previously taken a course equivalent to Educ 4053 are not required to take this course and will take an additional 3h in approved electives. Educ 4683 required for international field experience placement as a prerequisite for Educ 4693 and 4673. Educ 4603 is recommended for international field experience placement.

Bachelor of Education (Secondary Education) (60h)

Educ 4003, 40A3, 4053, 41F3, 4263, 4333, 4433, 4923, 4933, 42C3, 42D3, 18h approved electives. All secondary education students must take two of the following combinations of courses: two methods courses in their first teachable area as follows: Social Studies – Educ 4113 and 4613; Science – 4143 and 4643; Mathematics – 4183 and 4783; English – 4353 and 4753; French – Educ 4103 and Educ 4793; Physical Education – Kine 3143 or Educ 4313 and Educ 4703. All secondary education students must also take one methods course in their second teachable area as follows: Social Studies – Educ 4113, Science – 4143, Mathematics – 4183, English – 4353, French – Educ 4103, Physical Education – Kine 3143 or Educ 4313.

Students who have previously taken a course equivalent to Educ 4053 are not required to take this course and will take an additional 3h in approved electives.

Educ 4683 is required for international student teaching placement, as a prerequisite for Educ 4693 and 4673. Educ 4603 is recommended for international field experience placement.

Secondary students with two teachables in one discipline consult with the School of Education for course registration.

### **BECOMES**

Bachelor of Education (Elementary Education) (60h)

Educ 4003, 40A3, 40C3, 4053, 41F3, 4133, 4153, 4173, 4233, 4243, 4263, 42G3, 4303, 4333, 4433, 4503, 4923, 4933, 42E3, 3h approved electives.

Bachelor of Education (Secondary Education) (60h)

Educ 4003, 40A3, 4053, 41F3, 4203, 4263, 4333, 4433, 4503, 4553, 4923, 4933, 42D3, 42G3, 6h approved electives. All secondary education students must take two of the following combinations of courses: two methods courses in their first and second teachable areas as follows: Social Studies – Educ 4113 and 4613; Science – 4143 and 4643; Mathematics – 4183 and 4783; English – 4353 and 4753; French – Educ 4103 and Educ 4793; Physical Education – Kine 3143 or Educ 4313 and Educ 4703.

### School of Recreation Management and Kinesiology

#### **Form 2 – Proposed Course Deletion:**

KINE 1513 FUNDAMENTAL MOVEMENT

#### **Form 3 – Proposed Modification to an Existing Course**

##### Change in Prerequisite:

KINE 2003 ADAPTED PHYSICAL ACTIVITY A study of various physical and mental conditions that require adaptation to meet the individual needs of participants. Includes the knowledge, skill, understanding and appreciation needed by regular kinesiologists to cope with the increasing range of individual differences found in the general population. Prereq: Kine 1413, 2413

##### **BECOMES**

KINE 2003 ADAPTED PHYSICAL ACTIVITY A study of various physical and mental conditions that require adaptation to meet the individual needs of participants. Includes the knowledge, skill, understanding and appreciation needed by regular kinesiologists to cope with the increasing range of individual differences found in the general population. Prereq: Kine 1213, 1413

##### Change in calendar description and prerequisite

KINE 3013 EXERCISE PHYSIOLOGY This course surveys the physiological events associated with exercise and training; the muscular, nervous, cardiovascular and respiratory systems are considered. The physiological basis for endurance, strength, power, speed and flexibility are highlighted. The role of exercise in cardiovascular disease and overfatness is explored. (1.5h lab) Prereq: Kine 1100, 2423

##### **BECOMES**

KINE 3013 EXERCISE PHYSIOLOGY This course surveys the physiological events associated with exercise, training and detraining; the neuromuscular, cardiovascular and respiratory systems are considered. Through lectures and problem based learning activities, topics including thermal stress, altitude, aging, pregnancy, obesity, microgravity, ergogenic aids, and exercise as medicine are explored. (1.5h lab) Prereq: Kine 1013, 1100, 2423

##### Change in calendar description

KINE 3100 CONFERENCE Students are required to attend and participate in 12 hours of conference prior to graduation. A minimum of 6 hours must be off campus. 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.

##### **BECOMES**

KINE 3100 CONFERENCE Students are required to attend and participate in 12 hours of 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

**KINE 3343 FITNESS PROGRAMMING** The nature, values and assessment of human fitness, the fitness levels and related behaviours of Canadians, and current trends and practice in fitness programming in communities, schools, and the workplace. Basic fitness assessment and programming techniques for a wide variety of special populations will be addressed with modifications for a variety of populations. The course content applies to achieving certification as a personal trainer (CSEP-CPT). (1.5h lab) Prereq: Kine 2423 or permission of the School

**BECOMES**

**KINE 3343 FITNESS PROGRAMMING** The nature, fitness levels and related behaviours of Canadians. Basic fitness assessment and current trends for fitness programming techniques will be addressed in generally healthy individuals with modifications for a variety of special populations. The course content applies to achieving certification as a personal trainer (CSEP-CPT). (1.5h lab) Prereq: Kine 2423 or permission of the School

Change in calendar description

**KINE 3413 ASSESSMENT OF ATHLETIC INJURIES – LOWER EXTREMITY**

Prereq: Kine 2023 and permission of instructor

**BECOMES**

**KINE 3413 ASSESSMENT OF ATHLETIC INJURIES – LOWER EXTREMITY** Concepts of orthopedic assessment of different joints are presented. Through systematic musculoskeletal testing, students acquire skills to assess tissue limitations, muscle weakness, and pain. This course focuses on the lower extremity (from toes to pelvis). A practicum allows students to work with varsity teams. Prereq: Kine 2023 and permission of instructor.

Change in calendar description and prerequisite

**KINE 3423 ASSESSMENT OF ATHLETIC INJURIES – UPPER EXTREMITY**

Prereq: Kine 2023 and permission of instructor. Courses provide concepts of orthopedic assessment of different joints. Through systematic musculoskeletal testing, students acquire skills to assess tissue limitations, muscle weakness, and pain. Kine 3413 examines, in both lecture and seminar settings, from toes to pelvis. Kine 3423 examines from fingers to base of lumbar spine. A practicum allows students to work with varsity teams.

**BECOMES**

**KINE 3423 ASSESSMENT OF ATHLETIC INJURIES – UPPER EXTREMITY**

Concepts of orthopedic assessment of different joints are presented. Through systematic musculoskeletal testing, students acquire skills to assess tissue limitations, muscle weakness, and pain. This course focuses on the upper extremity (from fingers to base of lumbar spine). A practicum allows students to work with varsity teams. Prereq: Kine 3413

Change in calendar description, course title, prereq

**KINE 3693 SEMINAR IN HEALTH PROMOTION AND WELLNESS** The course aims to increase the depth and breadth of students' knowledge of issues in health promotion and offers students the opportunity to expand and apply skills they have developed in the area of health promotion and wellness in practical settings. This will be done using a combination of readings and discussion, in-class activities and practicum opportunities. Prereq: Kine 2493

**BECOMES**

**KINE 3693 HEALTH BEHAVIOUR CHANGE** This course draws on peer-reviewed research, real-world examples as well as commentary found in popular media to get students to think critically about the forces that shape health behaviour and engage in activities to help them understand how they can be effective in promoting health behaviour change.

**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

**BECOMES**

**KINE 4563 ADVENTURE EDUCATION** This course will study and explore the use of adventure for educational purposes. By exploring philosophies, theory and methodology, students will design, deliver and participate in effective adventure education programs. The application of adventure education methodology as a tool for human resource development, curriculum enhancement and leisure satisfaction is examined. Prereq: third year standing in BCD/BKIN

**Form 2 – Proposed Course Deletion:**

**RECR 1183 SUSTAINABILITY CONCEPTS AND SYSTEMS**

**RECR 1210 ORIENTATION**

**RECR 1213 FOUNDATIONS OF RECREATION AND LEISURE STUDIES**

**RECR 3153 CRIME & JUSTICE: THE LEISURE PERSPECTIVE**

**RECR 3193 HISTORY OF FITNESS, HEALTH AND WELLNESS**

**RECR 4043 COMMUNITY DEVELOPMENT PROJECT**

Change in course number within the same year, course title, prefix

**RECR 1163 ENVIRONMENTAL AND SUSTAINABLE SOCIETY** This introductory level course is concerned with the wise use of the environment. It explores a range of environmental problems resulting from human activities, concepts for analyzing human impacts on the environment, and strategies for shifting to a sustainable society for individuals, organizations and communities. (open to non-majors)

**BECOMES**

**CODE 1023 ENVIRONMENT AND SUSTAINABLE SOCIETY** This introductory level course is concerned with the wise use of the environment. It explores a range of environmental problems resulting from human activities, concepts for analyzing human impacts on the environment, and strategies for shifting to a sustainable society for individuals, organizations and communities.

Change in course number within the same year, course title, prefix

**RECR 1243 SPORT AND PHYSICAL ACTIVITY IN SOCIETY** This course encourages students to think critically about the nature of sport and physical activity in relation to leisure. Particular attention is placed on how sport and physical activity have become both the products of and producers of dominant contemporary cultures. (open to non-majors)

**BECOMES**

**CODE 1543 CRITICAL PERSPECTIVES OF SPORT AND PHYSICAL ACTIVITY IN SOCIETY** This course encourages students to think critically about the nature of sport and physical activity in relation to leisure. Particular attention is placed on how sport and physical activity have become both the products of and producers of dominant contemporary cultures. (open to non-majors)

Change in course number within the same year, course title, change in course weight, prefix

**RECR 1253 COMMUNITY DEVELOPMENT** An exploration of the characteristics of healthy communities and models of community building as a means to enhance quality of life for individuals and groups. The course takes a systems approach in providing an overview of the principles and strategies for the assessment and development of community wellness, drawing on examples from geographic communities and communities of interest.

**BECOMES**

**CODE 1033 COMMUNITY DEVELOPMENT** An exploration of the characteristics of healthy communities and models of community building as a means to enhance quality of life for individuals

and groups. The course takes a systems approach in providing an overview of the principles and strategies for the assessment and development of community wellness, drawing on examples from geographic communities and communities of interest. (1.5h lab)

Change in course number within the same year, course title, prefix

RECR 1263 FOUNDATIONS OF LEADERSHIP THEORY AND PRACTICE A theoretical and experiential investigation of leadership and group dynamics for professional and voluntary settings. Emphasis is given to the application of theory for effective leadership of groups and organizations.

**BECOMES**

CODE 1013 FOUNDATIONS OF LEADERSHIP A theoretical and experiential investigation of leadership and group dynamics for professional and voluntary settings. Emphasis is given to the application of theory for effective leadership of groups and organizations.

Change in course number within the same year, calendar description, prefix

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.

**BECOMES**

CODE 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 Community Development Handbook. The advisor's written approval of the conference must be obtained prior to attendance and post conference evaluation must be submitted.

Change in course number within the same year, calendar description, prefix

RECR 3993 EXPLORATIONS IN RECREATION MANAGEMENT EDUCATION An exploration of professional development opportunities outside the traditional university course structure that are not normally found in professional institutes, workshops and mini-courses. Evidence of credit hour course equivalency, relevance to the student's specific program of study, and suitable academic standards must be provided prior to participation. A written report, with possible additional academic assignments, is required.

**BECOMES**

CODE 3973 EXPLORATIONS IN COMMUNITY DEVELOPMENT EDUCATION An exploration of professional development opportunities outside the traditional university course structure that are not normally found in professional institutes, workshops and mini-courses. Evidence of credit hour course equivalency, relevance to the student's specific program of study, and suitable academic standards must be provided prior to participation. A written report, with possible additional academic assignments, is required.

Change in course number within the same year, course title, course weight, prefix

RECR 4006 PROFESSIONAL COMMUNITY DEVELOPMENT PLACEMENT Students will develop and apply recreation leadership and management skills through a 6 week full time placement in a community agency and/or professional setting which is selected and developed based on their individual interests. The course will include selection, preparation and reflection on the placement.

**BECOMES**

CODE 4059: COMMUNITY AND PROFESSIONAL ENGAGEMENT

This team-taught course provides opportunities for final year students to apply their accumulated knowledge and expertise in professional community development experiences. Students can complete a three-week community development project (locally or internationally) and a six-week professional

placement or complete a nine-week professional placement that involves a community development research project.

Change in course number within the same year, course title, prefix

**RECR 4393 DIRECTED STUDY IN RECREATION** This course is a directed application of current knowledge in a selected topic. A major paper or project is produced in conjunction with a faculty advisor. The study will be carried out in accordance with the procedures of the program. Prereq: permission of the instructor

**BECOMES**

**CODE 4963 DIRECTED STUDY IN COMMUNITY DEVELOPMENT** This course is a supervised study of current knowledge in a selected topic. A major paper or project is produced in conjunction with a faculty advisor. The study will be carried out in accordance with the procedures of the program. Prereq: permission of the instructor

Change in course title, prerequisite, course level, prefix

**RECR 4473 FESTIVAL AND SPECIAL EVENT MANAGEMENT** A systematic approach to the planning, development, marketing and staging of major community events and festivals as tourist attractions, catalysts for development, and image builders for attractions, communities and destinations areas. Particular attention will be given to the needs of performers, participants and local residents as they relate to the fields of event tourism and festival and event management. Prereq: enrolment in BRM/BKIN

**BECOMES**

**CODE 3573 FESTIVAL AND SPECIAL EVENT MANAGEMENT** A systematic approach to the planning, development, marketing and staging of major community events and festivals as tourist attractions, catalysts for development, and image builders for attractions, communities and destinations areas. Particular attention will be given to the needs of performers, participants and local residents as they relate to the fields of event tourism and festival and event management. Prereq: enrolment in BCD/BKIN

Change in course number within same year, course title, prefix

**RECR 4493 INDEPENDENT STUDY OF RECREATION** A substantial research project chosen in consultation with the faculty advisor to reflect student interest and the application of leisure and recreation research theory. The project seeks to draw an original conclusion based on information derived from research. The study will be carried out in accordance with the procedures of the program. Prereq: permission of the instructor

**BECOMES**

**CODE 4973 INDEPENDENT STUDY IN COMMUNITY DEVELOPMENT** A substantial research project chosen in consultation with the faculty advisor to reflect student interest and the application of community development theory. The project seeks to draw an original conclusion based on information derived from research. The study will be carried out in accordance with the procedures of the program. Prereq: permission of the instructor

Change in course number within same year, course title, prefix

**RECR 4593 SPECIAL TOPICS IN RECREATION** In-depth study of a selected current topic in the field. This course is designed to enable students to take advantage of a particular expertise of visiting or permanent faculty and will be offered from time to time as circumstances dictate.

**BECOMES**

**CODE 4593 SPECIAL TOPICS IN COMMUNITY DEVELOPMENT** In-depth study of a selected current topic in the field. This course is designed to enable students to take advantage of a particular expertise of visiting or permanent faculty and will be offered from time to time as circumstances dictate.

## RECREATION MANAGEMENT AND COMMUNITY DEVELOPMENT

- Recreation Management courses are only open to Recreation Management majors unless otherwise stated for example: Recr 1163, 1223, 1233, 1243.
- Recreation Management students must successfully complete all Recr core courses in the 1000, 2000 and 3000 levels to enter the core term, or obtain permission of the school.
- Recr 1100 should be completed in the first year

## **BECOMES**

### COMMUNITY DEVELOPMENT

- Community Development courses are only open to Community Development majors unless otherwise stated for example: Code 1523, 1533, 1543, 3593
- Community Development students must successfully complete all Code core courses in the 1000, 2000 and 3000 levels to enter the core term, or obtain permission of the school.
- Code 1100 must be completed before the commencement of the second year

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.

## **BECOMES**

CODE 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 1223 OUTDOOR RECREATION MANAGEMENT This course examines the foundations of outdoor recreation management. Emphasis is placed on the role that outdoor recreation and adventure plays in people’s lives and the management challenges inherent in protecting outdoor settings to provide high quality experiences. (open to non-majors)

## **BECOMES**

CODE 1523 OUTDOOR RECREATION MANAGEMENT This course examines the foundations of outdoor recreation management. Emphasis is placed on the role that outdoor recreation and adventure plays in people’s lives and the management challenges inherent in protecting outdoor settings to provide high quality experiences. (open to non-majors)

RECR 1233 SUSTAINABLE TOURISM Sustainable tourism provides a framework for examining tourism. Topics include tourist behaviour, tourism planning, socio-cultural, marketing, and the role of tourism organizations. Case studies will emphasize both theoretical and applied dimensions of sustainable tourism. (open to non-majors)

## **BECOMES**

CODE 1533 SUSTAINABLE TOURISM Sustainable tourism provides a framework for examining tourism. Topics include tourist behaviour, tourism planning, socio-cultural, marketing, and the role of tourism organizations. Case studies will emphasize both theoretical and applied dimensions of sustainable tourism. (open to non-majors)

RECR 2013 LEISURE BEHAVIOUR An examination of individual and group leisure behaviour within a dynamic context. Students will explore factors that motivate both traditional and non-traditional forms of leisure expression. Prereq: second year standing in BRM

## **BECOMES**

**CODE 2513 LEISURE BEHAVIOUR** An examination of individual and group leisure behaviour within a dynamic context. Students will explore factors that motivate both traditional and non-traditional forms of leisure expression. Prereq: second year standing in BCD

**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.

**BECOMES**

**CODE 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.

**RECR 2513 COMMUNITY PROGRAM DESIGN** The course examines the community and recreation programming process from organizational culture, through program development, to implementation and evaluation. Case studies as well as intensive small group work to design and lead a significant community program are used to facilitate program design understanding and skills.

**BECOMES**

**CODE 2013 COMMUNITY PROGRAM DESIGN** The course examines the community and recreation programming process from organizational culture, through program development, to implementation and evaluation. Case studies as well as intensive small group work to design and lead a significant community program are used to facilitate program design understanding and skills.

**RECR 2523 COMMUNITY DEVELOPMENT RESEARCH METHODS** The role of research within 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

**BECOMES**

**CODE 2023 COMMUNITY DEVELOPMENT RESEARCH METHODS** The role of research within 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 BCD

**RECR 3033 LEISURE IN SOCIETY** The social construction of leisure with an emphasis on Canadian society. The focus will be on the interplay between leisure and social structures and practices. Prereq: Recr 2013

**BECOMES**

**CODE 3533 LEISURE IN SOCIETY** The social construction of leisure with an emphasis on Canadian society. The focus will be on the interplay between leisure and social structures and practices. Prereq: Code 2513

**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

**BECOMES**

**CODE 3513 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 BCD

**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. Prereq: third year standing in the BRM or BA ESST or permission of the SRMK

**BECOMES**

**CODE 3523 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. Prereq: third year standing in the BCD or BA ESST or permission of the SRMK

**RECR 3163 LEISURE EDUCATION PRINCIPLES AND PROCESSES** This course will focus on understanding the sources of leisure education in society today, principles that underlie leisure education, and approaches used to educate various segments of the population about leisure. Various models, assessment tools, and intervention strategies of leisure education are introduced and discussed. Content will include the design, delivery, and evaluation of various types of leisure education initiatives. Prereq: third year BRM standing or permission of the School

**BECOMES**

**CODE 3553 LEISURE EDUCATION PRINCIPLES AND PROCESSES** This course will focus on understanding the sources of leisure education in society today, principles that underlie leisure education, and approaches used to educate various segments of the population about leisure. Various models, assessment tools, and intervention strategies of leisure education are introduced and discussed. Content will include the design, delivery, and evaluation of various types of leisure education initiatives. Prereq: third year BCD standing or permission of the School

**RECR 3423 LEISURE AND SPECIAL POPULATIONS** Leisure and special populations through an examination of current ideology, delivery systems, and issues pertinent to the field. A major purpose will be to explore, identify and clarify beliefs, values, assumptions and behaviour with regard to people with disabilities and their right to leisure. Prereq: third year standing in BRM

**BECOMES**

**CODE 3583 LEISURE AND SPECIAL POPULATIONS** Leisure and special populations through an examination of current ideology, delivery systems, and issues pertinent to the field. A major purpose will be to explore, identify and clarify beliefs, values, assumptions and behaviour with regard to people with disabilities and their right to leisure. Prereq: third year standing in BCD

**RECR 3443 RECREATION RESOURCE AND 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. Prereq: third year standing in the BRM or BA ESST or permission of the SRMK

**BECOMES**

**CODE 3543 RECREATION RESOURCE AND 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. Prereq: third year standing in the BCD or BA ESST or permission of the SRMK

**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. Prereq: Recr 1163, Envs 1013 or permission of the school, open to non-majors (2.5h lab)

**BECOMES**

**CODE 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. Prereq: Code 1023, Envs 1013 or permission of the school, open to non-majors (2.5h lab)

**RECR 3573 COMMUNITY DESIGN, WELLNESS AND ACTIVE LIVING** A key challenge for all communities is to manage their 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

**BECOMES**

**CODE 3013 COMMUNITY DESIGN, WELLNESS AND ACTIVE LIVING** A key challenge for all communities is to manage their 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

**RECR 3593 ECOTOURISM** An examination of ecotourism's impacts on host communities, natural resources, visitors, and community infrastructure as well as its influence on broader environmental, social/cultural, and economic sustainability processes. Illustrative case studies will be drawn from a broad range of Canadian and international examples (open to non- majors). Prereq: third year standing

**BECOMES**

**CODE 3593 ECOTOURISM** An examination of ecotourism's impacts on host communities, natural resources, visitors, and community infrastructure as well as its influence on broader environmental, social/cultural, and economic sustainability processes. Illustrative case studies will be drawn from a broad range of Canadian and international examples (open to non- majors). Prereq: third year standing

**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.

**BECOMES**

**CODE 3983 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.

**RECR 4033 GLOBAL ISSUES AND SOCIAL ADVOCACY** This course focuses on global issues and the challenges and opportunities associated with creating an equitable and sustainable future. International examples of social change are explored through the application of community development concepts and tools. Prereq: successful completion of all Recr core courses in the 1000, 2000, and 3000 levels or permission of the school

**BECOMES**

**CODE 4033 GLOBAL ISSUES AND SOCIAL ADVOCACY** This course focuses on global issues and the challenges and opportunities associated with creating an equitable and sustainable future. International examples of social change are explored through the application of community development concepts and tools. Prereq: successful completion of all Code core courses in the 1000, 2000, and 3000 levels or permission of the school

**RECR 4083 SUSTAINABLE TOURISM PLANNING AND DEVELOPMENT** Principles and practices of sustainable tourism planning and development will be examined within the context of heritage tourism, ecotourism and adventure tourism. The role of the community, stakeholders and partnerships, and government and industry will be analyzed in terms of sustainable tourism planning, development and policy formulation. When possible, students will work on applied tourism projects. Prereq: permission of instructor

**BECOMES**

**CODE 4523 SUSTAINABLE TOURISM PLANNING AND DEVELOPMENT** Principles and practices of sustainable tourism planning and development will be examined within the context of heritage tourism, ecotourism and adventure tourism. The role of the community, stakeholders and partnerships, and government and industry will be analyzed in terms of sustainable tourism planning, development and policy formulation. When possible, students will work on applied tourism projects. Prereq: permission of instructor

**RECR 4213 POLICY, PLANNING AND DECISION-MAKING** An exploration of the conceptual and procedural theory regarding planning and public policy as it pertains to the delivery of recreation and leisure. Emphasis will be placed on agency, community sector, and governmental decision-making processes. The laboratory will provide opportunities to facilitate the planning process. (1.5h lab) Prereq: successful completion of all Recr core courses in the 1000, 2000, and 3000 levels or permission of the school

**BECOMES**

**CODE 4013 POLICY, PLANNING AND DECISION-MAKING** An exploration of the conceptual and procedural theory regarding planning and public policy as it pertains to the delivery of recreation and leisure. Emphasis will be placed on agency, community sector, and governmental decision-making processes. The laboratory will provide opportunities to facilitate the planning process. (1.5h lab) Prereq: successful completion of all Code core courses in the 1000, 2000, and 3000 levels or permission of the school

**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.

**BECOMES**

**CODE 4983 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.

**RECR 4996 HONOURS THESIS** This course requires the student to propose and carry out a research study under the supervision of an approved supervisor and submit a thesis in accordance with the SRMK Honours Program Guidelines and in a format approved by the Honours Committee of Senate.

**BECOMES**

**CODE 4996 HONOURS THESIS** This course requires the student to propose and carry out a research study under the supervision of an approved supervisor and submit a thesis in accordance with the SRMK Honours Program Guidelines and in a format approved by the Honours Committee of Senate.

**Form 4: Proposed Modification to a program**

**THE SCHOOL OF RECREATION MANAGEMENT AND KINESIOLOGY**  
Room 380 Acadia Athletic Centre

Degrees offered in the school include the Bachelor of Recreation Management and the Bachelor of Kinesiology. Within the degree programs students are provided with an opportunity to pursue areas of interest/study in both recreation management and kinesiology.

**Programs in Recreation Management and Community Development** – The Recreation Management and Community Development program focuses on the growing demand for well qualified professionals who help build sustainable healthy communities through recreation services and community development.

Students should be aware that there will be extra fees required to complete several of the non-credit degree requirements and courses which have extensive technical skill acquisition components.

**Courses in Community Development Core:** Recr 1163, 1253, 1263, 2033, 2513, 2523, 3573, 4006, 4033, 4043, 4213, and Comm 1213 (39h)

**Courses in Community Development Professional Electives:** (12h). Choose from Community Development Professional electives within and across four areas: Recreation Management, Community Wellness, Social Advocacy and Activism, and Outdoor and Adventure Education.

**Courses in the Management Core:** 18h of Busi courses determined by the School of Recreation Management and Kinesiology and the School of Business.

**Courses in the Liberal Education Core:** 27h of arts or science courses taken at the direction of the School.

**BECOMES**

**THE SCHOOL OF RECREATION MANAGEMENT AND KINESIOLOGY**  
Room 380 Acadia Athletic Centre

Degrees offered in the School include the Bachelor of Community Development and the Bachelor of Kinesiology. Within the degree programs students are provided with an opportunity to pursue areas of interest/study in both community development and kinesiology.

**Programs in Community Development** – The Community Development program develops professionals who contribute to improving quality of life and building active, healthy, sustainable communities through recreation and other activities.

Students should be aware that there will be extra fees required to complete several of the non-credit degree requirements and courses which have extensive technical skill acquisition components.

**Courses in Community Development Core:** Code 1013, 1023, 1033, 2013, 2023, 2033, 3013, 4013, 4033, 4059, and Comm 1213 (39h)

**Courses in Community Development Professional Electives:** (12h). Choose from Community Development Professional electives within and across four areas: Recreation Management, Community Wellness, Social Advocacy and Activism, and Outdoor and Adventure Education.

**Courses in the Management Core:** 18h of Busi courses determined by the School of Recreation Management and Kinesiology and the School of Business.

**Courses in the Liberal Education Core:** 27h of arts or science courses taken at the direction of the School.

**Courses in the Environmental and Sustainability Studies Core:** Esst 1003, Esst 1023, Esst 2003 or Code 1013, Esst 3003 or Code 2023, and Esst 4003 (15h)

**Core Term.** The core term provides opportunities for final year students to apply their accumulated knowledge and expertise in professional community development experiences. Students will complete two block integrated courses Code 4013 and Code 4033. Then they will complete Code 4059 in which they can complete a three-week community development project (locally or internationally) and a six-week professional placement, or complete a nine-week professional placement that involves a community development research project.

Bachelor of Community Development

- Community Development core (39h)
- Community Development Professional Electives (12h)
- Management core (18h)
- Liberal education core (27h)
- Electives at the direction of the School to represent an area of study (24h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1210 must be completed during the first year in the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels to enter the core term and must have a fourth year standing for entrance into the core term or permission of the school.
- Grades of C- or better are required in the Community Development core and the Management core.
- A minimum program GPA of 2.00 is required to be eligible to graduate.

## **BECOMES**

### Bachelor of Community Development

- Community Development core (39h)
- Community Development Professional Electives (12h)
- Management core (18h)
- Liberal education core (27h)
- Electives at the direction of the School to represent an area of study (24h)
- Non-credit requirements: Code 1100 and 3100. Code 1100 must be completed before the commencement of the second year of study in the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels to enter the core term and must have a fourth year standing for entrance into the core term, or obtain permission of the school.
- Grades of C- or better are required in the Community Development core and the Management core.
- A minimum program GPA of 2.00 is required to be eligible to graduate.

### Bachelor of Community Development with Honours

- Community Development core (39h)
- Community Development Professional Electives (12h)
- Management core (18h)
- Liberal education core (27h)
- Recr 4996 Thesis (6h)
- Approved research course (3h);
- Approved electives to represent an area of study. (15h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year in the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 and must have a fourth year standing for entrance into the core term or permission of the school.
- A GPA of 3.0 is required in the courses in the Community Development core. Grades of C- or better are required in the management core.
- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

## **BECOMES**

### Bachelor of Community Development with Honours

- Community Development core (39h)
- Community Development Professional Electives (12h)
- Management core (18h)
- Liberal education core (27h)
- Code 4996 Thesis (6h)
- Approved research course (3h)
- Approved electives to represent an area of study (15h)

- Non-credit requirements: Code 1100 and 3100. Code 1100 must be completed before the commencement of the second year of study in the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 and must have a fourth year standing for entrance into the core term, or obtain permission of the School.
- A GPA of 3.0 is required in the courses in the Community Development core. Grades of C- or better are required in the management core.
- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

**Bachelor of Community Development with Environmental and Sustainability Studies:**

- Community Development core (39 h). Can only take one of Recr 2523 or Esst 3003, Recr 1263 or Esst 2003 based on advice of the school.
- Community Development Professional Electives core (12h)
- Management core (18h)
- Environment and Sustainability Studies Core Courses (6 h): Recr 1183 or Esst 1003 and Esst 4003. Credit cannot be obtained for both Esst 1003 and Recr 1183.
- Environment and Sustainability Studies Concentration Course (3 h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or a course from the sustainable community concentration in addition to Recr 2033 (this is in the Community Development core).
- Environment and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environmental and Sustainability Studies (12h)
- Environment and Sustainability Studies Other Concentration Courses (9h)
- Electives at the direction of the school (21 h).
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year of the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a fourth year standing for entrance into the core term or permission of the School.
- Grades of C- or better are required in the Community Development Core and the Management Core.
- A minimum GPA of 2.00 is required to be eligible to graduate.

**BECOMES**

**Bachelor of Community Development with Environmental and Sustainability Studies:**

- Community Development core (39h). Can only take one of Code 1013 or Esst 2003, Code 2023 or Esst 3003 based on advice of the School.
- Community Development Professional Electives core (12h)
- Management core (18h)
- Environment and Sustainability Studies Core Courses (9h): Esst 1003, 1023 and 4003.
- Environment and Sustainability Studies Concentration Course (3 h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or a course from the sustainable community concentration in addition to Code 2033 (this is in the Community Development core).
- Environment and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environmental and Sustainability Studies program. (12h)

- Environment and Sustainability Studies selected from other Concentration Courses (9h)
- Electives at the direction of the school (18h).
- Non-credit requirements: Code 1100 and 3100. Code 1100 must be before the commencement of the second year of study in the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a fourth year standing for entrance into the core term, or obtain permission of the School.
- Grades of C- or better are required in the Community Development Core and the Management Core.
- A minimum GPA of 2.00 is required to be eligible to graduate.

**Bachelor of Community Development with Honours with Environmental and Sustainability Studies:**

- Community Development core (39h). Can only take one of Recr 2523 or Esst 3003, Recr 1263 or Esst 2003 based on advice of the school.
- Community Development Professional Electives core (12h)
- Management core (18h)
- Honours Thesis, Recr 4996 (6h)
- Approved research course (3h)
- Environmental and Sustainability Studies Core Courses (6h): Recr 1183 or Esst 1003, and Esst 4003. Credit cannot be obtained for both Esst 1003 and Recr 1183.
- Environmental and Sustainability Studies Concentration Course (3h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or a course from the sustainable community concentration in addition to Recr 2033 (this is in the Community Development core).
- Environmental and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environment and Sustainability Studies (12h)
- Environmental and Sustainability Studies Other Concentration Courses (9h)
- Electives at the direction of the school (12h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year of the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a fourth year standing for entrance into the core term or permission of the School.
- Grades of C- or better are required in the Community Development Core and the Management Core.
- A minimum GPA of 3.00 is required to be eligible to graduate.\

**BECOMES**

**Bachelor of Community Development with Honours with Environmental and Sustainability Studies:**

- Community Development core (39h). Can only take one of Code 1013 or Esst 2003, Code 2023 or Esst 3003 based on advice of the school.
- Community Development Professional Electives core (12h)
- Management core (18h)
- Honours Thesis, Code 4996 (6h)
- Approved research course (3h)
- Environmental and Sustainability Studies Core Courses (9h): Esst 1003, 1023 and 4003.

- Environmental and Sustainability Studies Concentration Course (3h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or a course from the sustainable community concentration in addition to Code 2033 (this is in the Community Development core).
- Environmental and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environment and Sustainability Studies (12h)
- Environmental and Sustainability Studies selected from other Concentration Courses (9h)
- Electives at the direction of the school (9h)
- Non-credit requirements: Code 1100 and 3100. Code 1100 must be completed before the commencement of the second year of study in the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a fourth year standing for entrance into the core term, or obtain permission of the School.
- Grades of C- or better are required in the Community Development Core and the Management Core.
- A minimum GPA of 3.00 is required to be eligible to graduate.

#### Bachelor of Community Development with Psychology

- Community Development core (39h)
- Community Development Professional Electives core (12h)
- Management core (18h)
- Liberal education core (6h)
- Psyc 1013, 1023, and 15 additional hours in Psychology (21h)
- Electives at the direction of the School to represent an area of study (24h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year in the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a fourth year standing for entrance into the core term or permission of the school.
- Grades of C- or better are required in the Community Development core, the management core, and the psychology courses.
- A minimum program GPA of 2.00 is required to be eligible to graduate.

#### **BECOMES**

#### Bachelor of Community Development with Psychology

- Community Development core (39h)
- Community Development Professional Electives core (12h)
- Management core (18h)
- Liberal education core (6h)
- Psyc 1013, 1023, and 15 additional hours in Psychology (21h)
- Electives at the direction of the School to represent an area of study (24h)
- Non-credit requirements: Code 1100 and 3100. Code 1100 must be before the commencement of the second year of study in the program.

- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a fourth year standing for entrance into the core term, or obtain permission of the school.
- Grades of C- or better are required in the Community Development core, the management core, and the psychology courses.
- A minimum program GPA of 2.00 is required to be eligible to graduate.

**Bachelor of Community Development with Honours with Psychology**

- Community Development core (39h)
- Community Development Professional Electives core (12h)
- Management core (18h)
- Liberal education core (6h)
- Psyc 1013, 1023, and 15 additional hours in Psychology (21h)
- Recr 4996 Thesis (6h)
- Approved research course (3h)
- Approved electives to represent an area of study. (15h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year in the program
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a fourth year standing for entrance into the core term or permission of the school.
- A GPA of 3.0 is required in the courses in the Community Development core. Grades of C- or better are required in the management core, and all psychology courses.
- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

**BECOMES**

**Bachelor of Community Development with Honours with Psychology**

- Community Development core (39h)
- Community Development Professional Electives core (12h)
- Management core (18h)
- Liberal education core (6h)
- Psyc 1013, 1023, and 15 additional hours in Psychology (21h)
- Code 4996 Thesis (6h)
- Approved research course (3h)
- Approved electives to represent an area of study. (15h)
- Non-credit requirements: Code 1100 and 3100. Code 1100 must be completed before the commencement of the second year of study in the program.
- Students must successfully complete all Community Development Core courses in the 1000, 2000, and 3000 levels and must have a fourth year standing for entrance into the core term, or obtain permission of the school.
- A GPA of 3.0 is required in the courses in the Community Development core. Grades of C- or better are required in the management core, and all psychology courses.
- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

**Delete the following text:**

**Recreation Management Areas of Study**

All students complete a fundamental core of Recreation Management courses. Some students often take groupings of courses focusing in a particular area of the profession called AREAS OF STUDY. In these courses, theory is combined with real-world experiences, and close interaction with faculty is emphasized to allow students to explore their own ideas and choices.

Areas of particular expertise are: Health Promotion and Community Wellness; Outdoor Recreation and Sustainable Tourism; Sustainable Communities and Environmental Education; and Special Events Planning.

**Core Term and Professional Placement**

During the first eight weeks of the 4th year winter semester, all program majors will take Recr 4043 (Community Development Project), Recr 4033 (Global Issues) and Recr 4213 (Policy Planning and Decision-Making), which are taught as a block integrated experience. This block has a broad theme of Sustainable, Healthy Communities and will include a major community engagement and learning project. Students will choose between one of a number of projects. The final six weeks of the term students will complete Recr 4006 (Professional Placement). This will be a full-time non-paid professional placement in a community setting, followed by a mandatory reflection workshop and a retreat at the end of the term. The placement will be developed based on individual student interests.

Graduate Curriculum Changes for 2014-2015  
Submitted by Research and Graduate Studies  
Approved by Senate Committee of Graduate Studies

**Biology**

- **Change in Course Description**

Current:

**BIOL 5013 RESEARCH METHODS 1**

History and philosophy of science, graphical methods, statistical analysis and proposal preparation and critique. Students meet weekly to discuss different themes and to review and critique each other's work. Each student must prepare an NSERC-style proposal and present and defend that proposal to the class. no prerequisites

Proposed New Description:

**BIOL 5013 RESEARCH METHODS 1**

An exploration of the history and philosophy of science, expectations of students and supervisors, and practical approaches to biological research, publishing, and critical review. Students complete a research proposal, research grant application, and/or manuscript from current or past research. Students meet weekly to explore topics, and review and critique the work of others. Proposals and applications are presented and defended. Prerequisites: none.

*Reason for requesting this modification:* Reflects the varied nature of this course and allows for a broad scope typically drawn upon for the course syllabus, but narrows and separates the course description from Research Methods 2 which is primarily concerned with quantitative data analyses.

**Earth and Environmental Science**

- **Change in Course Title**

Current:

**GEOL 5873 Advanced Economic Geology**

Studies in economic geology, which may include the occurrence, characteristics, geochemistry and physical properties of a variety of mineral deposits, opaque mineral petrography and texture interpretation, and application of isotopic systematics, fluid inclusion microthermometry and other analytical procedures to studies of ore genesis.

Proposed New Title:

**GEOL 5873 Advanced Mineral Deposits**

Studies in economic geology, which may include the occurrence, characteristics, geochemistry and physical properties of a variety of mineral deposits, opaque mineral petrography and texture interpretation, and application of isotopic systematics, fluid inclusion microthermometry and other analytical procedures to studies of ore genesis.

*Reason for requesting this modification:* This course is offered to graduate students only when they need it as part of their curriculum. There is an analogous undergraduate course (GEOL 4803 – Mineral Deposits) that is made available to undergraduate students (with the same lectures but less deliverables and lower expectations) when this occurs. This course title change illustrates the conformity between these two courses.

- **New Course**

### GEOL 5883 Advanced Mineral Exploration

Introduction to mineral exploration techniques, economic deposit evaluation strategies, and mining and processing methods. (3h lab)

*Reasons for requesting the course:* This course curriculum is one that graduate students preparing to enter the mining industry might need.

### Psychology

- **Program Modification**

We would like to add the following sentence to the “Program Requirements” section of the Psychology master’s program, in a separate paragraph, immediately following the first paragraph:

“Students must obtain a minimum grade of B- in all graduate courses. Students obtaining a final grade below B- in any course must withdraw from the program, unless special permission to continue in the program is granted by the department.”

In addition, we would like to modify the relevant parts of the calendar (pp. 28-29) related to “Academic Standing in Graduate Programs” to say (changes are underlined):

“All courses taken as part of the degree program must be completed with a grade of B- or better. In programs other than Psychology, students receiving less than a B- in a course will have to repeat it if it is a compulsory course or repeat/replace it if it is a program elective; however, a student who has received grades lower than B- (70%) in 6h of program courses is not permitted to continue in the graduate program and will incur academic dismissal. This action can only be taken by the Dean of Research and Graduate Studies after consultation with the Head of the Department or School, the Graduate Co-ordinator of the Department of School, and the student in question.

Graduate students in Psychology who obtain a final grade below B- in any course must withdraw from the program, unless special permission to continue in the program is granted by the department.

A student may be dismissed from their graduate program if the Senate Graduate Studies Committee deems that he/she has exhausted all avenues for supervision within the department or school in which he/she is enrolled. ...etc”

*Reason for requesting this modification:* To be a competent clinical psychologist, our graduates require specialized skills that they learn in our courses. Failure to acquire those skills could potentially have serious consequences for their future clients. It has been our experience that students who fail (i.e., obtain a mark below B-) in any of the psychology graduate courses tend to be weaker students who raise doubts in the minds of faculty about their future suitability to be psychologists. For ethical reasons, we would, in general, like to encourage these students to pursue a different career path as soon as possible. By requiring our students to pass all courses with a B- we shall be imposing similar standards to other clinical psychology graduate programs (e.g., the Dalhousie clinical psychology graduate program).

By allowing students who have special permission from the department to continue in the program, we reserve the option of allowing students to continue if they failed as a result of extenuating circumstances rather than a basic lack of competence with the material taught in the course. If the sentiment within the department (as voted on by a majority of the Clinical Program Committee, followed by a majority of the full department) is that the student has the underlying

potential to succeed as a clinical psychologist and should be granted a second chance, then the student will be allowed to attempt the course one more time (to a maximum of two failures, the usual standard for Acadia graduate programs).

- **Change in Calendar Descriptions (4 changes)**

Current Description:

**PSYC 5023 COGNITIVE ASSESSMENT**

This course covers the basics of adult cognitive and perceptual assessment. Included is the assessment of intelligence, achievement, abilities, and of perceptual and memory deficits. Students practice psychological report writing and have opportunities for field experience.

Proposed New Description:

**PSYC 5023 COGNITIVE ASSESSMENT**

This course covers the basics of adult and child cognitive and perceptual assessment. Included is the assessment of intelligence, achievement, abilities, and of perceptual and memory deficits. Students practice psychological report writing and have opportunities for field experience.

*Reason for requesting this modification:* The course covers both adult and child assessment (we used to have a separate child assessment and intervention course, but we have not offered that course in years).

Current Description:

**PSYC 5033 PERSONALITY ASSESSMENT**

This course covers the basics of adult personality assessment. The students are introduced to intake interviewing and diagnosis with the DSM-IV. They practice psychological report writing and have opportunities for field experience.

Proposed New Description:

**PSYC 5033 PERSONALITY ASSESSMENT**

This course covers the basics of adult and child personality assessment. The students are introduced to intake interviewing and diagnosis with the current version of the DSM. They practice psychological report writing and have opportunities for field experience.

*Reason for requesting this modification:* We want to note in the description that the course covers both adult “and child” personality assessment (we used to have a separate child assessment and intervention course, but we have not offered that course in years). We also changed DSM-IV to DSM-5. A new edition of the DSM (i.e., the Diagnostic and Statistical Manual) was published this year – the DSM-5 will now be used instead of the DSM-IV in all psychological training.

Current Description:

**PSYC 5063 PSYCHOTHERAPY 2: INTERVENTION SKILLS**

This course builds upon a good working knowledge of the DSM-IV and familiarity with the basic models regarding problem formulation and treatment. Focus is on short-term therapeutic skills and interviewing techniques.

Proposed New Description:

**PSYC 5063 PSYCHOTHERAPY 2: INTERVENTION SKILLS**

This course builds upon a good working knowledge of the current version of the DSM and familiarity with the basic models regarding problem formulation and treatment. Focus is on short-term therapeutic skills and interviewing techniques.

*Reason for requesting this modification:* A new edition of the DSM was published this year – the DSM-5 will now be used instead of the DSM-IV.

Current Description:

PSYC 5960 GRADUATE THESIS

Proposed New Description:

PSYC 5960 GRADUATE THESIS

An empirical thesis is required of all candidates. A successful formal defence of the thesis proposal is required, and is normally completed by the beginning of second year. The thesis defence normally takes place at the end of the second year.

*Reason for requesting this modification:* To provide students with information about the thesis.

- **Change in Calendar Description, Course Title and Prerequisite**

Current Description:

PSYC 6103 Seminar: Special Topics 1

Proposed New Title, Description and Prereq:

PSYC 6103 SEMINAR: SPECIAL TOPICS

This is a directed readings course taken under the supervision of one of the faculty members in the department; a student could also take an undergraduate course with additional course requirements to make it graduate-level. This course is an optional elective, normally initiated by the student, and taken with permission of the instructor involved.

Prereq: Permission of the department.

*Reason for requesting this modification:* To provide students with information about the course and how they could initiate it, if they were interested. The permission of the department is required to make sure students are progressing well in the required portions of the program before taking on additional courses.

- **Change in Course Number, Calendar Description, Course Weight and Prerequisite**

Current Course and Description:

PSYC 6026 ADVANCED RESEARCH

Non-thesis research which must be carried out under the supervision of one of the faculty members of the Department other than your thesis supervisor.

New Proposed Number, Description and Prereq:

#### PSYC 6023 ADVANCED RESEARCH

Non-thesis research which must be carried out under the supervision of one of the faculty members of the Department other than your thesis supervisor. This is an optional elective course, normally initiated by the student, who secures the permission of the faculty member involved. Prereq: Permission of the department.

*Reason for requesting this modification:* The change from 6 to 3 credit hours allows students to pursue a one-term research project, if desired. The course number can be repeated, if needed, if students complete more than one term of research. The change in course description is to make it clear to students this course is optional, and it is up to them to initiate it if they wish to take advantage of the opportunity (few students do, as they are very busy with required courses, but some like extra research experience to strengthen their applications to doctoral programs.) The departmental permission is added to ensure that students are progressing well through the required portions of the program before taking on additional research responsibilities.

- **Course Deletion (4 deletions)**

#### PSYC 5073: CHILD ASSESSMENT AND INTERVENTION

*Reason for requesting deletion:* This course has not been offered in many years. The topics covered have been subsumed under other courses in assessment and psychotherapy.

#### PSYC 5093: Advanced Developmental Psychology

*Reason for requesting deletion:* This course has not been offered in many years and there are no plans to offer it again in the future.

#### PSYC 6013: Advanced Seminar

*Reason for requesting deletion:* We have several seminar and special topics courses currently offered but students in our program rarely take these courses. We are keeping one such course (PSYC 6103: Special Topics) and deleting the others. If students do ever wish to complete more than one of these courses, the number can be repeated (i.e., they can take PSYC 6103 twice).

#### PSYC 6113 Seminar: Special Topics 2

*Reason for requesting deletion:* We have several seminar and special topics courses currently offered but students in our program rarely take these courses, as their time is fully occupied with required courses. We are keeping one such course (PSYC 6103: Special Topics) and deleting the others. If a student ever wanted to take more than one such course, it is possible to repeat the course number (i.e., take PSYC 6103 twice).

School of Education Graduate Curriculum Changes for 2014-2015

Submitted by Research and Graduate Studies

Approved by Senate Committee of Graduate Studies

- **Modification to Program**

EDUC 50K3 CLINICAL MENTAL HEALTH COUNSELLING (proposed new course below) is to become a required course for students in the Agency route.

The existing course, EDUC 50C3 SCHOOL COUNSELLING PROGRAMS, is to become a required course for students in the School route.

*Reason for requesting this modification:* The first course reflects changes in the nature of counselling employment in a post-regulatory environment in Nova Scotia, as well as across Canada; responds to requests from the profession; prepares counsellors for team-based counselling roles. The second course is necessary for practice in schools owing, in part, to the increasingly complex regulatory environment in public schooling as well as the need for grounded in the complex roles and resources related to school counselling practice.

Proposed New Calendar Description (under MEd Counselling section):

Additional Required Course for School Counselling Stream (3): EDUC 50C3

Additional Recommended Courses for School Counselling Stream (3h): EDUC 50E3

Additional Required Course for Agency Stream (3h): EDUC 50K3

Additional Recommended Courses for Agency Stream (6h): EDUC 5233, 5553

- **Changes in Course Descriptions and/or Prereqs (14):**

Current Course Title and Description

EDUC 50C3 SCHOOL COUNSELLING PROGRAMS

This course examines various and recent models of school counselling programs. The roles of various members of the school community will be addressed in reference to guidance curriculum and professional services.

Prereq: EDUC 5033

Proposed New Course Description

EDUC 50C3 SCHOOL COUNSELLING PROGRAMS

This course examines the roles and functions of school counsellors in the planning, development, implementation, and evaluation of programs aligned with various models of school counselling. Relevant ethical, legal, and diversity issues are considered in the context of provision of counselling, consultation, and coordinating services in the school setting. (49)

Prereq: EDUC 5033 and EDUC 5133

*Reason for requesting this modification:* This modification is designed to better articulate the place of programme evaluation, ethics, social difference and the range of roles of school-based counsellors in school counselling as currently taught in this course. The changes reflect the way the course has evolved in response to the literature and to clearly connect the description with accreditation competencies.

Current Course Title and Description

EDUC 50D3 PROFESSIONAL ISSUES IN COUNSELLING

This course examines professional, legal, ethical and diversity issues related to practice and research in counselling.

Personal beliefs, values and biases will be examined along with professional codes and standards of practice.

Prereq: EDUC 5033 and EDUC 5133

#### Proposed New Course Description

##### EDUC 50D3 PROFESSIONAL ISSUES IN COUNSELLING

This course engages students in critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes to ethical dilemmas. (53)

Prereq: 12 hours of coursework in the program

*Reason for requesting this modification:* This description makes the prominence of critical analysis in professional issues clear and makes clearer the need for this analysis to be reflected in the full range of roles of counsellors, consistent with directions in the field. The change in prerequisite ensures that students have a sufficient foundation in the programme.

#### Current Course Title and Description

##### EDUC 50E3 COUNSELLING ADOLESCENTS AND CHILDREN

This course examines theories, research and practice related to counselling adolescents and children in the context of issues commonly presented in counselling. Methods of particular relevance to counselling youth are evaluated. Attention is given to youth "at risk" and to the ethical issues particular to counselling young people.

Prereq: EDUC 5033, 5133

#### Proposed New Course Description

##### EDUC 50E3 COUNSELLING ADOLESCENTS AND CHILDREN

This course examines counselling theories, research, and practice related to adolescents and children. Counselling and consulting approaches are explored and evaluated in the context of referral issues commonly arising during this developmental period. Attention is given to youth "at risk" and to the ethical, legal, and diversity issues particular to counselling young people. (53)

Prereq: EDUC 5033 and 5133

*Reason for requesting this modification:* The new description directs more attention to the issues that are most frequently appearing in referrals and connects these to the consultation role, as well as the therapeutic role, of counsellors working with these age groups. This reflects current and anticipated roles of counsellors and current research.

#### Current Course Title and Description

##### EDUC 50F3 COUNSELLING PRE-PRACTICUM

The 40 hour pre-practicum allows students to study and practice beginning counselling skills in a simulated environment. With a focus on ethical and multicultural practice in counselling, students engage in applying their counselling skills and learn how to analyze their developing counselling style and performance.

Prereq: EDUC 5033 and EDUC 5133. Open only to students in the Master of Education in Counselling program.

#### Proposed New Course Description

##### EDUC 50F3 COUNSELLING PRE-PRACTICUM

The 40 hour pre-practicum experience required in this course engages students in the study and practice of beginning counselling skills in a simulated environment. While under supervision, students enhance self-awareness, further develop counselling competencies, analyze their developing counselling style and performance, and attune to ethical, legal, and diversity-sensitive practices. (49)

Prereq: EDUC 5033 and 5133

*Reason for requesting this modification:* In response to feedback from our accrediting body, this change makes clear that the pre-practicum involves supervised practice.

#### Current Course Title and Description

##### EDUC 5033 THEORIES OF COUNSELLING

This course is an introduction to the field of counselling. An overview of the philosophical foundation and historical bases of the counselling profession will be provided as well as an examination of current issues and future trends. A significant portion of the course is devoted to the study of the major theories of counselling. Specific issues such as crisis counselling and counselling with special populations are also addressed.

#### Proposed New Course Description

##### EDUC 5033 COUNSELLING THEORIES

This course is an introduction to the field of counselling. Philosophical foundations and historical bases of the counselling profession are considered from a critical perspective and current issues and future trends are taken up. A significant portion of the course is devoted to the study of the major theories of counselling, both historical and current. Prerequisites: Admission to the counselling program.

*Reason for requesting this modification:* This change removes references to crisis counselling, which is more appropriately placed in later courses, and in context. It removes reference to “special populations”, an outdated and pejorative term.

#### Current Course Title and Description

##### EDUC 5066 SEMINAR AND PRACTICUM IN COUNSELLING

This course involves a 500 hour supervised counselling practicum and an accompanying seminar. Students are responsible for arranging their own practicum in consultation with the Practicum Coordinator. The practicum has a residency requirement of 16 weeks. This means that counselling students are expected to take leave of their work situation for that period of time to secure an appropriate practicum experience. Leaves for the practicum are the responsibility of the student and should be considered prior to admission to the Counselling program.

Prereq: EDUC 50F3, 5033, and 5133. Preference is given to those who have completed additional counselling courses.

#### Proposed New Course Description

##### EDUC 5066 SEMINAR AND PRACTICUM IN COUNSELLING

This course involves a 500-hour supervised counselling practicum and accompanying seminar. Students are responsible for arranging their practicum, in consultation with the Practicum Coordinator. Students must be available full-time for the 16-20 week residency required to complete the practicum experience. Availability for the practicum is the responsibility of the student; leaves should be considered prior to admission to the program.

Prereq: EDUC 50F3, 5033, 5133, 5623 and 5583. Preference is given to those who have completed additional counselling courses.

*Reason for requesting this modification:* This description suggests a range of weeks required for the practicum given that more time is needed at some sites to meet the required number of hours of experience. It reminds students, succinctly, that they are responsible to be available for practicum. An expanded list of prerequisites is provided, given the

appearance of the practicum at or near the end of students' programmes and consistent with the nature of responsibilities and activities undertaken on practicum.

#### Current Course Title and Description

##### EDUC 5133 COUNSELLING SKILLS

This course focuses on those conditions and skills which have been associated through research with effective counsellor-client relationships and positive client growth. Through lectures, discussions, and structured exercises, including such things as role playing and simulated videotaped counselling sessions, students are provided with an opportunity to identify these conditions and to develop the appropriate skills.

#### Proposed New Course Description

##### EDUC 5133 COUNSELLING SKILLS

This course focuses on those conditions and skills that have been associated through research with effective counsellor-client relationships and positive client growth. Through lectures, discussions, and structured exercises, including role playing and videotaped simulated counselling sessions, students are provided with an opportunity to identify these conditions and to develop appropriate skills.

Prereq or concurrent: EDUC 5033

*Reason for requesting this modification:* This change makes clearer that there are a range of experiences expected in this course; the previous language might have suggested to instructors that videotaped sessions, for example, are optional.

#### Current Course Title and Description

##### EDUC 5233 COUNSELLING FAMILIES

This is an introductory course in counselling families. In addition to an examination of the philosophical and historical underpinnings of family therapy, the course examines systemic theories of family therapy and family therapy research. Students will get an opportunity to examine the practical application of those theories to working with parents and families in school and agency settings.

Prereq: EDUC 5033

#### Proposed New Course Description

##### EDUC 5233 COUNSELLING FAMILIES

This is an introductory course in counselling families and systemic approaches. In addition to an examination of the philosophical and historical underpinnings of family therapy, the course examines systemic theories and family therapy research. Students will have opportunities to consider the practical application of those theories to working with parents/guardians and families in school and agency settings.

Prereq: EDUC 5033

*Reason for requesting this modification:* This description is designed to strengthen the place of systemic theories themselves as well as in their context in family therapy research, consistent with current literature and practice.

#### Current Course Title and Description

##### EDUC 5543 WORK AND LIFE PLANNING COUNSELLING

This course examines the theories of vocational development and choice, the meaning of work and leisure in modern society, occupational and educational information and its use, and techniques designed to assist individuals in exploration and decision-making related to work in the context of lifespan issues. Consideration is given to issues related to equity and diversity as they relate to worklife.

Prereq: EDUC 5033 and 5133

#### Proposed New Course Description

##### EDUC 5543 WORK AND LIFE PLANNING COUNSELLING

This course examines theories of vocational development and choice, meanings attached to work and leisure, and uses of occupational and educational information. Approaches for assisting individuals in exploration and decision-making related to work in the context of lifespan issues are actively explored. Consideration is given to issues related to equity and diversity as they relate to worklife.

Prereq: EDUC 50J3 (Principles of Assessment for Counselling)

*Reason for requesting this modification:* The changes to this description are designed to orient this description to the role of this course as providing a primarily theoretical foundation to this area of counselling. Techniques are addressed in a subsequent course in career counselling. Slight changes to language (the meaning of work...etc. to meanings attached to work....etc.) are meant to reflect the pluralistic and post-modern and cultural perspectives in this area of counselling.

#### Current Course Title and Description

##### EDUC 5553 TOPICS IN COUNSELLING

This course is restricted to students in MEd Counselling and priority will be given to those who are completing their program. The course follows a seminar format and will cover a number of specialized areas important to counsellors. While the topics vary from year-to- year, they will include areas such as depression, suicide prediction and prevention, crisis counselling, legal and ethical issues.

Prereq: EDUC 5033

#### Proposed New Course Description

##### EDUC 5553 TOPICS IN COUNSELLING

Different sections of this course are available each year, addressing ethical and diversity-sensitive practices in such specialized areas important to counsellors as Addictions, Introduction to Aboriginal Counselling, Play Therapy, Rural Communities and Counselling, Spirituality, and Sexual Diversity.

*Reason for requesting this modification:* This description amends a very out-of-date description of a course that is used to regularly offer a range of electives to students at all stages of their studies (not only those nearing completion). It removes “topics” of study that are now placed in other courses and lists, as examples, some of the electives that have been offered (and will continued to be offered) under this number.

#### Current Course Title and Description

##### EDUC 5563 CAREER COUNSELLING

This course is intended for students who wish to expand their career counselling skills. It includes a major practical component and will cover such topics as career information and planning, decision making, career education, CHOICES and other computer-based programs. Students are also introduced to selected interest and aptitude tests.

#### Proposed New Course Description

##### EDUC 5563 CAREER COUNSELLING

This course is for students who wish to expand their career counselling competencies. It includes a major practical component and will cover such topics as career education and exploration, planning and decision making, and incorporation of computer-based programs. Students are introduced to selected interest and other preference assessment tools. Equity and diversity are taken up as central concerns in career counselling.

Prereq: EDUC 5543

*Reason for requesting this modification:* This is an updated description that removes mention of a specific approach, no longer used, and adopts language that allows for the course to stay in step with progress in the field without being overly specific (e.g. computer-based programs vs. specific examples). EDUC 5543, Work and Life Planning Counselling, which provides a theoretical grounding for this course, is added as a prerequisite.

#### Current Course Title and Description

##### EDUC 5583 COUNSELLING STRATEGIES AND INTERVENTIONS

This course pre-supposes knowledge of contemporary theories of the counselling relationship. Building upon this knowledge, the course examines the theoretical basis and provides training in the use of selected counselling techniques-areas such as cognitive restructuring, systematic desensitization, relaxation exercises and guided imagery will be investigated.

Prereq: EDUC 5033 and EDUC 5133 and admission to the M.Ed Counselling program.

#### Proposed New Course Description

##### EDUC 5583 COUNSELLING STRATEGIES AND INTERVENTIONS

This course builds upon an existing theoretical and skill foundation via conceptual and experiential exploration of counselling strategies and techniques. Students will be able to articulate a theoretical rationale for the selected strategies and techniques and will hone competency in their implementation.

Prereq: EDUC 5033 and 5133

*Reason for requesting this modification:* This updated description removes the emphasis on a limited number of approaches which are linked to one theoretical foundation so that a range of approaches and informing theories and literatures are included.

#### Current Course Title and Description

##### EDUC 5623 GROUP COUNSELLING: THEORY AND PRACTICE

This course focuses on the assumptions and implications of various approaches to group counselling, small group dynamics, selection procedures, and methods of facilitating interpersonal communication within groups. Attention is given to evaluation of group process and outcome.

Supervised practical experience will be made possible through EDUC 5066.

Prereq: EDUC 5033 and 5133

#### Proposed New Course Description

##### EDUC 5623 GROUP COUNSELLING: THEORY AND PRACTICE

This course provides a conceptual and experiential introduction to group work theory, models, skills, strategies, and techniques. It affords opportunity for the acquisition and application of self-awareness, knowledge, and competencies related to group counselling and leadership. Students explore group development, process, and dynamics; therapeutic factors; facilitator and member roles; ethical and legal considerations; and cultural and other diversity considerations.

Prereq: EDUC 5033 and 5133

*Reason for requesting this modification:* This updated description provides more detail on the range of topics, issues and skills that ought to be addressed in this course, and better articulates accreditation competencies addressed in this course.

### Current Course Title and Description

#### EDUC 5323 ASSESSMENT FOR LEARNING 2

This course is intended to extend students' professional knowledge and critical awareness of central issues in the individual assessment process. It highlights the ways in which social identity constructs intersect with the assessment process. Students examine the design, administration, and interpretation of selected individual assessment tools. An emphasis will be placed on the interpretation of results within the context of a collaborative team/teaching/learning process.

Prerequisites: Educ 5303

### Proposed New Course Description

#### EDUC 5323 ASSESSMENT FOR LEARNING 2

This course concerns central issues in individual assessment. It highlights how social identity constructs intersect with assessment processes. Students examine the design and administration of selected assessment tools and the interpretation of results within the context of collaborative process. While the course addresses requirements for Nova Scotia Level B certification, individual school board requirements may differ. Prereq: EDUC 5303

*Reason for requesting this modification:* We have revised this course description in order to clearly communicate the content of the course to graduate students and potential employers. Feedback from graduate students and local school boards and assessment professionals necessitated the change after our first year of offering this newly revised course.

- **New Course Proposals (3)**

#### EDUC 50J3 Principles of Assessment for Counselling

Principles and constructions of assessment, and ethical and diversity considerations are discussed in the context of current issues and areas of practice in counselling. Students become familiar with selected standardized tests frequently used in counselling and consider questions around formal and informal assessment. Development of a critical perspective in regard to assessment conceptualisation, purposes, methods, and issues is fostered.

*Reasons for requesting the course:* Required for specific program? Required for MED Counselling; reflects our current practice of offering two sections of EDUC 5303, Principles of Assessment, for different programmes; this change will clarify the nature of course content and registration/advising activities across programmes. The EDUC 5303 number will be retained and the course name and description modified to reflect its role in other MED programmes.

#### EDUC 50K3 CLINICAL MENTAL HEALTH COUNSELLING

This course provides a foundation for working with clients who are living with mental illness. Students will become familiar with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, and become conversant with evidence-supported and emerging approaches to treatment/intervention. The intent of the course is to establish a critical, conceptual, and procedural framework across the mental health continuum.

Prereq: EDUC 5033, 5133 and 50J3 (Principles of Assessment for Counselling)

*Reasons for requesting the course:* A required course for the MED Counselling programme Agency route. This course reflects changes in the nature of counselling employment in a post-regulatory environment in Nova Scotia, as well as across Canada; responds to requests from the profession; prepares counsellors for team-based counselling roles.

#### EDUC 50L3 INTERPERSONAL COMMUNICATION AND HUMAN RELATIONSHIPS

This course examines influences of communication style, context, and culture on relationships. It considers verbal and nonverbal, direct and indirect, oral and written communication. Foundations of effective communication and healthy relationships, and processes that enhance or detract from these are considered. In particular, conflict management and resolution approaches such as mediation are explored.

*Reasons for requesting the course:* This course is proposed to 1) respond to requests from other MED programmes (e.g. Leadership) for a course in this area, 2) to offer a pre-programme course option for applicants to the counselling programme so that they may explore the area prior to admission, as suggested by our accrediting body.

- **Change in Course Title and Description**

#### Current Course Title and Description

##### EDUC 5303 PRINCIPLES OF ASSESSMENT

This course is an introduction to assessment to support education and counselling. Basic principles of measurement and current in assessment are discussed from a critical framework. Students become familiar with some formal instruments. Students learn to use formal and informal assessment information to aid in educational and counselling decision making.

#### Proposed New Course Title and Description

##### EDUC 5303 PRINCIPLES OF ASSESSMENT FOR EDUCATION

This course provides an introduction to major principles that underpin formal and informal assessment in education. Students learn to consider assessment information in the context of assessment of, for, and as learning. A critical exploration of issues which impact on the assessment process such as bias, morality, ethics and analysis of processes that aid in making systemic changes in assessment practices are examined.

*Reason for requesting this modification:* The rationale for this change is to formally separate assessment courses that are specific to the counselling program and those offered to other MEd students. These courses have been offered under the same course number and with the same name. This has caused unnecessary confusion. This change clarifies the difference between these courses.

## **Notice of Motion that the APC moves that Senate adopt the following as Considerations for Assessing Permanent Faculty Position Requests**

The APC will use the following factors in assessing permanent faculty position requests as part of its mandate to make recommendations to Senate, with supporting rationale, on hiring priorities.

The factors are:

- Alignment with the definition of an Acadia Education and Acadia's Mission and Vision (Is this something Acadia wants to do?),
- Program/Subject Area/Capability Requirements (What do we need to do it well?), and
- Institutional sustainability (Can Acadia afford it from an overall perspective?).

It is recognized that we value diversity in our academic programming and that requests will exhibit variability in the degree to which each factor is addressed. Requests will be assessed on all three factors and each must be present to some degree. Requests should explicitly address the first two points in detail.

In making its evaluation, the APC will endeavour to:

- 1) Ensure there is a diverse and balanced set of viable academic programs;
- 2) Foster potential for interdisciplinary synergies;
- 3) Realize greatest impact for program/subject area/capability development;
- 4) Support the integrity of the varying pedagogical practices, within a framework of overall sustainability.

## **MOTION:**

Whereas: “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”; and

Whereas Senate has tasked the Academic Planning Committee (APC) with overseeing the process by which applications to advertise tenure-track faculty positions and continuing appointment librarian positions will be ranked by the Vice-President Academic; and

Whereas the APC will require principles to guide its decisions; therefore, be it Resolved that the APC’s decisions be made in accordance with the criteria listed below in priority order:

- 1) Maintaining viability of academic programs, including IDST programs, that have been approved by Senate;
- 2) Supporting a balance and diversity of programs across the university;
- 3) Fostering potential for interdisciplinary synergies;
- 4) Realizing greatest impact for program development;
- 5) Supporting the integrity of the varying pedagogical practices that are required by given disciplines.

## Rationale:

Given that the powers of the disbanded Tenure-Track Teaching Complement Allocation Committee (TTTCAC) have been assumed by the APC, this motion, in the spirit of Senate's responsibility to maintain the integrity of the academic sector of the university, is intended to provide the APC with governing principles similar to those that previously informed the decisions of the TTTCAC. Reflecting principles established in the University's Strategic Plan and in its Mission Statement, this motion offers general guidance to the APC's deliberations before Senate votes on its recommendations, as well as to departments, programs, schools and institutes in their requests to APC for new or replacement positions. By promoting transparency and accountability, the motion also seeks to foster a sense of unity and cooperation across the academic sector.

## Rationale for each principle and priority:

1. *Maintaining viability of academic programs, including IDST programs, that have been approved by Senate:*
  - Reflecting the responsibility of the APC to past Senate decisions about academic programs, as well as ensuring the preservation of Acadia's historic academic strengths, this principle affirms that Senate should be the place where decisions about the future of academic programs are made.
2. *Supporting a balance and diversity of programs across the university:*
  - In keeping with the idea that a liberal education is reflected in "balanced, rigorous, distinguished, and purposeful academic and co-curricular programmes" across the university, this principle promotes the idea that a diverse and healthy academic ecosystem -- benefitting students,

academic researchers, and the community at large -- relies on exposure to different approaches, different skills, and different questions.

3. *Fostering potential for interdisciplinary synergies:*

- Given the necessity of IDST programming in order to reflect dynamic academic trends and a changing academic landscape, this principle promotes the integration of IDST program needs into the APC process; promotes integrating IDST programming into department, school, program justifications for new hires; and encourages and reflects pan-university conversations across disciplines, faculties and academic silos.

4. *Realizing greatest impact for program development:*

- Encouraging nuanced and inclusive deliberation about program growth, development, and innovation, this principle recognizes that new justifications need to be part of that deliberation and underlines the importance of identifying where investment will yield the greatest program, departmental, faculty, university and community effect or impact.

5. *Supporting the integrity of the varying pedagogical practices that are required by given disciplines:*

- Recognizing that individual programs have specific needs in order to deliver promised curriculum, this principle is intended to ensure that quality education and research is maintained at Acadia and to protect against growth strategies that undermine Acadia's commitment to "provide a personalized and rigorous liberal education."