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Minutes of the Senate meeting of Monday 22nd February, 2016

A meeting of the Senate of Acadia University occurred on Monday 22nd February, 2016 beginning at 4:00 p.m. with Chair A. Vibert presiding and 41 present.

- 1) Approval of Agenda **Motion to approve the agenda, moved by D. Benoit and seconded by R. Seale.**

There were no objections or additions to the agenda.

MOTION TO APPROVE THE AGENDA CARRIED.

- 2) Minutes of the Meeting of 11th January, 2016 **Motion to approve the Minutes of Monday January 11th, 2016 as distributed. Moved by R. Seale and seconded by B. Brackney.**

The Chair asked for any errors, omissions or changes to the Minutes.

MOTION TO APPROVE THE MINUTES CARRIED.

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

Regrets were received from R. Perrins, President Ivany, S. Mesheau, E. Patterson, D. MacKinnon, S. McCullough and E. Samson.

The Chair reported that Senate Executive had met on January 25th, 2016 and that the following items had been discussed:

- S. Hewitt had originally been invited to attend the February Senate meeting to update Senators on the progress and development of the new Curriculum committee (Policy). The Chair noted that because Senate had been delayed by two weeks, during that time a proposal for the mandate and membership had been forwarded by the Curriculum committee to the By-laws committee with revisions, suggestions and discussions taking place. The By-laws committee have now asked the

Curriculum committee to consult with the Faculty Elections Officer concerning questions around the populating of the two new committees. The process is that the By-laws committee will bring the motion for the new committees to Senate.

- Senate Executive decided that the Deans were best placed to present the curriculum changes for each of their Faculties to Senate. The Chair noted that a 40 page summary was appended to the agenda but that the 409 page raw data document of curriculum changes had also been made available to all Senators if desired.
- Senate Executive discussed the process around the Academic Planning committee report to Senate concerning the themes arising from the raw data collected from the 'big picture' discussions at Senate in December. Once the APC had presented their analysis of the themes to Senate and Senate had an opportunity to hold a discussion resulting in possible revisions to the APC perspectives the Deans would then forward that information to their units so that it was available to faculty at large.
- Senate Executive also discussed the questions that arose in Senate following the January submission of the 2016-17 Calendar dates. The Registrar agreed that he would clarify the process and bring further comments to Senate.

The Chair noted that there was one announcement from A. Loder, Graduate student representative.

A. Loder stated that Acadia's third annual Research Conference would be held the next weekend at the KCIC building on Friday and Saturday. A. Loder noted that this was organised by the Graduate Student Association in support of Research and Graduate Studies and she encouraged both students and faculty to attend. A. Loder noted that a panel of judges would be in place and that she was looking for one more judge to assist on the Saturday sessions.

A. Kiefte asked how long each session would be and the number of presentations.

A. Loder responded that each session would be 1.5 hours with five presentations and that there would be two sessions in the morning and afternoon.

4) Time Sensitive Item – Curriculum Changes

a) Faculty of Arts Curriculum Changes (*attached*)

J. Hennessy presented the curriculum changes from the Faculty of Arts, noting that he would first present the Faculty of Arts changes and then offer a separate presentation for the School of Music changes because they were very substantial.

J. Hennessy highlighted a number of housekeeping items which included changes in pre-requisites and co-requisites to courses, changes to course titles, additions to listed eligible electives and cross listing between programs.

J. Hennessy noted that there were some pre-requisite reductions that were being proposed to permit greater access to the upper level courses. Courses that were no longer offered were being removed.

In some cases pre-requisites had been added and in some instances course titles had been updated. Coop possibility was being added to ESST.

J. Hennessy noted that a suite of courses would be added for WGST students to take if they wanted to.

J. Hennessy noted that more substantial changes would be changes in course weightings, course descriptions, course additions and changes in program requirements.

The only change in course weight was ECON 4906 which was a reduction in weighting from a six hour to a three hour credit weighting.

Changes to course descriptions were the result of new faculty joining Acadia and bringing new perspectives to their discipline, as well as the ongoing evolution of disciplines.

Course additions would also be added in History, Political Science (2000 'passport' course) and Sociology (two courses).

Changes in program requirements were being proposed for French and Spanish. J. Hennessy noted that the program changes for French had already been approved by Senate but had not gone into the Calendar and were included just for information. The changes to the Spanish program were to do with the year abroad that students have taken in the past. J. Hennessy noted that there had been a lack of rigour and oversight with regard to the courses that students were taking while abroad. Several courses were being transferred back to Acadia that were not equivalent. J. Hennessy thanked A. Quema and members of the Spanish section for redefining the links between the year abroad and the requirements of the Spanish Major.

Motion that Senate accept the proposed changes to the Faculty of Arts as presented by the Senate Curriculum committee, excluding those presented by the School of Music. Moved by J. Hennessy, seconded by D. Benoit.

D. Holmberg questioned the fact that course pre-reqs were being removed and replaced by 30 hours of university electives. She asked about the justification for this change.

G. Poulter stated that their experience in History had been that students' writing improved as they progressed into second year and that they had a better idea of what was expected for assignments.

J. Hennessy noted that there was a difference in perspective on the relationship between a 1000 or 2000 level course. He pointed out that in Arts a 1000 level course was not necessarily required as a pre-requisite for a 2000 level course. This change assumed that having completed a year at university a

student would have sufficient information and skills to do well in the second year course.

D. Holmberg agreed that this could be true in many cases. She felt that this would lead to a broader discussion about what skills Acadia wanted the students to have and did not think that one year of university would necessarily give students the skills that faculty were looking for. She noted the difficulty of finding first year courses for students to take because so many writing courses were closed. As a result, many students ended up in large intro classes which did not teach writing skills.

J. Hennessy agreed and noted that he offered some music courses without pre-reqs and sometimes found that 1st year students would select the course even though really it was a course that they should not be taking because they were not ready.

A. Quema noted that WGST ran into this frequently. She stated that every field and discipline had a good idea of the skills that a student needed to acquire. Despite an inter-disciplinary approach by WGST it was recognised that units operated in silos and that bridges needed to be established without jeopardizing standards.

A. Warner commented from an Environmental Studies perspective and noted that in some ways the number of credit hour requirements suited their students better than individual course pre-reqs because many students needed a certain maturity or a certain background and the addition of too many pre-reqs prevented inter-disciplinary cross pollination. A. Warner felt that all departments should offer some first year electives.

MOTION APPROVED.

**b) School of Music
Curriculum Changes
(attached)**

J. Hennessy presented the School of Music curriculum changes separately because they represented a radical change and were the result of a two to three year process largely led by C. Rushton in a series of weekly meetings with colleagues.

J. Hennessy noted that in 2006 and 2013 the School underwent external reviews and that new Instructor level faculty had been hired during those years. The School had a traditional conservatory style curriculum which was now outdated. There were also changing student demographics and a desire by the faculty to update the program.

J. Hennessy stated that outside of Canada music programs were changing and that in Europe the offerings were far ahead of anything taught in Canada. He stated that across Canada there was very little variation in the music programs and for the most part they were based on a Western classical conception of a Conservatory music program.

J. Hennessy noted that currently there were two cohorts of students that the program was designed for; the first being for Music Therapy students and Music Education students whose degrees were designed for specific career paths. The second cohort was designed for students who would go on to

Graduate school and study musicology composition or performance and become future classical performers or teachers. He noted that the music therapy and music education specialties had special requirements that still needed to be maintained.

J. Hennessy stated that the Core curriculum had been designed for the cohort of students continuing on to Graduate school. In 2015, only three of the 35 graduating students continued to Graduate school. J. Hennessy pointed out that the Music Therapy program was very popular and that 15 had graduated last year and are now pursuing internships, but that there was concern that they may face a market correction in the near future that could reduce the appeal of this program. They were currently experiencing this in the public school Music Education field.

J. Hennessy noted that the School needed to find a way to increase the number of Bachelor of Music students. New faculty to the School were interested in contemporary music and a consensus was reached that the School should decide what they could be great at. The School of Music believed that a contemporary music program at a Liberal Education University should be more of a laboratory than a conservatory.

Five key principles were agreed upon:

- Awareness
- Performance
- Collaboration
- Creativity
- Discipline

J. Hennessy felt that contemporary music was the strength for the School. 18th Century musicians were very varied in their perspectives and the School wanted to return to that approach. Western Classical music would continue to be taught.

J. Hennessy noted that there would now be a 33 credit hour common Core for all three music degrees and provided details of the course changes.

J. Hennessy noted that there would be changes to the New Ensemble structure and also changes to the Bachelor of Music streams. Where previously there had been seven different streams there would now be just two. These would be Contemporary Music and Music Education. 17 courses had been deleted, five courses had been added plus six rotating electives. J. Hennessy noted that most of the electives will be open to non-majors.

J. Hennessy stated that the Double Major Bachelor of Arts in Music program will be discontinued because no students took this anyway.

J. Hennessy thanked the Registrar for allowing all of the small course modifications to be presented on one curriculum form.

J. Hennessy noted that full details of the changes to the program were attached to the agenda. He believed that this program would be unique in Canada.

Motion that Senate approve the changes to the School of Music as presented by the Senate Curriculum committee. Moved by J. Hennessy and seconded by C. Rushton.

L. Aylward noted that a core group of faculty had brought about a transformation to the School of Music program and wondered how they would ensure that they had not done faculty centred planning and make sure that the specializations were not restricted as faculty members left the School. She asked whether this was just the vision of this group of faculty and whether it would remain as clear in five years.

J. Hennessy had no concerns from the perspective of the faculty, all of whom offered different things. Offerings would vary every year but they were not worried about the content as opposed to the process for the program and the structure.

C. Rushton also had no concerns. She pointed out that if she was offering a faculty centred program she would only teach in the area of opera whereas in this instance there was a desire by the faculty to consider what skills, competencies and outcomes the School wanted students to obtain. This could result in faculty members teaching their courses in a different way. She noted that the School had very flexible faculty and that now the program would also be very flexible.

L. Aylward asked how this would be communicated to the public.

J. Hennessy stated that without excluding the subset of students that had received private music lessons he expected that the School would open up to a very different cohort. This would create a more interesting mix of students. Talented and smart students without formal training could now come to Acadia. He agreed that communication would be key.

P. Abela thanked J. Hennessy for the detailed presentation. He was surprised that the double major would be removed. He asked whether other programs in the States or elsewhere in the world had adopted this approach and been successful.

J. Hennessy stated that very few students ever pursued a double major in music because it was so difficult to meet all the curricular requirements of both majors. A far more common pursuit is students returning for a 5th year following their music degree to complete a BA in another subject. He stated that the School had borrowed from parts of the Netherlands, France and the UK in the way in which they were integrating their improvisational experiential ear training and theoretical elements all into the same course. He noted that in The Hague there were no academic theory courses anymore. Theory was learned as students went through the program.

J. Hennessy stated that he did not yet know how many changes were coming in the States but said that he would be attending the College Music Society Summit in June and universities would report back on how they had taken the recommendations from the College Music Society's Task Force on the

Undergraduate Music Major and integrated them into their programs. Major programs such as Juilliard and Eastman had reacted positively to the task force recommendations.

A. Quema felt this to be an exciting approach to curriculum creation as they had worked as a team. She also liked the fact that the changes were inter-disciplinary within their discipline. A. Quema noted that when she taught a course she was aware that those students had taken courses in other areas and she encouraged those students to create bridges within her course and felt that the changes to the music programs also achieved this.

A. Quema felt that inter-disciplinarity began in one's own discipline. Offerings had grown and this prepared the ground for trans-discipline initiatives.

G. Phillips thanked J. Hennessy for the impressive presentation. She asked whether the presentation had been shared with the students and what the response had been.

C. Rushton agreed that there had been a lot of meetings with students and that the initiatives had been discussed from a student perspective. Presentations were given especially to the first and second year students since they will be the most affected by these changes. The response had been overwhelmingly positive.

R. Seale commented that President Ivany always asked Senators to consider what made Acadia different from any other institution, and he felt that this was a fine example of what did make Acadia different. R. Seale noted the amount of work that had gone into this initiative on a collaborative basis was an exciting and revolutionary shift and exactly answered President Ivany's question. This made Acadia look a very forward looking, ground breaking institution.

D. Holmberg offered her congratulations and noted that this should be happening in every unit.

C. Rushton stated that it had been a very powerful experience to get past the disagreements, all of which led to a common understanding of what this now was for the School of Music.

MOTION APPROVED.

c) Faculty of Professional Studies Curriculum Changes (*attached*)

Motion that Senate accept the proposed changes to the Faculty of Professional Studies curriculum as presented by the Senate Curriculum committee. Moved by H. Hemming and seconded by I. Hutchinson.

H. Hemming introduced the curriculum changes starting with those from the School of Business Administration. She noted that a second Venture Creation 2 course would be added to the curriculum because it had proved impossible to cover all of the information in one Venture Creation course. This

additional course (BUSI 4563) would now be added into the program description for the Major in Entrepreneurship and Innovation.

In the Department of Community Development a new course description and a lab would be added to CODE 1013. A Coop option was also being introduced to all of the Community Development and Community Development and ESST degree options.

In the School of Education two new courses were being introduced: EDUC 4763 Creative Integration of Curriculum in Elementary School and EDUC 4773 Environmental Education in the Classroom. Both of these courses would be cross listed with graduate courses. H. Hemming noted that those changes were still going through the Research and Graduate Studies Curriculum committee.

H. Hemming noted that EDUC 4433 Assessment would be modified with a new title and description. Four Education courses were being deleted from the Calendar.

In the School of Kinesiology three new courses were proposed:

KINE 4003 Ethical Issues in Sport and Physical Activity which replaced a special topics course. This would be offered as an elective on a rotating basis.

KINE 4863 Emergency Conditions and KINE 4873 Pharmacology for Kinesiology. These two courses were needed to allow the School to apply for CATA accreditation (Acadia would be the only Maritime University to be accredited). The courses would be offered as electives on a rotating basis and would prepare kinesiology graduates for careers in health care.

H. Hemming noted that a number of other course modifications were proposed all of which were detailed in the summary document along with the rationale.

A program modification was proposed. Kinesiology students had in the past been pre-registered for BIOL 1853/1863 and this would now be formalised and added as a Core Arts/Science course.

H. Wyle questioned the wording of the course description for KINE 3100 noting that in the first part of the description which read "*Professional Development is divided into two units: "A" and "B". Students must complete the "A" units and "B" units or complete two "A" units*". H. Wyle pointed out that this wording was confusing. He also noted that there were grammatical problems with the remainder of the course description.

H. Hemming agreed to take his feedback under advisement and make necessary changes.

MOTION APPROVED.

d) Faculty of Pure and Applied Science Curriculum Changes (*attached*)

Motion to approve the proposed changes to the Faculty of Pure and Applied Science as presented by the Senate Curriculum committee. Moved by P. Williams and seconded by D. Benoit.

P. Williams stated that the substantive changes were the addition of various options to be taken in the BSc and BScH degree programs. He provided details on the following new and revised options:

- Data Science Option
- BioChemistry Option
- Actuarial Science Option

These changes would provide courses for a student who wanted to do a pre-med program with a solid background in the discipline. The Actuarial Science Option would bridge a gap until MPHEC approval was granted for the BSc in Actuarial Science.

P. Williams stated that there would be a new program description for the Health Sciences Option.

In Applied Science a new course APSC 3683 Special Topics Project would provide an optional capstone course to students staying for the 3-year BASc.

P. Williams noted that the remainder of the changes were more of a housekeeping nature and were detailed on the summary document.

In the Department of Psychology a new course PSYC 2193 Women in Science would be cross listed with WGST 2193 and could be taken as either a science course, psychology course or arts course.

D. Seamone asked whether these options displaced minors.

P. Williams responded that they did not replace minors. He stated that these were a set of courses that were completed within the traditional major/minor degree. It would be very difficult for a student who was not taking Computer Science or Math to complete the Data Science option.

A. Quema asked how the number of credit hours per option had been determined.

P. Williams responded that departments had tried to create the smallest subset but that this varied from program to program. He noted that the Health Sciences option was one of the more interesting because it drew on a very wide range of disciplines.

H. Wyle asked about the new wording for APSC 2133 and pointed out that the original course description read well and gave a discursive presentation whereas the new description was a confusing to students if they did not know the way that the course was organised.

P. Williams agreed to take this under advisement.

A. Mitchell stated that this was a description that had been used five years previously.

P. Abela noted that options were also being considered in the Arts at present. He asked about the recruitment angle to these options and what indicators Science was seeing at the high school level.

P. Williams responded that the experience had been mixed. He noted that the School of Computer Science had previously developed a large number of specializations. Although these did attract students into the University, once at Acadia they discovered what they were really interested in, which resulted in few students graduating with one of the specializations. P. Williams noted that both the Health Science option and the Neuroscience option had proved to be quite popular. He stated that in Biology students tended to arrive thinking that medical school was what they were going to do but as they progressed through the degree they found that other things interested them.

D. Holmberg stated that in Psychology there was a Neuroscience Option and an Applied Psychology Option, both of which had been incredibly useful in terms of helping to explain to students when they were coming to Acadia the various things that they could do with a Psychology degree.

D. Benoit stated that one of the specializations Computer Science offered was Games Development. Students wanted to take this but in doing so it took away their free electives and replaced them with upper level math and computer science courses. Once students were in they found that this was a very heavy extra work load and tended to complete only 90% of the specialization, graduating with a Computer Science degree. D. Benoit noted that this made it hard to defend offering the options if not many students were graduating with them but pointed out that it did help to bring additional students into Computer Science in the first place.

A. Kiefte asked about the equivalencies of the new CHEM 4833 course which was cross listed with PHYS 2213, and requested rationale from M. Lukeman.

M. Lukeman responded that he did not think that there was an official distinction between a 3000 and a 4000 level course but noted that a 3000 level course should be taken in the third year, 4000 in the fourth year. In Chemistry, over the years 3000 level courses in the discipline had tended to be Core courses and 4000 level courses had tended to be special topic in nature. There was a feeling that the new CHEM 4833 course was not part of the Core offerings and fitted into the special topic offerings.

A. Quema noted that options were being discussed in the Arts at present. This discussion was connected to the APC slides from the 'big picture' discussion and A. Quema felt that this was an area that needed to be discussed between the three Faculties.

A. Quema noted that at present there were 30 credit hours of Arts Core. She asked whether it would be better to get rid of the Arts Core and put in options, noting that D. Benoit had observed that this did help to attract

students to their programs, although students might find that they were not interested in pursuing the option. A. Quema asked whether the Arts Core should be re-vamped, should options be put in place, or should something more flexible be decided upon. A. Quema asked the student Senators what they felt about this option.

P. Williams felt that if a unit was participating in an option it could start to influence the way in which a faculty member thought about a particular course that they taught and the delivery of that course. It could also influence the way a faculty member might think about developing a new course.

The Chair pointed out that it was 6:00 p.m. but that the next item on the agenda needed to be discussed briefly. She suggested that the final item on the agenda – the Academic Planning Committee report – be tabled until the March meeting of Senate because the discussion needed some time.

P. Williams stated that under Item 5) b) the APC wanted to solidify and discuss Question one before moving on to Question two.

P. Abela did not feel that the final agenda item could be discussed at that point.

A. Kiefte suggested extending the meeting to 6:20 p.m.

Motion to extend the Senate meeting to 6:20 p.m. in order to continue discussion of Item 4) d) and complete discussion of Item 5) a). Moved by A. Kiefte and seconded by P. Abela.

MOTION CARRIED.

Discussion returned to Item 4) d).

J. Hennessy felt that there was a big difference between Science programs and Arts programs because there was less of a narrative in high schools and in homes about the Arts programs. Part of the attraction of options was that they could connect what they do with an idea of what students imagine themselves as studying at university. This was not so easy to do in the Arts. The options would be used to make a better connection to students because they would speak to them in a good way.

A. Quema felt that Arts should create something that was nimble and flexible and would allow for students to change during their programs.

MOTION APPROVED.

**5) Carried over from January
11th, 2016 Senate Meeting**

**a) Calendar Dates for
2016-2017**

J. Banks noted that F. Thompson had requested that the Calendar include a date by which the students be notified of academic dismissal. This would give a month for students to prepare material to submit in their appeal against

academic dismissal. J. Banks reported that this date – Monday May 8th, 2016 – had now been included in the 2016-17 Calendar.

J. Banks also discussed the fact that Education students on Practicum and other students on Field Study activities need to be in Residence a little later. He discussed this with J. Sanford and they will work together with the students so that this presents no problems.

J. Banks had discussed the date for ‘Move In Day’ with the students and a decision had been made to move this day back to Saturday for the 2016-17 start of year. J. Banks will gather data this year and see what works best.

G. Poulter asked about the one day Study Day prior to exams.

J. Banks reported that this had been the case for many years and that there would be no change to the Calendar.

G. Poulter asked about accommodation for students that had classes on Monday so that they would not have an exam scheduled on Wednesday.

J. Banks stated that this would be too complicated to arrange in the examination timetable. During the summer more testing of examination software would be carried out.

D. Holmberg pointed out that since a change had been made to the Calendar a motion would be required.

J. Banks agreed.

D. Holmberg noted that the Notice of Motion requirement would first need to be waived.

The Chair asked whether there were any objections to waiving the Notice of Motion.

There were no objections.

Motion that Senate approve the insertion of Monday May 8th, 2016 as the date when students will be notified of dismissal into the academic Calendar. Moved by J. Banks and seconded by M. Lukeman.

MOTION APPROVED.

Motion to move Residence opening and ‘Move In’ Day from Sunday September 4th to Saturday September 3rd, 2016. Moved by J. Banks and seconded by D. Benoit.

MOTION APPROVED.

The Chair noted that Item 6) a) Academic Planning Committee report would be tabled to the April meeting of Senate. P. Williams provided a brief explanation of the text in the presentation.

Motion to adjourn at 6:20 p.m. moved by I. Hutchinson.

ORIGINAL SIGNED

R. Hare, Recording Secretary

**Proposed Undergraduate Calendar/Curriculum Changes
For the 2016-17 University Academic Calendar
Submitted and Approved by Senate Curriculum Committee**

FROM THE FACULTY OF ARTS

Art

Course modifications:

ART 2013/2023 Art Studio 1/2 – remove the lab component from calendar descriptions

ART 3013/3023 Painting 1/2 – remove the lab component from calendar descriptions

Reason: lab is not a component of these courses.

Department of Economics

Course modifications:

ECON 2713 Economics of the Natural Environment – change in prerequisite

Prerequisite(s) Econ 1013/Econ 1023 with a C- or better.

Becomes

Prerequisite(s) Econ 1013 with a C- or better.

Reason: Course material is applied microeconomics. There is no need to have Econ 1023 (Introductory Macroeconomics) as a prerequisite

ECON 3733 Econ of Recreation & Sports – change in prerequisite

Prerequisite(s) Econ 1013/Econ 1023 with a C- or better.

Becomes

Prerequisite(s) Econ 1013 with a C- or better.

Reason: Course material is applied microeconomics. There is no need to have Econ 1023 (Introductory Macroeconomics) as a prerequisite

ECON 4613 Econometrics 1 – change in prerequisite

Prerequisite(s) Econ 2613, Econ 3613, Mathematics students having taken calculus, do not need to take Econ 3613 in order to take Econ 4613

Becomes

Prerequisite(s) Econ 2613 and Econ 2623

Reason: Econ 3613 was not an applicable prerequisite. The material covered in Econ 3613 and 4613 is distinctly different. Econ 2623 is being added as a prerequisite given that the material covered in this class is directly applicable for 4613.

ECON 4906 Honours Seminar – change in course weight

Becomes

ECON 4903 Honours Seminar

Reason: The amount of time and effort required in this course is not reflective of a 6 hour credit. Consequently we are proposing a reduction from a 6 hour credit to a three hour credit.

Note: This course is an elective for honours students, so program modification not required.

Department of English and Theatre

Course Modifications:

ENGL 2563 Canadian Literature 1 – change in the calendar description

The course will provide an overview of significant developments in the history of Canadian literature in English up to the beginning of the twentieth century, stressing the influence of Canada's colonial heritage on the shaping of the country's literature. The course will address the historical contexts of the works under study and will examine important themes, issues, and aesthetic considerations.

Becomes

The course will provide an overview of significant developments in the history of Canadian literature in English up to World War Two, stressing the influence of Canada's colonial heritage on the shaping of the country's literature. The course will address the historical contexts of the works under study and will examine important themes, issues, and aesthetic considerations.

Reason: The range of 2563 is being adjusted from the beginnings of Canadian literature up to World War One, to covering from the beginnings to World War Two. Given that the publishing of Canadian literature expanded hugely in the second half of the twentieth century, this shift allows for a greater range of textual choices in 2563, which covers a period when much less Canadian literature was being published.

ENGL 2573 Canadian Literature 2 – change in the calendar description

A survey of Canadian literature in English that examines Modern and Contemporary texts. The course will provide an overview of significant developments in twentieth-century English-Canadian literature as well as a more detailed exploration of particular writers, themes, issues and literary concerns, such as postcolonialism, multiculturalism, gender, and postmodernism.

Becomes

A survey of Canadian literature in English from World War Two to the present. The course will provide an overview of significant developments in English-Canadian literature as well as a more detailed exploration of particular writers, themes, issues and literary concerns, such as postcolonialism, multiculturalism, gender, and postmodernism.

Reason: The modification is being made in conjunction with a proposed modification to the companion course to 2573, English 2563, adjusting the temporal range of both. The range of 2573 is being adjusted from World War One to the present (as it stands) to World War Two to the present.

THEA 3863 Theatre Movement 4 – change in the title, calendar description, and pre-requisite

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. *Prerequisite: THEA 1483 for majors or by permission of the instructor.*

Becomes

THEA 3863 Dance in History and Culture.

This is a studio course which introduces students to the evolution of social and concert dance in Europe and North America. We will also look at social dance in other cultures as time and opportunity permit. Although dance history will be covered, the primary focus of this course is experiential learning – in other words, dancing! *Prerequisite: None*

Reason: The current title does not represent the course meaningfully nor does it attract potential students. The prerequisite was meant to be removed when the nature of the course changed.

Program Modification:

Change to Graduation Requirements Major in Theatre (Production)

We propose to add seven existing courses (Art 3033, Classics 2273, Classics 2283, Music 1013, Music 2003, Music 3713, Music 4283) and to remove three others (Music 1073, Music 2263, Music 2283) from the list of electives from which students enrolled in the Production stream of the Theatre Program are permitted to draw. We also propose to remove the following courses (ART 1113, ART 1123 and POLS 3787) because they no longer exist.

Reason: The additional courses have been identified as valuable resources for Production students. The courses being removed will no longer be available to Theatre students due to changes in School of Music course offerings.

New Program Description:

MAJOR IN THEATRE (PRODUCTION)

Graduation Requirements

In addition to the Program Requirements listed below, students must also satisfy the Bachelor of Arts (Major) requirements outlined in the previous section of this calendar.

Programs Requirements

Students must complete a minimum of 60 h in the Theatre Major as follows:

1. THEA 1483
2. 3h from THEA 2823 or THEA 2833
3. 12h from THEA 2803, THEA 2813, THEA 2823 or THEA 2833 (whichever has not been taken in fulfilment of category 2), THEA 2883, THEA 2893, THEA 3133, THEA 3243, THEA 3883, THEA 3893, THEA 3923, THEA 3973, THEA 4013, THEA 4023, THEA 4313, THEA 4323, THEA 4833, THEA 4843, ENGL 2286* (or ENGL 2183, ENGL 2193)
4. 36h from APSC 1073, APSC 1223, ~~ART 1113, ART 1123~~, ART 2013, ART 2023, ART 2033, ART 2043, ART 3013, ART 3023, ART 3033, BUSI 1703, BUSI 2413, CLAS 2013, CLAS 2023, CLAS 2273, CLAS 2283, CREL 3693, HIST 3713, MUSI 1013, MUSI 1063, MUSI 1253, MUSI 2003, MUSI 2163, MUSI 3003, MUSI 3713, MUSI 4283, PHIL 2103, ~~POLS 3787~~, POLS 3943
5. A minimum of 6 credit hours from THEA 1001(1h) and THEA 2002 (2h)

*The extra 3h in a 6h course will be subsumed in the 30h elective.

Environmental and Sustainability Studies

Course modifications:

ESST 1003 Sustainability Concepts and Systems – addition of a lab component

This course introduces the current state of our world with respect to environmental and sustainability issues, including core sustainability and ecological concepts, theory and analytical tools. It will use experiential and problem-based learning to investigate current issues. *Co-requisite: CODE 1023*

Becomes

This course introduces the current state of our world with respect to environmental and sustainability issues, including core sustainability and ecological concepts, theory and analytical tools. It will use experiential and problem-based learning to investigate current issues. (1.5h lab)
Co-requisite: CODE 1023

Reason: The lab requirement brings the ESST 1003 course into alignment with CODE 1033 which is a parallel course for Bachelor of Community Development majors, who take a significant number of ESST course offerings also, as there is significant crossover between the two programs. CODE 1033 includes a 1.5 h lab component reflecting the experiential requirements for the course; ESST 1003 also has a major experiential component that should be covered by a similar 1.5h lab component. Note: CODE 1033 is not to be confused with the co-requisite for ESST 1003, which is CODE 1023.

ESST 3503 Critical Perspectives on Social and Ecological Scale – change in course title, change in calendar description

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.

Becomes

ESST 3503 Borders, Scale and the Environment

This course draws on interdisciplinary geographic perspectives to explore the spatial dimensions of environmental decision-making. It provides students with the tools to a) think critically about interactions between social and biophysical systems, and b) understand critical perspectives on borders and scale. Topics include state/nature relations, ecosystem management, local/global interactions, transboundary resource governance, and the politics of protected areas.

Reason: This modification provides a more accurate description of current course content.

Program modification:

Addition of the Co-operative option to the BA and BA (H) programs in ESST.

Reason: This proposed modification is in response to expressed student interest, together with the explicit natural synergies that exist between the Co-op option and the goals and educational outcomes provided by the ESST program, such an addition is a natural evolutionary development that is characteristic of a maturing program. Having Co-operative Education formally recognized

on the degree transcript will ensure that the ESST program remains current with the practices of other undergraduate programs and the way they are recognized.

No change to the ESST program description is required. However, a calendar change would be required under the section “Co-Operative Education in the Arts” (currently found on p. 64 of the 2015-16 Academic Calendar) as follows:

Existing:

The Co-op is available to Arts students majoring in English, French, History, German, Music, Politics, Psychology, Sociology, and Spanish. Visit <http://co-op.acadiu.ca/> for more information.

Becomes:

The Co-op is available to Arts students majoring in English, Environmental and Sustainability Studies, French, History, German, Music, Politics, Psychology, Sociology, and Spanish. Visit <http://co-op.acadiu.ca/> for more information.

Note: An application for approval will be made to MPHEC following approval by Acadia Senate.

Ethnocultural Diversity Studies

Program modification:

We propose the cross-listing of four courses leading to the **Minor in Ethnocultural Diversity Studies**: HIST 2073 The Arab-Israeli Conflict, SOCI 2153 Social Inequality, MUSI 2063 Musics of the World, and POLS 1403 Global Politics, Law, and Culture

Reason: These courses will augment and complement the program by giving students the opportunity to take a broader range of courses. There have been student requests to include these courses in the Minor.

New Program Description:

The following courses count towards the minor in Ethnocultural Diversity Studies:

CREL 1206, CREL 2443, ENGL 3663, ENGL 3673, ENGL 3683, ENGL 3693, HIST 2073, HIST 2303, HIST 2583, HIST 2603, HIST 2733, HIST 3423, HIST 3453, HIST 3613, FRAN 3513, IDST 1213, IDST 1223, MUSI 2063, POLS 1403, POLS 2706, POLS 3303, POLS 3483, POLS 3513, SOCI 1023, SOCI 1113, SOCI 2113, SOCI 2123, SOCI 2153, SOCI 2413, SOCI 2533, SOCI 2853, SOCI 3133, SOCI 3373, SOCI 3453, WGST 4913.

Department of History and Classics

New Course Proposals:

HIST 3603 The American Age of Insecurity

Following a period of unprecedented economic expansion that lasted from the Second World War until the 1970s, the United States entered an era of contraction and crisis that continues to

the present. Using film, literature, music, and the latest scholarship, this course will explore the American experience of uncertainty and its relationship to the wider world. *Prerequisite: None*
Reason: Students need the opportunity to explore recent American economic and political history and its impact on their world.

HIST 3823 Global History of Communism

This course surveys the history of communism from its origins in revolutionary France through the emergence of classical Marxism, to the Russian and Chinese revolutions and the spread of communism across one third of the globe's population on four continents. The history of communism as an idea will be considered alongside the reality of life for millions under Communism. *Prerequisite: None*

Reason: This course will fill a gap in the modern history offerings of our department, as we currently do little to look at the theory and practice of this crucial ideology.

HIST 1913 The African Canadian Experience – cross-coded with **IDST 1213**

Spanning 400 years of the African presence in Canada, this course explores how African-descended peoples have resisted slavery and racial oppression, and the political, social, economic, gender, class and other factors that have influenced their experience. Through lectures, field trips and hands-on workshops, students learn how African Canadians have contributed to the building of this nation, and the global diaspora. *Prerequisite: None.*
Antirequisite IDST 1213

Course Modifications:

CLAS 2583 Classical Tradition in Popular Culture – change in course title and calendar description

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.

Becomes

CLAS 2583 Classical Reception in Contemporary Culture

Classical culture in contemporary art, literature, and the popular culture of advertising, comics, film, music, graphic novels, sport and video games.

Reason: Reception studies has emerged as a dynamic new field in Classics separate from the somewhat moribund Classical tradition. This updates the content of the course.

HIST 1813 Intro: Prehistoric to Giotto – change in title only

Becomes

HIST 1813 History of Art: Prehistory to 1400

and

HIST 1823 Intro: Giotto to the Present – change in title only

Becomes

HIST 1823 History of Art: 1400 to Present

Reason: To make it clear to students not familiar with Giotto that this is a History of Art course.

Note: HIST 1813 and 1823 changes in course name only – FAC Curriculum Committee approval not required. Changes submitted directly to Senate Curriculum Committee.

HIST 2533 Introduction to Europe: the Middle Ages, c. 400-1500– change in course title and calendar description

The medieval period saw tremendous developments and upheavals. It involved Germanic migrations, development of kingdoms, feudalism and urbanisation. It is characterised by religious vitality and conflict as the Christian Church expanded, changed, and clashed with kingdoms, heretics and other religions. Cultural achievements, including art, architecture, and learning, will be discussed.

Becomes

HIST 2533 Medieval Europe: Fact not Fiction

King Arthur? Richard the Lionheart? Flat earth? Inquisition? Study the real stories of disaster and renewal. Learn about Germanic migrations, development of kingdoms, feudalism, urbanisation, art, architecture, and learning. Discuss religious vitality and conflict as the Christian Church expanded, changed, and clashed with kingdoms, heretics, and other religions.

Reason: This is a change in how the course is branded.

HIST 3343 History of Federalism in Canada – change in prerequisite

Prerequisite(s) HIST 2783 **Becomes** 30h university courses

HIST 3363 Nova Scotia since 1867 – change in prerequisite

Prerequisite(s) HIST 2783 **Becomes** 30h university courses

HIST 3373 Peopling of the Maritimes in the 18th century – change in prerequisite

Prerequisite(s) HIST 2343 and/or 2773 **Becomes** 30h university courses

Reason: In 2014-15, the department removed HIST 2773 and HIST 2783 from its list of required courses for majors. Given our limited resources, we may not be able to offer those courses yearly, so it is necessary to remove them as prerequisites for upper-level Canadian History courses. These courses also count towards the BA Option in Canadian Studies, and this change in prerequisites makes them more accessible.

HIST 3423 Race and Class in 20th Century Africa – change in prerequisite

Prerequisite(s) HIST 2753 **Becomes** None

HIST 3453 Islam and Nationalism in the Modern Middle East – change in prerequisite

Prerequisite(s) HIST 2753 **Becomes** None

Reason: To make these courses more accessible to students with an interest these topics; the department has been not been able to offer the prerequisite yearly.

HIST 3533 Canadian Social and Cultural History– change in prerequisite

Prerequisite(s) HIST 2773 and 2783 **Becomes** 30 h university courses

HIST 3663 Law and Punishment in Canada before 1900 – change in prerequisite

Prerequisite(s) HIST 2773 **Becomes** 30 h university courses

HIST 3673 Canadian Working Class Culture – change in prerequisite

Prerequisite(s) HIST 2773 and 2783 *Becomes* 30 h university courses

Reason: In 2014-15, the department removed HIST 2773 and HIST 2783 from its list of required courses for majors. Given our limited resources, we may not be able to offer those courses yearly, so it is necessary to remove them as prerequisites for upper-level Canadian History courses. These courses also count towards the BA Option in Canadian Studies, and this change in prerequisites makes them more accessible.

Department of Languages and Literature

FRENCH

Program Modification:

Honours in French, the Major in French, and the Double Major in French.

The changes will occur in the Honours in French, the Major in French, and the Double Major in French. All of these changes were duly approved by Senate and the Senate Curriculum Committee. However, these approved changes failed to be recorded in the various program requirements of French Studies. So we are merely cleaning up language for accuracy's sake.

New Program Description:

HONOURS IN FRENCH

Graduation Requirements

In addition to the Program Requirements listed below, students must also satisfy the Bachelor of Arts with Honours requirements outlined in the previous section of this calendar.

Program Requirements

Students must complete a minimum of 54h in the Honours program as follows:

1. FRAN 2013, FRAN 2023, FRAN 2113, FRAN 2123, FRAN 4103, FRAN 4996
2. 3h from: FRAN 2713 or FRAN 3733
3. 3h from: FRAN 3323, FRAN 3513, FRAN 3523, FRAN 3633, FRAN 3643, FRAN 4613 (Canadian)
4. 3h from FRAN 3133, FRAN 3203, FRAN 3213, FRAN 3443, FRAN 3703, FRAN 4553, FRAN 4713, FRAN 4823, FRAN 4833, FRAN 4913, FRAN 4923 (Fr. Lit.)
5. 3h from: FRAN 2033, FRAN 3013, FRAN 3023, FRAN 3743, FRAN 4003 (Adv. Lang.)
6. 6h FRAN courses at the 4000 level
7. 9h FRAN courses at the 3000/4000 level
8. 6h chosen in consultation with the department

MAJOR IN FRENCH

Graduation Requirements

In addition to the Program Requirements listed below, students must also satisfy the Bachelor of Arts (Major) requirements outlined in the previous section of this calendar.

Program Requirements

Students must complete a minimum of 45h in the Major program as follows

1. FRAN 2013, FRAN 2023, FRAN 2113, FRAN 21232. 3h from: FRAN 2713 or FRAN 3733
3. 3h from: FRAN 3323, FRAN 3513, FRAN 3523, FRAN 3633, FRAN 3643, FRAN 4613 (Canadian)
4. 3h from: FRAN 3133, FRAN 3203, FRAN 3213, FRAN 3443, FRAN 3703, FRAN 4553, FRAN 4713, FRAN 4823, FRAN 4833, FRAN 4913, FRAN 4923 (Fr. Lit.)
5. 3h from FRAN 2033, FRAN 3013, FRAN 3023, FRAN 3743, FRAN 4003 (Adv. Lang.)
6. 6h FRAN at the 4000 level 115
7. 9h FRAN at the 3000/4000 level
8. 6h chosen in consultation with the department

DOUBLE MAJOR IN FRENCH

Graduation Requirements

In addition to the Program Requirements listed below, students must also satisfy the Bachelor of Arts (Double Major) requirements outlined in the previous section of this calendar.

Program Requirements

Students must complete a minimum of 42h in the Major program as follows:

1. FRAN 2013, FRAN 2023, FRAN 2113, FRAN 2123
2. 3h from: FRAN 2713 or FRAN 3733
3. 3h from: FRAN 3323, FRAN 3513, FRAN 3523, FRAN 3633, FRAN 3643, FRAN 4613 (Canadian)
4. 3h from: FRAN 3133, FRAN 3203, FRAN 3213, FRAN 3353, FRAN 3443, FRAN 3703, FRAN 4553, FRAN 4713, , FRAN 4823, FRAN 4833, FRAN 4913, FRAN 4923 (Fr. Lit.)
5. 3h from: FRAN 2033, FRAN 3013, FRAN 3023, FRAN 3743, FRAN 4003 (Adv. Lang.)
6. 6h FRAN at the 4000 level
7. 6h FRAN at the 3000/4000 level
8. 6h chosen in consultation with the department

n.b. Some courses have been designed with specific double major programs in mind, although they are open to all qualified students. This is particularly the case with FRAN 2033 (Français scientifique).

Program modification: Certificate Of French Proficiency (With An Option For French Teachers).

Removal of two courses from the list of courses which may be offered for the Certificate of Proficiency in French: FRAN 1213 and FRAN 2153.

New Program Description:

CERTIFICATE OF FRENCH PROFICIENCY (WITH AN OPTION FOR FRENCH TEACHERS)

Students must complete a minimum of 30h. Students entering the program will take a placement test to determine the level of entry. In exceptional cases, students with little or no knowledge of French may be placed in FRAN 1113, FRAN 1123 (true beginners), but must in this case complete 39 credit hours (1113, 1123 and 1213). Advanced students will receive permission to substitute higher-level courses for certain requirements; however, all students must complete FRAN 3733 to achieve the Certificate.

Required:

FRAN 1223, FRAN 2013, FRAN 2023, FRAN 2163, FRAN 2713, FRAN 3153, FRAN 3733, FRAN 4403 or FRAN 4413 and two electives from the list below.

Electives:

FRAN 2033, FRAN 3163, FRAN 3213, FRAN 3513, FRAN 3523, FRAN 3633, FRAN 3703, FRAN 3743, FRAN 4003, FRAN 4413, FRAN 4423, FRAN 4553

- FRAN 4403 or FRAN 4413 is required for French teachers. Students in the general proficiency program may substitute 3h of electives
- 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.
- When offered through the Acadia French Summer Institute, these courses are not open to undergraduates.

pp. 115-16 of the Calendar at

http://registrar.acadiau.ca/tl_files/sites/registrar/pdfs/Academic_Calendars/calendar_final.pdf

SPANISH

Program Modification:

The purpose of the changes is to clarify the links between the Major requirements and the courses that student majoring in Spanish take at the University of La Rioja in Spain. In order to complete their program, students have to take courses at a Spanish-speaking University in their third year after completing two years of courses in grammar and oral/written expression (beginner and intermediate levels) at Acadia University. In the past years, the relationship between the courses taken abroad and the Major requirements was not clearly defined to the students. The new description provides a clearer description of the course of study in Spain during two semesters and its relation to the Major requirements.

New Program Description:

MAJOR IN SPANISH

Graduation Requirements

In addition to the Program Requirements listed below, students must also satisfy the Bachelor of Arts (Major) requirements outlined on pp. 63-64 of this Calendar. Additionally, students must successfully complete an approved course of study, for a minimum of one semester (15h), at a Spanish-speaking university. Specifically, students will take courses in Spanish Language, Spanish and Spanish American Civilization and Culture, Spanish and Spanish American Literature, and Translation that are equivalent to those required for the Major program in Hispanic Studies at Acadia University.

- Students with some knowledge of Spanish should check with faculty to determine their entrance level.

Program Requirements

Students must complete a minimum of 42h in the Major program as follows:

1. All of the following: SPAN 1013, SPAN 1023, SPAN 2013, SPAN 2023, SPAN 2113, SPAN 2123, SPAN 3103, SPAN 3203
2. 3h from SPAN 3213 or SPAN 3223 or equivalent
3. 3h from SPAN 3313 or SPAN 3323 or equivalent
4. 3h from SPAN 3413 or SPAN 3423 or equivalent
5. 3h from SPAN 3513 and SPAN 3523 or equivalent
6. 3h of either IDST 3463 or IDST 3473

Direct Exchange Program with the University of La Rioja

Students who have a program GPA of 3.0 are accepted into the direct exchange program with the Universidad de La Rioja where they may take 4 or 5 courses in Spanish each semester. In selecting courses and organizing their exchange program, students must consult the Coordinator of the Study Abroad Program.

In the first semester, students register in language courses at The Language Centre of the University of La Rioja (non-academic courses will not count as transfer credits). This Centre, or Fundación, offers Spanish language courses to help exchange students improve their language skills and make the most of their exchange experience. This program offers 3 hours of Spanish Language instruction per day from Monday to Friday. There are currently two levels of language courses offered by the Centre: intermediate and advanced. The Fundación tests students and places them at their appropriate level. These language courses will not be counted towards the Major programme in Hispanic Studies. Instead they will count as transfer credits for electives of the Bachelor of Arts and for the 6 h language requirement of the Arts Core.

In the second semester, students proceed to register in courses listed in the academic calendar of the Universidad de La Rioja. These courses, to be selected with and approved by the Coordinator of the Study Abroad Program, will function as courses equivalent to the requirements for Spanish Majors at Acadia University.

School of Music

New course proposals:

MUSI 1216 Music Through the Ages

A comprehensive survey of music from the Middle Ages to the present day, addressing both the performance of music as well as the historical and socio-cultural basis for important stylistic developments. Analytical listening, research and writing skills, and the development of a music-specific vocabulary will be emphasized. *Prerequisite(s): Permission of the School*

Reason: This course will provide one of the core music history requirements for the BM, BMEd, BMT, and BAM programs.

MUSI 1813 Comprehensive Keyboard

Basic instruction and introduction to keyboard skills that support and facilitate the application and learning of theory, ear training, sight-singing, and solfège.

Reason: The School of Music is replacing the piano proficiency requirement with this mandatory first year course.

MUSI 2003 Jazz History

A survey of Jazz music, examining the musical and social pre-conditions of Jazz. An opportunity to learn how to listen, understand and appreciate the music of this era, and to explore the central figures and styles that make up Jazz as we know it to the present day.

Reason: Jazz is one of the most important musical styles of the 20th and 21st century and needs to be taught in our updated curriculum. The rhythmic and harmonic basis of most music we know as “popular music” was explored and developed through the jazz and blues of the early 20th century

MUSI 2106 Music Theory for the Contemporary Musician

A comprehensive course that integrates topics in classical music theory with jazz theory, popular music, and musics of the world. Foundational topics such as harmony, counterpoint, analysis, and composition will be taught from a broad perspective that forges connections between different traditions, styles, and genres. *Prerequisite(s): MUSI 1693 with a C- or better.*

Reason: The standard university music theory sequence has focused on traditional classical music harmony at the expense of other theoretical concepts. Contemporary musicians including performers, music therapists, music educators, composers, and musicologists require a broader perspective of music theory. This course will become the pre-requisite for more specialized music theory courses on rotation at upper levels.

MUSI 2713 Chamber Music Workshop

Chamber Music Workshop includes intensive work on various repertoire with a small group and a faculty coach. Groups receive weekly coaching, academic lectures, assignments and various performance opportunities. “Course may be repeated for credit”

Reason: Creating an opportunity for students to take Chamber Music as a course allows for greater flexibility of genre, workload, and experience.

MUSI 2793 Playing and Hearing Music 3

This course is a continuation of a student's introduction to fundamental principles of practical musicianship. Students will discover how to conceive of and relate to sound both as soloists and ensemble members through progressive exercises and assignments to develop critical listening skills, internal conception of sound, improvisation, transcription and aural analysis, performance and practice habits, and ensemble awareness. *Prerequisite(s): MUSI 2693 with a C- or higher*
Reason: New Curriculum requires expansion of this course to include one more semester.

MUSI 3183 Advanced Topics in Music Theory and Analysis

Selected topics for further study, which may include advanced chromatic harmony, counterpoint, stylistic analysis, theories of musics outside the Western canon, queer theory, feminist theory, and other topics on a rotational basis. *Prerequisite(s): MUSI 2106*

Reason: The School of Music has reduced its core theory requirements with the intention that more specialized theory electives will be offered to better suit student needs. Rather than requiring all students to complete a traditional classical theory sequence, they will be allowed to choose among a suite of advanced electives. This course will also allow professors the opportunity to offer courses that better correspond with their expertise.

MUSI 3243 Musical Masterworks

The history and style of significant musical works from vocal and/or instrumental genres, examined through readings, recordings, and score study. This course may address a particular theme (such as music and nature, or music and war), or may address music of a particular genre (such as the symphony, chamber music, or music and drama). *Prerequisite(s): MUSI 1216*

Reason: Creating this course will provide a flexible means to routinely offer a score-based study of musical repertoire in varying styles/genres.

MUSI 3713 Improvisation and Creative Process

The shifting landscape of the 21st century requires an approach that is flexible, resilient, and above all, creative. Drawing from practical and academic sources, we will expand our methods and understanding of this essential, yet normally intangible, life skill. For music majors or other students interested in enhancing creative approaches in their chosen discipline as well as everyday life. *Prerequisite(s): Permission of the Instructor*

Reason: This course will support the changes in the School of Music curriculum in moving toward a program that encourages 21st century training in creative, diverse and integrative learning across the various music disciplines (therapy, education, performance etc). It also acts as a service course (elective) to the larger university community.

MUSI 4163 Jazz Theory

A study of jazz harmonic structures and compositional styles with a focus on post-1960s jazz. The course will feature analysis of modern jazz repertoire as well as jazz composition, harmonization, and arranging. *Prerequisite(s): MUSI 2106 (MUSI 2003 recommended)*

Reason: Jazz Theory is an important topic that is rarely addressed in non-jazz undergraduate music programs. However, contemporary musicians should have an understanding of jazz theory in order to thrive in the 21st century. This course will provide one of the rotating music theory electives available to music majors.

MUSI 4283 Women in Music

A seminar course exploring topics and issues pertaining to women's participation and representation in music throughout history up to the present day. *Prerequisite(s): Students must have completed 30h of University credits.*

Reason: This course has been successfully offered as a special topics course. Giving it a separate number and description in the calendar will make it more visible to WGST students.

Course Deletions:

List one:

Reason: courses not offered in years

MUSI 1023 (Understanding Music 2)
MUSI 1073 (Music Theory for Non-Music Majors 2)
MUSI 1323 (Piano Class)
MUSI 1333 (Singers Workshop)
MUSI 3300 (Observation: Teach Technique)
MUSI 3301 (Acadia Music Festival 1)
MUSI 4300 (Practice Teaching)
MUSI 4302 (Acadia Music Festival 2)
MUSI 4313 (Secondary School Music)
MUSI 4323 (Instrumental Principles and Processes)
MUSI 4333 (Observe/Practice Teach Piano)

List two:

Reason: courses replaced containing redundancies

MUSI 1133 (Music Theory 1)
MUSI 1143 (Music Theory 2)
MUSI 1690L (Lab for Playing and Hearing Music)
MUSI 1723 (Preliminary Keyboard Class)
MUSI 2263 (Western Art Music)
MUSI 4693 (Chamber Music)

Course Modifications:

MUSI 1013 Understanding Music for Non-Music Majors I– change in course title

Becomes:

MUSI 1013 Understanding Music for Non-Music Majors

Reason: As the course that follows this introductory course was deleted, the title of the course needed to reflect this change.

MUSI 1563 Music and the Mind – change in prerequisite

Prerequisite(s) Permission of the instructor **Becomes:** None

Reason: The pre-requisite was deleted, as the course is now a core – music course for all first year music students.

MUSI 1693 Playing and Hearing Music – change in prerequisite, deletion of concurrent lab

Becomes:

An introduction to fundamental principles of practical musicianship. Students will discover how to conceive of and relate to sound both as soloists and ensemble members through progressive exercises and assignments to develop critical listening skills, internal conception of sound, improvisation, transcription and aural analysis, performance and practice habits, and ensemble awareness. *Prerequisite(s) MUSI 1813 with a C- or better.*

Reason: This course will no longer have a concurrent lab (1690) and we have added a pre-requisite (1813).

MUSI 2163 Introduction to Music Technology – change in prerequisite

Prerequisite(s) MUSI 1063 or MUSI 1133 with C- or better, or permission of instructor

Becomes:

Prerequisite(s) permission of instructor for non-music majors

Reason: MUSI 1133 has been deleted.

MUSI 2183 Composition – change in course description, prerequisite

Becomes:

This course must have the PRE-REQUISITE COURSE MUSI 1693 with C- or better

MUSI 2193 Composition 2 – change in calendar description, course title, and prerequisite

Introduction to the art and craft of composing music from the planning/ conceptual stage to the realization of a completed score. Weekly seminar. *Prerequisite(s) MUSI 1143 with C- or better, or permission of the school*

Becomes:

MUSI 2193 Introduction to Songwriting

This course will introduce students to the art and craft of commercial songwriting in various genres. Through analysis of great songs, and individual and group creative work, students will develop their abilities to create songs with compelling formal and harmonic structures, melodies, and lyrics. Classes will be divided into analysis lectures, student analysis presentations, and presentations and critiques of works in progress. *Prerequisite(s) MUSI 2106*

Reason: Originally, 2193 was designed as a second introductory composition course. It was last offered in 2008 because it proved unnecessary in preparation for more advanced composition courses. The current introductory composition course (2183) does not cover songwriting, which is a related but different compositional skill. Changing demands of contemporary musicians and changing student demographics (the increase in the number of students pursuing music therapy for example) have made this skill more important to have.

MUSI 2283 Western Art Music 2– change in calendar description, course title, and prerequisite

A comprehensive survey of Western Art Music in the 18th and 19th centuries. *Prerequisite(s) MUSI 1263*

Becomes:

MUSI 2283 Old Music in a Modern World

An examination of the contemporary performance and performers of historical repertoires.

Topics may include (but are not limited): historically-informed performance; modern stages of historic operas; ancient music as a source of inspiration for new compositions; use of “Classical”

music in movies and television; the performer as an historian; and marketing “Classical” music for modern audiences. *Prerequisite(s)* MUSI 1216.

Reason: Under our new core requirements, the material formerly delivered as part of MUSI 2283 will now be covered within MUSI 1216. This modification will shift the focus of MUSI 2283 from addressing the history of 18th and 19th-century music to one addressing the reception of such historical music repertoire within the contemporary music scene.

MUSI 2701 Performing Ensemble 1 – change in calendar description, course weight, and course number

Principal performing ensemble for music majors. Students will choose one section of Symphonic Band, Wind Ensemble, University Chorus, University Orchestra or other designated ensembles. Students must successfully complete both the fall and winter term of this ensemble. Woodwind, brass, percussion and string performance majors will normally play their principal instrument in one of these ensembles.

Becomes:

MUSI 2700 Performing Ensemble 1

Principal performing ensemble for music majors. Students will choose one section of Symphonic Band, Wind Ensemble, University Chorus, University Orchestra or other designated ensembles. Students must successfully complete both the fall and winter term of this ensemble.

Reason: The School has implemented a course (three hour credit) that will be a requirement for most music students. All ensembles will now become a zero credit requirement.

MUSI 4143 Conducting 1 – change in calendar description and prerequisite

This course is the first Installment of a 2-stage sequence, preparing students to lead musical ensembles (instrumental and choral), with a particular emphasis on the needs of music educators. This introductory course will focus on the development of gesture, physical dexterity, score analysis, interpretation, and basic rehearsal techniques. Students are strongly encouraged to continue into Conducting 2 in the winter term. *Prerequisite(s)* MUSI 2143 with C- or better, or permission of instructor

Becomes:

MUSI 4143 Conducting 1

This course prepares students to lead music ensembles (instrumental and choral), with an emphasis on the needs of music educators. This introductory course will focus on the development of physical dexterity, and introduces score analysis, interpretation, and rehearsal techniques. Students are encouraged to continue and take Conducting 2 in the winter term. *Prerequisite(s)* MUSI 1216 and MUSI 2106 (both with C- or better, or permission of the instructor)

Reason: The description language needed tightening up and the pre-requisites had changed.

MUSI 4153 Conducting 2 – change in calendar description and prerequisite

This course is the second installment of a 2-stage sequence, preparing students to lead musical ensembles (instrumental and choral), with a particular emphasis on the needs of music educators. Other topics include leadership, organization or ensemble programs. *Prerequisite(s)* MUSI 4143 with C- or better

Becomes:

This course is the second part of the conducting sequence, continuing the in-depth preparation of students to lead choirs, orchestras, and bands. There is added emphasis on advanced score study, rehearsal techniques, leadership, and organization of ensemble programs. *Prerequisite(s) MUSI 4143 with C- or better, or permission of the instructor.*

Reason: The description language needed tightening up and the pre-requisites had changed.

MUSI 4383 Special Topics in Music Education – change in calendar description, course title, and prerequisite

Special studies courses are research-based, furnishing an opportunity for in-depth study of specific music education issues and problems. These courses prepare students for graduate study in the field of music education. Topics may include computer application in music, advanced choral techniques, jazz instruction philosophy and techniques, introduction to music therapy, introduction to music theatre, instrumental and choral arranging, orchestration and others.

Prerequisite(s) permission of the school

Becomes:

MUSI 4383 Special Topics in Wind Music

This course explores wind music repertoires from North America (with a specific focus on Canadian works), Europe, and around the world, from the Renaissance to the present day. Specific works by great composers are explored in detail, examining scores, recordings, composer biographies, and cultural context. *Prerequisite(s) MUSI 1216 and MUSI 2106 with C- or better, or permission of the instructor.*

Reason: The focus of this course has shifted, the title and description needed to reflect that.

MUSI 4393 Special Topics in Music Education – change in calendar description and prerequisite

Special studies courses are research-based, furnishing an opportunity for in-depth study of specific music education issues and problems. These courses prepare students for graduate study in the field of music education. Topics may include computer application in music, advanced choral techniques, jazz instruction philosophy and techniques, introduction to music therapy, introduction to music theatre, instrumental and choral arranging, orchestration and others.

Prerequisite(s) permission of the school

Becomes:

Special Topics courses are designed to provide an opportunity for in-depth study of specific music and music education issues and problems. These courses often prepare students for graduate study in the field of music education and conducting. Topics may include conducting; advanced choral techniques; wind literature; and others, at the discretion of the Instructor.

Prerequisite(s) MUSI 1216 and MUSI 2106 with C- or better, or permission of the instructor

Reason: The focus of this course has shifted, the title and description needed to reflect that

MUSI 4953 Recital of Original Works – change in calendar description and co-requisite

A full program of original works by the graduating composition major. The program will include a sampling of works for various ensembles and give evidence of both originality and command of contemporary idioms. Students must be concurrently enrolled in a music composition course.

Becomes:

A full program of original works by the graduating student. The program will include a sampling of works for various ensembles and give evidence of both originality and command of contemporary idioms. Students must be concurrently enrolled in MUSI 4666.

Reason: The pre-requisite change reflects the change in course and program structure. But does not affect how this course will be offered.

MUSI 4993 Thesis – change in calendar description and co-requisite
Final research project for graduating theory-history major. Students must be concurrently enrolled in MUSI 4213/4223.

Becomes:

Final research project for graduating theory-history major.

Reason: The co-requisite change reflects the changes in course and program structure. But does not affect how this course will be offered.

Course Modifications (Change in Prerequisite):

List of courses that must have MUSI 1216 and 2106 and a C- or better as prerequisite

MUSI 3203 (20th Century Music)

MUSI 3223 (Music in Canada)

MUSI 3233 (Piano Literature)

MUSI 3283 (Music Since 1945)

MUSI 3383 (Piano Pedagogy)

MUSI 4213 (Special Studies in Music History)

MUSI 4223 (Special Studies in Music History)

MUSI 4343 (Jazz Education Techniques)

List of courses that must all have MUSI 2106 and a C- or better as prerequisite

MUSI 3143 (Choral Conducting)

MUSI 3163 (Electronic Music Composition)

MUSI 3193 (Orchestration and Arranging)

MUSI 4103 (Introduction to Post-Tonal Theory)

MUSI 4113 (Special Studies in Music Theory)

MUSI 4123 (Structural Analysis)

MUSI 3553 (Clinical Keyboard)

MUSI 3563 (Skills and Resources in Music Therapy)

MUSI 3573 (Theoretical Foundations of Music Therapy)

MUSI 4563 (Clinical Practice in Music Therapy)

MUSI 4573 (Professional Issues in Music Therapy)

Program Deletions:

Bachelor of Music-General – deletion

Bachelor of Music-Comprehensive - deletion

Bachelor of Music with Concentration in Composition – deletion

Bachelor of Music with Concentration in Musicology – deletion

Bachelor of Music with Concentration in Instrumental Performance – deletion

Bachelor of Music with Concentration in Vocal Performance – deletion

Reason: Currently the School of Music offers 7 versions of the Bachelor of Music program. Due to the fact that core requirements of the degree and many of the electives are standard to the degree, having multiple streams was inefficient and ineffective. By eliminating most of the concentrations, we are able to be more flexible within this new contemporary degree structure.

*For Bachelor of Music and Bachelor of Music, with Concentration in Education modifications please see below.

The program will be strengthened, the requirements better reflect the contemporary nature of the program, and the core is unique to music schools as it requires new courses created just for Acadia's School of Music.

Bachelor of Arts in Music (Double Major) – deletion

Reason: The School has undergone an extensive revision of all degree programs. Due to the significant change in the structure of the Bachelor of Music degree and the new School of Music core, the Bachelor of Arts in Music degree has changed as well. We will still offer the opportunity for students to pursue a concentration in another subject, within the BAM degree, but separating it as a unique stream/degree is inefficient, inflexible and nonsensical.

Program Modifications:

Bachelor of Music with Concentration in Education:

Reason: Currently the School of Music offers 7 versions of the Bachelor of Music program. The School is eliminating many of these, as they are inefficient and ineffective. As there are specific requirements for future Educators, this degree remains the only Bachelor of Music degree with a concentration.

New Program Description:

BACHELOR OF MUSIC WITH CONCENTRATION IN EDUCATION

Graduation Requirements:

Students must complete the program as outlined below. Additionally, students must achieve a minimum cumulative GPA of 2.00 to graduate from the program.

Bachelor of Music (concentration in Education) Program Requirements: (120h)

(Students must earn a minimum CGPA of 3.0, by the end of second year, in order to be considered for the Music Education program.)

1. School of Music Core (33h)
2. MUSI 1666, MUSI 2666, MUSI 3666 and MUSI 4666
3. 6h Chamber Music Workshop (MUSI 2713)
4. 3h additional Music Theory, History and Culture
5. Music Education students must complete all the courses, in preparation for either Elementary or Secondary Music Teacher Certification in a B.Ed. program. (21h)
 1. MUSI 2343, MUSI 3310, MUSI 3311, MUSI 3320, MUSI 3321, MUSI 3331, MUSI 3341, MUSI 3351, MUSI 3361, MUSI 3371, MUSI 3381, MUSI 3391, MUSI 4343, MUSI 43A3, MUSI 43B3

6. 6h from: MUSI 3143 or MUSI 4143 or MUSI 4153
7. 3h from: MUSI 1713 or MUSI 2353 or MUSI 4363
8. 24h Non-music electives
9. First-year music students will take MUSI 1600 and one section of MUSI 2700. Students in each subsequent academic level must successfully complete both terms of MUSI 2700 each year.

Bachelor of Arts in Music with Honours program

Reason: The School has undergone an extensive revision of all four degree programs. Due to the significant change in the structure of the Bachelor of Music degree and the new School of Music core, the Bachelor of Arts in Music with Honours degree has changed as well.

New Program Description:

BACHELOR OF ARTS IN MUSIC WITH HONOURS

Graduation Requirements:

Students must complete the program as outlined below. Additionally, students must achieve a minimum cumulative GPA of 2.00 to graduate from the program.

Bachelor of Arts in Music Program Requirements: (120h)

1. School of Music Core (33h)
2. MUSI 4996
3. 21h of additional Music Theory, History and Culture
4. 18h Music Electives
5. 42h Non-Music Electives
6. First-year music students will take MUSI 1600. Students in each subsequent academic level must successfully complete both terms of MUSI 2700 each year.

Bachelor of Arts in Music program

Reason: The School has undergone an extensive revision of all four degree programs. Due to the significant change in the structure of the Bachelor of Music degree and the new School of Music core, the Bachelor of Arts in Music degree has changed as well.

New Program Description:

BACHELOR OF ARTS IN MUSIC

Graduation Requirements:

Students must complete the program as outlined below. Additionally, students must achieve a minimum cumulative GPA of 2.00 to graduate from the program.

Bachelor of Arts in Music Requirements: (120h)

1. School of Music Core (33h)
2. 15h of additional Music Theory, History and Culture
3. 30h Music Electives

4. 42h Non-Music Electives
5. First-year music students will take MUSI 1600. Students in each subsequent academic level must successfully complete both terms of MUSI 2700 each year.

Program Modifications to the Bachelor of Music CORE

Reason: Currently the School of Music offers 7 versions of the Bachelor of Music, a Bachelor of Music Therapy degree, a Bachelor of Arts in Music degree. All of these degrees contain different “core” requirements. With the significant revisions to all degrees, we have been successful in achieving a common core, which will have a positive impact on all degrees in the School of Music.

New Program Description:

(*Please note this includes a name change. From Bachelor of Music Core – To School of Music Core)

School of Music Core Courses: (33h)

1. MUSI 1216, MUSI 1563, MUSI 1693, MUSI 1813, MUSI 2106, MUSI 2693, MUSI 2793 (Each of these courses must be completed with a grade of C- or better)
2. 6h of: ENGL 1406 or ENGL 1413 and ENGL 1423, or any combination of History courses at the 1000 level.
3. First-year music students will take MUSI 1600 and one section of MUSI 2700. Students in each subsequent academic level must successfully complete both terms of MUSI 2700 each year.
4. Music majors must complete MUSI 2870, Concert Credit, in each year of their program.

Program Modification to the Bachelor of Music Program

Reason: Currently the School of Music offers 7 versions of the Bachelor of Music program. Due to the fact that core requirements of the degree and many of the electives are standard to the degree, having multiple streams was inefficient and ineffective. By eliminating most of the concentrations, we are able to be more flexible within this new contemporary degree structure. On this form we are modifying the Bachelor of Music degree.

New Program Description:

BACHELOR OF MUSIC

Graduation Requirements:

Students must complete the program as outlined below. Additionally, students must achieve a minimum cumulative GPA of 2.00 to graduate from the program.

Bachelor of Music Program Requirements: (120h)

1. School of Music Core (33h)
2. MUSI 1666, MUSI 2666, MUSI 3666 and MUSI 4666
3. 12h Chamber Music Workshop (MUSI 2713)

4. 6h of additional: Music Theory (3h) and History and Culture (3h)
5. 21h Music Electives
6. 24h Non-Music electives
7. First-year music students will take MUSI 1600 and one section of MUSI 2700. Students in each subsequent academic level must successfully complete both terms of MUSI 2700 each year.

Program Modifications to Bachelor of Music Therapy degree

Reason: The School has undergone an extensive revision of all four degree programs. Due to the significant change in the structure of the Bachelor of Music degree and the new School of Music core, the Bachelor of Music Therapy degree has changed as well.

New Program Description:

BACHELOR OF MUSIC THERAPY

Graduation Requirements:

Students must complete the program as outlined below. Additionally, students must achieve a minimum cumulative GPA of 2.00 to graduate from the program.

Bachelor Music Therapy Program Requirements (120h)

(Students must earn a minimum CGPA of 3.0, by the end of second year, in order to continue in the Music Therapy program.)

1. School of Music Core (33h)
2. MUSI 1666 and MUSI 2666
3. All of the following: (39h) MUSI 1353, MUSI 1713, MUSI 1733, MUSI 2083, MUSI 2573, MUSI 3553, MUSI 3563, MUSI 3573, MUSI 3583, MUSI 4563, MUSI 4573, MUSI 4583, MUSI 4663
4. 18h of PSYC 1013, PSYC 1023, PSYC 2113, PSYC 2133, PSYC 2153 and 3h additional Psychology
5. 9h Music Electives
6. 9h Non-Music Electives
7. First-year music students will take MUSI 1600 and one section of MUSI 2700. Students in each subsequent academic level must successfully complete both terms of MUSI 2700 each year.

The Music Therapy program includes four different practicum placements, completed within the course requirements. After finishing the BMT degree, candidates will complete a 1000 hour (6-month) supervised internship, and then make a formal application to the Canadian Association for Music Therapy to become a Music Therapist Accredited (MTA).

Department of Politics

New course proposals:

POLS 2000 Politics Passport

In this course, political learning is put into practice. Students will engage in some form(s) of “political activity,” broadly defined. Engagement includes attending, participating in, organizing, and publicly commenting on political events of various kinds. Students will document their

engagement, which will then be verified by a faculty member for their passport. Required for Politics majors; not open to non-majors.

Reason: Modeled on the School of Music's "Concert Credit" course (MUSI 2870), this course will both encourage and track extra-curricular political engagement (of various kinds) among Politics students.

Note: Following a trial year, Politics intends to submit a program modification to make this a program requirement

POLS 3743 The Politics of Global Resistance

This course explores emergence of global forms of resistance. It explores the political theory of resistance, then looks at different local and/or national examples of resistance, as well as those forms of resistance that seek to specifically address global issues and/or define themselves as strictly global actors. This course counts towards the political theory and international relations stream. *Prerequisite(s): Third year standing and above*

Reason: The idea of resistance is becoming more complex in the contemporary era. While resistance traditionally evoked violent and non-violent personal, domestic, workplace, local, regional, national, international and colonial conflicts, the meaning of resistance is shifting as it is exposed to new questions concerning the global developments in biology, information, communication, knowledge, economy, governance, culture, religion and war.

Course modifications

POLS 2006 Canadian Politics – change in calendar description

The cultural, social, economic, and institutional underpinnings of Canadian politics. Particular attention is paid to recent proposals for constitutional reform, the extent of state autonomy, the nature of Canadian parties and interest groups, and the extent and significance of regional differences.

Becomes:

An introduction to the basic principles, structures, and practices of Canadian politics and government. The course examines the institutions and constitutional foundations of Canadian government, as well as the processes, groups, and parties of Canadian politics.

Reason: The proposed changes to the course description are less specific in the topics that will be covered. This will provide greater flexibility to the instructor and will make it easier for the course to adapt to current events in Canadian politics.

POLS 3463 Law and Politics in Canada – change in calendar description, prerequisite

An introductory study of the law and its interaction with political processes and society. Emphasis is placed on judicial review, Canadian constitutional law and the Charter of Rights and Freedoms.

Becomes:

An introduction to the structure and functions of the judiciary and its role in the Canadian political process. Topics include the nature of judicial power and its constitutional framework in Canada, judicial appointments, and judicial policy-making. *Prerequisite(s) second-year standing (i.e. >24h completed)*

Reason: The current description for POLS 3463 has considerable overlap with POLS 4403/5403. The proposed description better differentiates the two courses and reflects the topics that Dr. Crandall will cover when teaching this course.

POLS 3493 American Government– change in course title, description and prerequisite
The theory and practice of the American federation as revealed by American political culture and behaviour and the operations of America's national government.

Becomes:

POLS 3493 American Politics and Government

This course explores the structure of the American government, key policy issues, and aspects of American political culture that inform the practice of politicians at federal and state levels, as well as the political engagement of citizens. *Prerequisite(s) POLS 2893*

Reason: Both title and course description need to be modified to more accurately reflect the content of the course.

POLS 3593 Politics of Transition – change in calendar description, course title, and prerequisite
A comparative analysis of political change from authoritarian, one-party and communist systems to free market democracies focusing on post- Communist countries, Latin America and Africa. Issues covered include ethnic-nationalist strife, financial and trade links with the West, economic restructuring, corruption, elite manipulation, part aggregation, election. *Prerequisite: 1303 or 1403 or 2893 or 2993 with B or higher or permission of instructor*

Becomes:

POLS 3593 Collective Action and Political Change

Drawing on current and historical cases from North America and around the world, as well as theoretical literature on civil society, social movements, and activism, this course explores the ways that individuals engage in collective action to pressure for political change. Attention is paid to the strategic, technological, cultural, and structural factors that facilitate and obstruct political change. *Prerequisite(s) POLS 1403 or 2893 or permission of instructor*

Reason: The existing course reflects the political trends of the 1980s and 1990s, as well as the academic expertise of one of our now-retired faculty members. It needs to be updated so the content can better reflect more recent political trends in political transition and change. This will allow department to begin offering it more regularly.

POLS 3693 Politics and Gov't in Latin America– change in calendar description, course title, and prerequisite

This course explores contemporary politics in Latin America and the current trends, such as democratisation and economic reform, that are transforming the region today. Topics covered include the legacies of dictatorships and civil war, recurrent economic crises, indigenous movements, and hemispheric economic integration.

Becomes:

POLS 3693 Politics of Latin America and the Caribbean

This course explores contemporary politics in Latin America and the Caribbean and the current trends that are shaping the region today. Topics covered include legacies of dictatorships and civil war, human rights movements, indigenous movements and governance, populist politics, migration, and economic transformation. *Prerequisite(s) POLS 2893 or 2993 or permission of instructor*

Reason: The study of Latin America typically includes Caribbean countries. The title and course description are changed to make this explicit. The course description is updated to more accurately reflect contemporary political trends. A pre-requisite is added to ensure students have appropriate preparation.

POLS 4103 Canadian Federalism – change in calendar description

The theory and practice of Canadian federalism including inter-governmental relations, constitutional evolution and the federal nature of Canadian society in the 1990s.

Becomes:

The theory and practice of federalism, including inter-governmental relations, constitutional politics and the federal nature of Canadian society.

Reason: The proposed course description removes the focus on the “1990s” so that it is no longer dated.

POLS 4143 Applied International Ethics – change calendar description, prerequisite

This course is a critical exploration of ethical dilemmas in contemporary international politics. A special emphasis will be placed on cosmopolitan and communitarian approaches to issues such as international justice; war; terrorism; global poverty; sovereignty; human rights; women's rights; humanitarian affairs and intervention; and the environment. *Prereq: 54 credit hours with a CGPA of B or permission of Professor*

Becomes:

POLS 4143 Applied International Ethics

This course is a critical exploration of ethical dilemmas in contemporary international politics. A special emphasis will be placed on cosmopolitan and communitarian approaches to issues such as international justice, war, terrorism, global poverty, sovereignty, human rights, women's rights, the environment, and humanitarian affairs and intervention. *Prerequisite(s): 54 credit hours and B in POLS 2683 or 2783, or permission of Professor*

Reason: Updated description. Computer system was unable to process CGPA requirement. The specific course grade requirement aligns with other 4000-level courses offered by the department.

POLS 4403 Canadian Constitutional Law – change in calendar description

The role of the judiciary in the Canadian federal process and the major constitutional problems traced back to Confederation. Discussion of the leading constitutional decisions of the Privy Council, the Supreme Court of Canada and the major trends in Canadian constitutional law including the Charter and the Division of Powers. Prerequisite: POLS 2006 with a grade of B or higher or permission of instructor.

Becomes:

An examination of the role performed by the judicial and legislative branches in constitutional protections in Canada. Topics include leading constitutional decisions of the Supreme Court of Canada and the major trends in Canadian constitutional law including the Charter of Rights and Freedoms and the division of powers.

Reason: The proposed course description takes out references to Confederation and the Judicial Committee of the Privy Council, which will not be major topics of discussion as taught by Dr. Crandall.

POLS 4483 Politics of Global Technologies – change in calendar description and prerequisite
This seminar explores the political issues and implications of new advances in science and technology. Upon classic explorations about the impact of mass media, robotics and nuclear technology on contemporary global politics, specific attention is paid to the impact of cyber-technology, bio-technology, nano-technology on political concepts like war and security, human rights and justice and global governance and democracy. In addition, we ask how the accelerating pace of mass technological life is changing the future of the world as we know it.
Prereq: 54 credit hours with a CGPA of B or permission of Professor

Becomes:

This seminar explores the global political implications of new advances in science and technology. Specific attention is paid to the impact of cyber-technology, bio-technology, nano-technology on political concepts like war, security, human rights, global governance and democracy. If our future is technological, what becomes of life? *Prerequisite(s) 54 credit hours and POLS 2683 or 2783 with B, or permission of Professor*

Reason: Description was changed to conform to 60-word limit. Prerequisites were changed because the registration computer system was unable to process CGPA requirement. The specific course grade requirement aligns with other 4000-level courses offered by the department.

POLS 4883 Politics of Human Rights – change in prerequisite
Prerequisite(s) 54 credit hours with a CGPA of B or permission of Professor

Becomes:

Prerequisite(s) 54 credit hours and POLS 2683 or 2783 with B, or permission of Professor

Reason: Computer system was unable to process CGPA requirement. The specific course grade requirement aligns with other 4000-level courses offered by the department.

POLS 4983 Politics of Asia/Pacific – change in prerequisite
Prerequisite(s) B+ in Pols 2683 or 2783 or permission of the instructor

Becomes:

Pols 2683 or 2783 with B, or permission of the instructor

Reason: Prerequisite grade change from “B+” or higher to “B” or higher, to align with other 4000-level courses offered by the department.

Department of Sociology

New course proposals:

SOCI 3143 Social Welfare and Social Policy

This course examines, and critically evaluates, the social welfare system in Canada linking its history and ideological underpinnings to contemporary social policy and human services delivery. A variety of social welfare needs are explored and careful attention is paid to the lived effects of social policy based on gender, race, ethnicity, social class, abilities, age, and sexualities. *Prerequisite(s): Third year standing and above*

Reason: There is a need for a course in the area of social policy as an applied area of sociology that is beneficial for students interested in pursuing work in non-profit organizations, human service delivery, or government-pathways.

Soci 3183 Rape & Sexual Assault in Canada: A Socio-Historical View

Through legislation and academic scholarship, this course examines historical and contemporary socio-legal shifts and trends related to the crimes of rape and sexual assault in Canada.

Prerequisite(s): 12 CH of SOCI, or 6 CH of SOCI and 6 CH of WGST, or permission of department

Reason: Very important subject matter, yet there is no coverage of area currently in course listings. The course also holds tremendous potential for cross listings with other departments and programs. Currently, the course has received approval to be cross-listed with WGST.

Course modifications:

SOCI 3133 Ethnic and Race Relations – change in prerequisite and ‘slight’ change in course description

A review of key international issues and case studies in ethnic and race relations. Topics include: racism: slavery; anti-Semitism; Protestant-Catholic relations in Northern Ireland; Afro-Americans; South African race relations; and ethnic nationalism in eastern Europe.

Prerequisite(s): 12h SOCI completed including 1006 or 1106 or 6h from 1013/1023/1033/1113

Becomes:

A review of key international issues and case studies in ethnic and race relations. Topics include: racism, slavery, anti-Semitism, Protestant-Catholic relations in Northern Ireland, African-Americans, South African race relations, and ethnic nationalism in eastern Europe.

Prerequisite(s): SOCI 2123 or permission of the Department

Reason: Current prerequisites do not adequately prepare students for the material in this course.

Program modification:

Reason: Modification allows all 4th year Sociology students to count SOCI 4413 toward program requirements; change in calendar description of graduation and program requirements to reflect this change

New Program Description:

UNDER HONOURS IN SOCIOLOGY, Program Requirements, bullet # 5, **add SOCI 4413**
Should now read as: SOCI 4113, SOCI 4123, SOCI 4133, SOCI 4143, SOCI 4153, SOCI 4163, SOCI 4173, SOCI 4183, SOCI 4193, SOCI 4413

UNDER HONOURS IN SOCIOLOGY WITH A SECOND MAJOR, Program Requirements, bullet # 5, **add SOCI 4413**
Should now read as: SOCI 4113, SOCI 4123, SOCI 4133, SOCI 4143, SOCI 4153, SOCI 4163, SOCI 4173, SOCI 4183, SOCI 4193, SOCI 4413

Womens and Gender Studies

New course proposal:

WGST 2193 Women in Science – cross-coded with **PSYC 2193**

This course will explore issues affecting women in science and attempt to answer the questions: Why so few? How can we effect change? Through an examination of research on topics such as implicit bias, stereotyping, and messaging in popular culture, the barriers to women entering scientific fields and ways to challenge and overcome them will be explored. *Prerequisite(s): Second year standing or higher. Anti-requisite: Credit cannot be obtained for both WGST 2193 and PSYC 2193.*

Reason: The course is being created in response to student demand (see #11). It expands the range of Women's and Gender Studies courses available to both Arts and FPAS students and promotes interdisciplinarity.

Course modifications:

WGST 2906 Women and Gender in the Modern World – change in prerequisite
Prerequisite(s) second year standing or equivalent

Becomes:

None

Reason: The prerequisite is no longer considered necessary.

WGST 3703 Special Topics in Women's and Gender Studies – change in calendar description and prerequisite

in depth study of a selected topic in the area. Designed to enable students to take advantage of a particular expertise of visiting or current faculty. Topics may include domestic violence, women in film, women and food, or women in science. Prerequisite: second year standing or equivalent. *Prerequisite(s) second year standing or equivalent*

Becomes:

An in-depth study of a selected topic in the area designed to enable students to take advantage of the particular expertise of visiting or current faculty. May include topics such as domestic violence, women in film, women and food, or women in science. Prerequisite(s) WGST 1413 or permission of instructor

Reason: To give students the basic introductory knowledge they need to be successful in a 3000-level course.

Program Modifications:

MUSI 4283, SOCI 3143, SOCI 3183 and PSYC 2193 – to be added to the list of cross-listed courses:

New Program Description:

The following courses may be counted towards credit in Women's and Gender Studies:
ART 3513, BUSI 3753, CLAS 2573, CLAS 2663, CLAS 3123, CLAS 3443, CLAS 3673, CREL 2533, CREL 2553, CREL 3123, CREL 3693, ECON 3883, EDUC 42L3, EDUC 4633, ENGL 3553, ENGL 3723, ENGL 3833, ENGL 3843, ENGL 3903, ENGL 3973, ENGL 3983, FRAN 3203, HIST 2123, HIST 2133, HIST 2263, HIST 2553, HIST 2603, HIST 3393, HIST 3493, HIST 3543, HIST 3633, HIST 3643, IDST 1213, IDST 3123, KINE 4783, KINE 4883, MUSI 4243, MUSI 4283, NUTR 2323, PHIL 2233, POLS 2013, POLS 2706, POLS 3013, POLS 3513,

POLS 4883, PSYC 2163, PSYC 2183, PSYC 2193, SOCI 2323, SOCI 2343, SOCI 2363, SOCI 2403, SOCI 2633, SOCI 2853, SOCI 3143, SOCI 3183, SOCI 3253, SOCI 3223, SOCI 3403, SOCI 3803, SOCI 4163, THEA 3973

FROM THE FACULTY OF PROFESSIONAL STUDIES

School of Business

New Course Proposal:

BUSI 4563 Venture Creation 2

Students begin with a known customer need and a proposed solution, representing a potentially sound business idea. Students iterate through the Lean Startup build-measure-learn cycle by combining design thinking and rapid prototyping with qualitative and quantitative research methods to develop and test their minimum viable product with potential customers and establish product-market fit. *Prerequisite(s): BUSI 4553*

Reason: The goals set for students taking BUSI 4553 (Venture Creation) were difficult to achieve within the space of one term.

Course Modification:

BUSI 4553 Venture Creation – change in calendar description, course title and prerequisite

This is the capstone course in the Entrepreneurship and Innovation Major program. The course is based on: 1) a field project involving the identification and assessment of either a venture opportunity or the commercialization of an innovation and 2) the business planning process used for developing the venture or innovation. *Prerequisite(s) Busi 3773 and fourth year standing in the BBA program.*

Becomes:

BUSI 4553 Venture Creation 1

Beginning with a hypothesized customer need and a proposed solution, students design experiments to discover whether the concept represents a potentially sound business idea. Lean Startup and customer development methodologies are applied as low-risk means of determining whether they have found a problem worth solving, and whether to proceed with the design and development of the proposed solution. *Prerequisite(s) Busi 3773 and fourth year standing in the BBA program or permission of instructor.*

Reason: The name change reflects its relationship to the newly added “Venture Creation 2”.

Program Modification:

Major in Entrepreneurship and Innovation, insert BUSI 4563 under item 4 of current calendar.

New Program Description:

Major in Entrepreneurship and Innovation

3. All of the following (9h): BUSI 3773, BUSI 4773, BUSI 4553 (each completed with a minimum grade of C-)
4. 12h from BUSI 2763, BUSI 3853, BUSI 3723, BUSI 4403, BUSI 4613, BUSI 4563, BUSI 4653, ECON 3833, IDST 2706 (whichever course is chosen must be completed with a minimum grade of C-)
5. 30h non-business electives (27h if ECON 3833 is chosen above; 24h if IDST 2706 is chosen above; 21h if both ECON 3883 and IDST 2706 are chosen 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).

Department of Community Development

Course Modification

CODE 1013 Foundations of Leadership – change in calendar description, course title, addition of lab

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. *Prerequisite(s)* Open only to Community Development Majors.

Antirequisite: ESST 2003

Becomes:

CODE 1013 Leadership in Community Development

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 within a community development context. (1.5 lab). *Prerequisite(s)*

Restricted to first year CODE students. Antirequisite: Credit cannot be obtained for both CODE 1013 and ESST 2003

Reason: To reflect how the course is being taught.

Program Modification:

The addition of the **Co-operative Education option** to the BCD, BCD (H), BCD ESST and BCD ESST (H) programs in Community Development.

Reason: This proposed modification is in response to expressed student interest, together with the explicit natural synergies that exist between the Co-op option and the goals and educational outcomes provided by the Community Development program, such an addition is a natural evolutionary development that is characteristic of a maturing program. Having Co-operative Education formally recognized on the degree transcript will ensure that the ESST program remains current with the practices of other undergraduate programs and the way they are recognized.

Program Description:

A calendar change would be required under the section “Co-Operative Education in the Faculty of Professional Studies (p. 59 of the 2015-16 Academic Calendar) as follows:

Existing:

“The Co-op is available to BBA students. Areas of concentration include Accounting, Finance, Marketing, Information Systems and Human Resources.”

Amended:

“The Co-op Option is available to Community Development and BBA students. BBA Areas of concentration include Accounting, Finance, Marketing, Information Systems and Human Resources.”

In addition there would be a calendar change on page 83 under Community Development

Existing:

“Programs Offered: Bachelor of Community Development with Honours (BCDH), Bachelor of Community Development (BCD). The BCDH and BCD programs are also offered with Environmental and Sustainability Studies (ESST).”

Amended:

“Programs Offered: Bachelor of Community Development with Honours (BCDH), Bachelor of Community Development (BCD). The BCDH and BCD programs are also offered with Environmental and Sustainability Studies (ESST).”

All four degrees are additionally offered with a Co-op option. To graduate with the Co-op option, students must complete: COOP 1990 (first 4-month work term); COOP 2900 (second 4-month work term) and COOP 3903 (third 4-month work term). COOP 1900 and 2900 are prerequisites for 3903, and 3903 provides 3 credit hours that count as one elective course towards graduation requirements.

Alternatively, in order to graduate with the Co-op option, students may complete: COOP 3703 (12-month internship that provides 3 credit-hours that count as one elective course towards graduation requirements); or COOP 3803 (16-month internship that provides 3 credit hours that count as one elective course towards graduation requirements. Visit <http://co-op.acadiau.ca/> for more information.”

Note: An application for approval will be made to MPHEC following approval by Acadia Senate.

School of Education**New Course Proposals:**

EDUC 4763 Creative Integration of Curriculum in Elementary School – cross listed with EDUC 5283

This elective course surveys a range of approaches through which prescribed outcomes in Elementary Language Arts, Mathematics, Science and Social Studies curriculum can be integrated in classroom practice. While theories of curriculum integration form the foundation

for the course, the emphasis is on the notion of creativity as a means to situate learning in meaningful contexts. This course is offered at both the undergraduate and graduate levels.
Reason: The course provides an opportunity for students to explore pedagogical approaches which support current changes in public school curriculum, changes which emphasize the integration of curriculum disciplines in the elementary school.

EDUC 4773 Environmental Education in the Classroom – cross-coded with EDUC 5293
This elective course provides teachers with background in the theory and current practice of Environmental Education (EE) and Education for Sustainability (EfS). Students will explore the philosophical, political, scientific, technological, economic, cultural, social justice and psychological dimensions surrounding the concept of sustainability as these relate to education for the future. Interdisciplinarity and ‘sustainability citizenship’ issues feature prominently.
Reason: Environmental education is increasingly entering public school curricula; consequently pre-service and in-service teachers require and request a course in the area.

Course Modification:

EDUC 4433 Assessing for Learning and Well-being – change in course title and description
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.

Becomes:

EDUC 4433 Assessment

This course introduces students to current perspectives and practices in educational assessment. While various purposes for assessment are taken up, there is an emphasis on the central purpose of assessment as a support to student achievement and as an important pedagogical informant for teachers.

Reason: We are responding to a significant number of requests from B.Ed. students to return the content of this required course to the traditional (pre-2014) content which focussed exclusively on assessment.

Course Deletions:

Reason: Redundant/not taught in years

EDUC 4043 Multiculturalism

EDUC 40D3 Art Education: Middle Years

EDUC 41H3 Creative Drama for Teachers

EDUC 4383 Communications and Human Relations

School of Kinesiology

New Course Proposals

KINE 4003 Ethical Issues in Sport & Physical Activity

Ethical issues that arise in sport, physical activity and physical education will be investigated. A practical or applied rather than theoretical approach will be undertaken in the investigation of the issues. *Prerequisite(s): fourth year standing in Kinesiology*

Reason: this course has been taught as a special topics course and will now be a rotating elective.

KINE 4863 Emergency Conditions

A theoretical and scenario-based practical application of mock emergency conditions for first responders. Students are provided with knowledge and basic skills used to evaluate athletic injuries and special problems of head, neck, spine, viscera, and other orthopedic joints.

Assessment, intervention, primary care treatment, and medical follow-up are all presented for a host of sport related injuries and illnesses. *Prerequisite(s): KINE 1333*

KINE 4873 Pharmacology for Kinesiology

This course reviews basic pharmacology principles and focuses on over-the-counter/prescription medications and natural products commonly used in sport and physical activity. Contraindications and doping principles are also reviewed. Pharmacodynamic and pharmacokinetic principles are explored with implications for athletic therapists and exercise physiologists. *Prerequisite(s): KINE 2423*

Reason: these two courses (4863, 4873) would allow us to apply for CATA accreditation (and we would be the only Maritime University to be accredited). These would be electives, likely taught every 2nd year, and would better prepare a number of our kinesiology graduates for careers in health care.

Course Modifications:

KINE 1413 Applied Human Anatomy – change in calendar description

This course examines the structures of the human body with a particular emphasis on those responsible for movement. For each body region: upper limb, lower limb, head, neck and trunk, surface anatomy will be presented, followed by study of the musculoskeletal structures, including bones, joints and muscles, along with nerves and blood supply. (1h lab)

Becomes:

This course examines the structures of the human body from cell to systems, with a particular emphasis on those responsible for movement. The musculoskeletal structures, including bones, joints and muscles, along with the nervous and cardiovascular systems are emphasized. The respiratory, renal and reproductive systems are also introduced. (1h lab)

Reason: we are adjusting our descriptions to meet admission requirements for graduate programs at other institutions.

KINE 2023 Care and Prevention of Athletic Injuries – change in course level, antirequisite

Becomes:

KINE 1333 Care and Prevention of Athletic Injuries

Antirequisite: Credit cannot be obtained for both KINE 1333 and KINE 2023

Reason: by moving this course to 1st year, our incoming students will be pre-registered in 10 courses, making that process much easier.

KINE 2413 Applied Human Physiology 1 – change in calendar description, prerequisite

An introduction to human physiology for kinesiology students. This course covers basic physiological concepts and primarily neuromuscular physiology, with an introduction to metabolism, endocrine control of homeostasis and sensory control of movement. Physiological changes over a lifespan will be introduced. The focus of this course is on physical activity and the implications to health and well-being. (1.5h lab) *Prerequisite(s)* KINE 1100, KINE 1413

Becomes:

An introduction to human physiology for kinesiology students. This course covers basic physiological concepts including cell physiology and focuses primarily on neuromuscular physiology, with an introduction to metabolism, gastrointestinal, integument, and endocrine physiology. Homeostasis and sensory control of movement are explored. Anatomical and physiological changes over the lifespan will be introduced. The focus of the physiology courses is on physical activity and the implications to health and wellbeing. (1.5h lab) *Prerequisite(s)* KINE 1100, KINE 1413, BIOL 1863 or BIOL 1823

Reason: The material in the BIOL 1853 and 1863 is fundamental to the material covered in KINE 2413. Students that have completed the BIOL 1863 have a better understanding in KINE 2413. We are adjusting our descriptions to meet admission requirements for graduate programs at other institutions

KINE 2423 Applied Human Physiology 2

An introduction to human physiology for kinesiology students. This course covers primarily cardiovascular and respiratory physiology with introduction to support systems (acid-base regulation, digestion, immune system and endocrine control of growth and metabolism). Physiological changes over a lifespan will be introduced. The focus of this course is on physical activity and the implications to health and well-being. (1.5h lab)

Becomes:

An introduction to human physiology for kinesiology students. This course covers primarily cardiovascular and respiratory physiology with introduction to support systems (acid-base regulation, renal, gastrointestinal, immune and reproductive systems). Anatomical and physiological changes over the lifespan will also be covered.

Reason: we are adjusting our descriptions to meet admission requirements for graduate programs at other institutions

KINE 3100 Conference to Professional Development – change in calendar description

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.

Becomes:

Professional Development is divided into two units: "A" and "B". Students must complete the "A" units and "B" units or complete two "A" units. "A" units are one - 6 hour minimum conference and complete a two page reflection. "B" units are two – one hour seminars and complete a half-page description. Permission from the School must be obtained prior to attendance.

Reason: we are changing the name of this non-credit degree requirement as well as the format to align better with Continuing Education Credits (CECs) that graduates will often need to complete in their future careers.

KINE 3413 Assessment of Athletic Injuries – Lower Extremity – change in prerequisite
Prerequisite(s) KINE 2023 and permission of instructor

Becomes:

Prerequisite(s) KINE 1333 and permission of instructor

Reason: this course needs the correct pre-requisite now that the course has moved to 1000 level

KINE 3423 Assessment of Athletic Injuries – Upper Extremity – change in prerequisite
Prerequisite(s) KINE 3413

Becomes:

Prerequisite(s) KINE 3413 with a minimum grade of C-.

Reason: Because the students in these courses are working with our varsity athletes, not achieving this minimum standard is really a liability issue so we need to prevent unqualified students from pursuing these courses/ labs.

KINE 4783 Social Issues: Sport and Physical Activity – change in calendar description, course title and prerequisite

This advanced course takes an in-depth look at social theories and issues relevant to understanding how sport, physical activity and other social institutions come together and impact our social worlds. Particular emphasis is placed on the role of gender and other social identities.

Prerequisite(s): KINE 2253 or CODE 1543 or WGST 1413 and at least third year standing in BKIN/BCD or permission of the school

Becomes:

KINE 4783 Body, Culture, Physical Activity and Sport

This course examines issues relevant to how sport and physical activity cultures impact identity, our understanding of and attitudes toward our own bodies and those of others. Emphasis is placed on using social theories to examine gender, race, sexuality, class, race, and disability.

Students are expected to have successfully completed a previous course in sociology or sociological aspects of sport/physical activity. *Prerequisite(s): Third or fourth year standing*

Reason: to make the elective course more attractive to students.

KINE 4843 Principles of Sport Injury Rehabilitation – change in prerequisite

Prerequisite(s) KINE 3413 or KINE 3423

Becomes:

Prerequisite(s) KINE 3413 or KINE 3423 with a minimum grade of C-.

KINE 4853 Professional Issues in Sport Injury Rehabilitation – change in prerequisite

Prerequisite(s) KINE 3413 or KINE 3423

Becomes:

Prerequisite(s) KINE 3413 or KINE 3423 or KINE 4843 with a minimum grade of C-.

Reason: Because the students in these courses are working with our varsity athletes, not achieving this minimum standard is really a liability issue so we need to prevent unqualified students from pursuing these courses/ labs.

Program Modification:

KINESIOLOGY CORE (48h):

To change the KINE 2023 requirement to KINE 1333 to reflect the change in level for this course

New Program Description:

KINESIOLOGY CORE (48h)

KINE1013, KINE 1113, KINE 1213, KINE 1243, KINE 1333, KINE 1413, , KINE 2033, KINE 2253, KINE 2413, KINE 2423, KINE 2433, KINE 3013, KINE 3213, KINE 3363, KINE 4633, 3h activity lab course

BACHELOR OF KINESIOLOGY

BIOL 1853/1863 added as a core Arts/Science course

Reason: we have been pre-registering students in the BIOL courses and labs for several years and are now making the curriculum change to make this a requirement for the degree as students who don't have the BIOL courses do very poorly in KINE 2413/2423.

New Program Descriptions:

BACHELOR OF KINESIOLOGY WITH HONOURS

Graduation Requirements

Students must complete the program as outlined below. A GPA of 3.0 is required in the Kinesiology Core. In addition, grades of B- are required in the Kinesiology and Communication Core. A minimum program GPA of 3.0 is required to graduate in the Honours program.

At least 50% of the KINE electives offered for the degree must be at the 3000 level or higher.

Program Requirements

Students must complete 120 credit hours as follows:

1. Kinesiology Core (48h)
2. All of the following (21h): BIOL 1853, BIOL 1863, COMM 1213, KINE 1100, KINE 3100, KINE 3163, KINE 4996, MATH 1213
3. 9h of Kinesiology electives
4. 6h from the Faculty of Arts
5. 12h from the Faculty of Arts or Faculty of Pure and Applied Science
6. 24h of University electives (15h of which must be outside KINE)

BACHELOR OF KINESIOLOGY

Graduation Requirements

Students must complete the program as outlined below. Grades of C- or better are required in the Kinesiology and Communication core. A minimum program GPA of 2.00 is required to be eligible to graduate.

At least 50% of the KINE electives offered for the degree must be at the 3000 level or higher.

Program Requirements

Students must complete 120 credit hours as follows:

Kinesiology Core (48h)

1. All of the following (12h): BIOL 1853, BIOL 1863, COMM 1213, KINE 1100, KINE 3100, MATH 1213,
2. 18h of Kinesiology electives
3. 6h from the Faculty of Arts
4. 12h from the Faculty of Arts or Faculty of Pure and Applied Science
5. 24h University electives (15h of which must be outside KINE)

BACHELOR OF KINESIOLOGY WITH HONOURS WITH PSYCHOLOGY

Graduation Requirements

Students must complete the program as outlined below. Grades of B- are required in the Kinesiology, Communication and Psychology Core. In addition, a minimum program GPA of 3.0 is required to graduate.

At least 50% of the KINE electives offered for the degree must be at the 3000 level or higher.

Program Requirements

Students must complete 120 credit hours as follows:

1. Kinesiology core (48h)
2. All of the following (21h): PSYC 1013, PSYC 1023, plus 15h Psychology elective courses. All PSYC courses must be completed with grades of C- or better.
3. All of the following (21h): BIOL 1853, BIOL 1863, COMM 1213, KINE 1100, KINE 3100, KINE 3163, KINE 4996, MATH 1213
4. 9h Kinesiology electives
5. 6 hours from the Faculty of Arts
6. 15h University electives

BACHELOR OF KINESIOLOGY WITH PSYCHOLOGY

Graduation Requirements

Students must complete the program as outlined below. Grades of C- are required in the Kinesiology, Communication and Psychology core. In addition, a minimum program GPA of 2.0 is required to graduate.

At least 50% of the KINE electives offered for the degree must be at the 3000 level or higher.

Program Requirements

Students must complete 120 credit hours as follows:

1. Kinesiology core (48h)
2. All of the following (21h): PSYC 1013, PSYC 1023, plus 15h Psychology elective courses. All PSYC courses must be completed with a minimum grade of C-
3. All of the following (12h): BIOL 1853, BIOL 1863, COMM 1213, KINE 1100, KINE 3100, MATH 1213

4. 18h Kinesiology electives
5. 6 hours from the Faculty of Arts
6. 15h University electives

FROM THE FACULTY OF PURE AND APPLIED SCIENCE

Faculty of Pure and Applied Science

Program Modification:

We are requesting a change to add a **Data Science Option to the BSc and BScH degrees** using existing courses.

Reason: There is an interest in data science / data analytics, and this would make a good “add-on” collection of courses for various students taking a BSc. This will allow students who have an interest in data science to take an option along with their BSc degree.

New Program Description:

DATA SCIENCE OPTION (27 hours)

1. 6h from Math 1313, 1323, 1333, 1413, or 6h from Math 2213, 2223, 2233, 2243 (6h)

2. Comp 1113, 1123, 2113 (9h)

and one of

3a. MATH 3233, MATH 3293, plus 6h from MATH 3283, MATH 3603, MATH 3633, MATH 4223, MATH 4233 (12h)

3b. COMP 3503, plus 9h from COMP 2853, COMP 3753, COMP 3923 (Data Visualization), one of which may be substituted for another related course (with permission of the School) (12h)

3c. MATH 3233, COMP 3503, 3h from MATH 3283, MATH 3603, MATH 3633, MATH 4223, MATH 4233, and 3h from COMP 2853, COMP 3573, COMP 3923 (12h)

Program Modification:

We are requesting a change to add a **Biochemistry Option to the BSc and BScH degrees** using existing courses.

Reason: Engagement with high school students at open houses and other events have illuminated a demand for programming in biochemistry from incoming students. While we have several biochemistry-themed courses in the biology and chemistry departments, we have no formal recognition that students can be trained with a biochemistry focus. By adding this option to the calendar, we wish to clarify that students can gain proficiency in biochemistry at Acadia, and have this recognized on their transcripts.

New Program Description:

BIOCHEMISTRY OPTION (48 hours)

Students may complete the Biochemistry option in conjunction with the Bachelor of Science with Honours, Major, or Double Major.

Required option courses:

BIOL 1113/ BIOL 1123;
CHEM 1013/ CHEM 1023 or CHEM 1113/ CHEM 1123;
MATH 1013/ MATH 1023 or MATH 2233/ MATH 2243;
BIOL 2023 and BIOL 2013;
CHEM 2513 and CHEM 2713;

18h from the following list (minimum 6h must be from Biology and minimum 6h must be from Chemistry): CHEM 2533, CHEM 3513, CHEM 4513, CHEM 4523, CHEM 3523, CHEM 3723, CHEM 4723, BIOL 3613, BIOL 4613, BIOL 3633, BIOL 3883, BIOL 3553, BIOL 3063, BIOL 3153, BIOL 3163, NUTR 4523. Statistics is recommended for all Biology courses.

Program Modification

We are updating the list of eligible courses to take into account new course offerings that are relevant for the **Health Science option**.

Reason: This is a freshening of the Health Science Option that reflects the fact that new courses have been added on campus that are relevant to the option, particularly keeping in mind the new added emphasis on the health professions on non-science skills.

New Program Description:

HEALTH SCIENCES OPTION (45 hours)

Students may complete the Health Sciences option in conjunction with the Bachelor of Science with Major, the Bachelor of Science with Honours, the Bachelor of Science in Nutrition (without dietetic option), the Bachelor of Science in Nutrition with Honours (without dietetic option), the Bachelor of Kinesiology or the Bachelor of Kinesiology with Honours.

Option courses:

BIOL 1113/ BIOL 1123 or BIOL 1813/ BIOL 1823 or BIOL 1853/ BIOL 1863 or BIOL 2813/ 2823;
CHEM 1013/ CHEM 1023 or CHEM 1113/ CHEM 1123;
MATH 1013/ MATH 1023 or MATH 1213/ MATH 1223 or MATH 2233/ MATH 2243;
PHYS 1013/ PHYS 1023 or PHYS 1053/ PHYS 1063;
PSYC 1013/ PSYC 1023;
SOC 1033;
12h from: CHEM 2513, CHEM 2713 or 2773, COMP 1813, CREL 2443, HIST 2613, KINE 1413, KINE 2033, KINE 2413, KINE 2423, KINE 3013, NUTR 1313, NUTR 1323, NUTR 3513, NUTR 3523, NUTR 3723, PHIL 1413, PHIL 2713, PSYC 2113, PSYC 2123, PSYC 2133, PSYC 2153; SOC 2343, SOC 2633, SOC 3363, SOC 3633, SOC 3733, WGST 1413.

Students interested in a career in Health Science are encouraged to consult with the Health Sciences Advisor (healthscienceadvisor@acadiau.ca) in planning their degrees.

Department of Biology

New Course Proposal:

BIOL 2663 Marine Biology

This course will teach you about the oceans of the world, what lives in them, how they function, how they are important to humans and our impact on them. *Prerequisite(s): None*

Reason: This online Open Acadia course (BIOL 2563 N3, Open Acadia) has evolved to become a similar course to BIOL2563 offered within the Department of Biology, but the departmental members that have looked through the online offering see the two as quite different. The in-class version is an entry into our ‘aquatic ecology’ stream within Biology; the online version may serve that purpose in the future, but not currently. A new course number was requested to distinguish the online course from the in-house offering.

Course Modifications:

BIOL 1123 Organisms and their Environment II – change in prerequisite

Prerequisite(s) BIOL 1113

Becomes:

Prerequisite(s) BIOL 1113 with a grade of C- or better.

Reason: This brings the prerequisite into line with the prerequisites for other Biology courses.

BIOL 1863 Applied Human Biology II – change in prerequisite

Prerequisite(s) BIOL 1853 with a minimum grade of C-

Becomes:

Prerequisite(s) BIOL 1853

Reason: This course primarily serves the program requirements of the Kinesiology department. The Kinesiology Department has requested that we remove the prerequisite requirement for a c- or better.

BIOL 2013 Cell and Molecular Biology – change in prerequisite

Prerequisite(s) BIOL 1113/BIOL 1123 or BIOL 1813, and CHEM 1023. The BIOL course(s) used as a prerequisite must be completed with a minimum grade of C-

Becomes:

Prerequisite(s) BIOL 1113/BIOL 1123 or BIOL 1813. The BIOL course(s) used as a prerequisite must be completed with a minimum grade of C-

Reason: the chemistry prerequisite has been removed to allow nonmajors who might not have taken CHEM 1023, to take BIOL 2013

BIOL 2053 Microbial Biodiversity – change in antirequisite

This course is an overview of the diversity of microorganisms on the planet, including Archaea, Bacteria, Protozoa, Fungi and Viruses, and will focus on the unique and vital roles that these organisms play in their environment (3h lab)

Antirequisite: Credit cannot be obtained for both BIOL 2053 and BIOL 2253

DISTINGUISHED FROM:

BIOL 2253 Microbial Biodiversity – new number, description, antirequisite

This course is an overview of the diversity of microorganisms on the planet, including Archaea, Bacteria, Protozoa, Fungi and Viruses, and will focus on the unique and vital roles that these organisms play in the environment. There is not a laboratory component to this course.

Prerequisite(s) Biol 1113 and 1123, or BIOL1813. *The BIOL course(s) used as a prerequisite must be completed with a minimum grade of C-. Antirequisite(s) Credit cannot be obtained for both BIOL 2253 and BIOL 2053*

Reason: the online course offered through Open Acadia has a new course number, BIOL 2253 to distinguish it from BIOL 2053 which has a lab. Removal of the labs was originally done to accommodate students who take the online course, but who were typically unable to attend laboratory sessions at Acadia University during the spring session. However, a change in the course number is now required so that majors (e.g., Biology, Environmental Science, Nutrition), who absolutely require a laboratory section as part of their degree, take BIOL2053 offered during the regular university year.

BIOL 3633 Topics in Cell Biology – removal of tutorial

Major topics to be covered include cell junctions, the extracellular matrix, cellular communications, signal transduction, and the structure and function of the cytoskeleton. (3h tutorial)

Becomes:

Major topics to be covered include cell junctions, the extracellular matrix, cellular communications, signal transduction, and the structure and function of the cytoskeleton.

Reason: the course is currently delivered as a seminar course so the tutorial component will be removed

BIOL 4113 Fish Biology and Fisheries – change in course title

Becomes:

BIOL 4113 Fish Biology and Fisheries Science

Reason: “Fisheries” includes the methods by which fishes are caught, whereas “Fisheries Science” is the scientific accumulation and analysis of information about fisheries to be used in population dynamics, management, etc..

BIOL 4123 Mammalogy

Prerequisite(s) Prereq: Biol 3113 recommended

Becomes:

Prerequisite(s) None

Reason: There are no longer prereqs for this course as pertinent material from BIOL 3113 is now covered in 4123.

Program Modification

Double Major in Biology and Chemistry with Chemistry as the 2nd Major

This change is an overhaul of the requirements for a double major in Biology with a second major in Chemistry. The existing requirements are overly prescriptive and leave little room for Biology courses beyond the prescribed courses. These changes were developed in consultation with the Chemistry department.

Reason: The existing calendar requirements are outdated and do not reflect how either the Biology department or the Chemistry department currently views the double major.

New Program Description:

DOUBLE MAJOR: BIOLOGY WITH SECOND MAJOR IN CHEMISTRY

Graduation Requirements

In addition to the Program Requirements listed below, students must also satisfy the Bachelor of Science with Double Major requirements as outlined in the previous section of this calendar.

Program Requirements

Students must complete a minimum of 42h in the Biology Major and 30h in the Chemistry Major as follows:

1. The Biology Core (18h)
2. 24h additional Biology at the 3000-4000 level (must include at least 3h from the biodiversity stream)
3. MATH 2233 and MATH 2243, each completed with a minimum grade of C-
4. 30h of Chemistry chosen in consultation with the Chemistry Department

Department of Chemistry

New Course Proposal

CHEM 4833 Instrument Design, Data Acquisition, Measurement and Control. – cross-coded with **PHYS 2213**

The techniques required to use computers to read, store and analyze experimental data, as well as control experiments in real time, are introduced. Topics include a programming language, signal conditioning and processing, and several interfacing techniques. A major component of the course is a project involving interfacing a computer to an experiment. A rudimentary knowledge of computer programming is recommended. (6h lecture/lab). *Prerequisite(s): PHYS 2203.*

Antirequisite: Credit cannot be obtained for both CHEM 4833 and PHYS 2213.

Reason: The Chemistry Department would like to give students the opportunity to specialize in the area of Analytical Chemistry which is an area of strength in the department.

School of Computer Science

Course Modifications:

COMP 2113 Data Structures and Algorithms – change in prerequisite

Prerequisite(s): COMP 2103 and either (MATH 1323 or 1333) all with C- or better

Becomes:

Prerequisite(s): COMP 1123 and either (MATH 1323 or 1333) all with C- or better

COMP 2663 Software Engineering 1 – change in prerequisite

Prerequisite(s): COMP 2103 with C- or better

Becomes:

Prerequisite(s): COMP 1123 with C- or better

Reason: Removing 2103 as a pre-requisite for 2113 will make access to 2113 and other upper year courses easier for transfer and non-major students. Given that we now teach both procedural programming and object-oriented programming in 1st year, 2103 is no longer required as a pre-requisite for 2113. (Note: 2103 is still a required course for COMP students to graduate.)

COMP 3503 Knowledge Discovery and Data Mining – change in course title, prerequisite

Prerequisite(s): COMP 3753, and MATH (1223 or 2223 or 2233) each with C- or better.

Becomes:

COMP 3503 Data Analytics

Prerequisite(s): COMP 2113, MATH (1223 or 2223 or 2233), and Math 1413 or 1313 each with C- or better.

Reason: The name change reflects the current language used to describe the field. The pre-requisite change makes the course more accessible to non-COMP students (minors, math and business students).

COMP 3713 Operating Systems – change in prerequisite

Prerequisite(s): COMP 2113, 2213 each with C- or better

Becomes:

Prerequisite(s): COMP 2103, 2113, and 2213 each with C- or better

COMP 3773 Advanced Object- Oriented Application Development With C++ – change in prerequisite

Prerequisite(s): COMP 2113, 2663 each with C- or better

Becomes:

Prerequisite(s): COMP 2103, 2113, and 2663 each with C- or better

Reason: The course modifications for 3713 and 3773 add 2103 as a requirement, as it is no longer implied by the 2113 requirement.

Department of Earth and Environmental Science

Course Modification

ENVS 3503 Critical Perspectives on Social and Ecological scale – change in course title, description, antirequisite

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.

Becomes:

ENVS 3503 Borders, Scale and the Environment

This course draws on interdisciplinary geographic perspectives to explore the spatial dimensions of environmental decision-making. It provides students with the tools to a) think critically about

interactions between social and biophysical systems, and b) understand critical perspectives on borders and scale. Topics include state/nature relations, ecosystem management, local/global interactions, transboundary resource governance, and the politics of protected areas.

Antirequisite(s) Credit cannot be obtained for both ENVS 3503 and ESST 3503

Reason: This modification provides a more accurate description of current course content.

School of Engineering

New Course:

APSC 3683 Special Topics Project

Guided study/project work in a particular area of applied science, carried out under the direction of a faculty member in the School of Engineering. Such work may involve the design, development, implementation and documentation of a significant engineering device or research to better understand a engineering problem. A written report must be submitted and and/or a public presentation made upon completion of the work to receive a grade.

Prerequisite(s): 3rd year standing or above and permission of school

Reason: We have numerous students staying for our 3-year BAsC, and are seeking to add an optional capstone course to challenge the best students.

Course Modifications:

APSC 1113 Statics – change in calendar description to increased lab time

This is a first course in engineering mechanics, focusing on the analysis of various simple static structures. Topics include force and position vectors, dot and cross products, directed force vectors, equivalent force and moment systems, particle and rigid body equilibrium, two and three force elements, trusses, frames, machines, friction, centroids and moments of inertia. Students complete a major design project for part of their grade. (1.5h lab).

Becomes:

This is a first course in engineering mechanics, focusing on the analysis of various simple static structures. Topics include force and position vectors, dot and cross products, directed force vectors, equivalent force and moment systems, particle and rigid body equilibrium, two and three force elements, trusses, frames, machines, friction, centroids and moments of inertia. Students complete a major design project for part of their grade. (3h lab).

Reason: Moving the tutorial time back to 3h after a transition period during which APSC 1073 was split off into a separate course.

APSC 1133 Strength of Materials – change in course description, level, lab, antirequisite

This is a first course in engineering mechanics, focusing on the analysis of various simple static structures. Topics include force and position vectors, dot and cross products, directed force vectors, equivalent force and moment systems, particle and rigid body equilibrium, two and three force elements, trusses, frames, machines, friction, centroids and moments of inertia. Students complete a major design project for part of their grade. (1.5h lab)

Becomes:

APSC 2133 Strength of Materials

Elastic deformation and failure analysis for common engineering elements. Material properties, stress strain testing and diagrams. Axial, torsion, transverse and bending loads. Stress transformations and principal stresses. Statically indeterminate problems. Design of struts, pins, shafts, pressure vessels, beams and columns. (3h lab)

Antirequisite(s) Credit cannot be obtained for both APSC 2133 and APSC 1133

Reason: Recent revisions to the Dalhousie engineering curriculum moved this course to the second year of study. They also removed the requirement for a design component and increased the lab time back to 3 hours/week. Corrects erroneous course description for APSC 1133 printed in last year's calendar.

Program Modification:

We wish to add a qualifier to the description of acceptable humanities/social sciences electives for the CAS. Add a line to the overall description of the CAS requiring the two humanities and social sciences electives to be taken at the university level and in a physical classroom.

Reason: This is a response to a request from Dalhousie, based on their interpretation of the national requirements of the Canadian Engineering Accreditation Board. Automatically granted IB 'writing' credits (currently most often English 1406 or 1413/1423) from high school will not be accepted for credit in the CAS program.

New Program Description:

CERTIFICATE IN APPLIED SCIENCE

Graduation Requirements

In addition to the program requirements outlined below, a minimum program GPA of 2.0 is required to graduate with the CAS.

Program Requirements

Students must complete a minimum of 69h as follows:

1. All of the following (54h): APSC 1073, APSC 1113, APSC 1223, APSC 1413, APSC 2213, APSC 2113, APSC 2413, APSC 2683, MATH 1013, MATH 1023, MATH 1323, MATH 2213, MATH 2723, MATH 2753, PHYS 1013, PHYS 1023, CHEM 1013, CHEM 1023
2. 6h Humanities or Social Science. Courses transferred for credit from high school (e.g. AP and IB courses) and courses offered through distance learning may not be used to fulfill this requirement.
3. 9h at the direction of the School

Department of Mathematics and Statistics

Course Modifications:

MATH 3233 Regression – change in prerequisite

Prerequisite(s) MATH 1323 or MATH 1333, and MATH 2223, with grades of C- or better.

Becomes:

Prerequisite(s) One of MATH 1323 or MATH 1333, and one of MATH 2223 or MATH 2243, with grades of C- or better.

MATH 3253 Nonparametric Stat Inference – change in prerequisite

Prerequisite(s) MATH 2223 with a grade of C- or better

Becomes:

Prerequisite(s): One of MATH 2223 or 2243 with a grade of C- or better

MATH 3263 Sampling Theory – change in prerequisite

Prerequisite(s) MATH 2223 with a grade of C- or better

Becomes:

Prerequisite(s): One of MATH 2223 or 2243 with a grade of C- or better

MATH 3273 Design & Analysis of Experiments – change in prerequisite

Prerequisite(s) MATH 2223 with a grade of C- or better

Becomes:

Prerequisite(s): One of MATH 2223 or 2243 with a grade of C- or better

MATH 3283 Time Series – change in prerequisite

Prerequisite(s) MATH 2223 with a grade of C- or better

Becomes:

Prerequisite(s): One of MATH 2223 or 2243 with a grade of C- or better

Reason: Students whose background consists of the Math 2233/2243 stream of statistics courses have taken this course successfully, with Departmental permission. This change is to codify this and make this option clear to students.

MATH 3293 Applied Multivariate Statistics – change in calendar description, course title and perquisite

Topics include: descriptive and graphical methods, multivariate normal, principal components, factor analysis, canonical correlations. Cluster analysis, multidimensional scaling, discriminant analysis. *Prerequisite(s) MATH 2223 with a grade of C- or better*

Becomes:

MATH 3293 Statistical Learning

Modern statistical methods for supervised and unsupervised learning with large and complex data. Topics include: Linear regression, classification, resampling methods, model selection and regularization, smooth regression, tree-based models, support vector machines, principal components and dimension reduction, clustering and statistical graphics. *Prerequisite(s): One of MATH 2223 or 2243 with a grade of C- or better*

Reason: This is an update to reflect current statistical practice. The objective of the course remains the same, namely to introduce students to modern statistical tools to analyse multivariate data. The new course will have more of a “Data Science” flavour. New techniques such as decision trees and support vector machines will replace less-used topics such as factor analysis and canonical correlations. Many core methods, such as statistical graphics, linear discriminant analysis and principal components will remain the same.

MATH 3633 Operational Research 2: Stochastic Models – change in prerequisite
Prerequisite(s) MATH 2223, MATH 2313 with grades of C- or better

Becomes:

Prerequisite(s) MATH 2313 and either MATH 2213 or MATH 2233, with grades of C- or better

Reason: This proposal is to make two changes. The first is to add the Math 2233/2243 stream as acceptable prerequisites for several of our 3rd-year stats courses. The second change here is to require only the first course in each stream as prerequisite. For MATH 3633 the important background material is probability, and this is covered in MATH 2213 and 2233.

Program Modifications:

This proposal is to update the **Actuarial Science Option** in the Calendar to reflect the requirements of the approved BSc in Actuarial Science, until the program is approved by MPHEC.

New Program Description:

ACTUARIAL SCIENCE OPTION

1. MATH 1013, MATH 1023, MATH 1323 or 1333, MATH 2013 or 2753, MATH 2023 or 2723, MATH 2213, MATH 2223, MATH 2313
2. MATH 2633, MATH 3213, MATH 3233, MATH 3283, MATH 4233;
3. 9h from MATH 3803, 3813, 3823, 4803, 4813;
4. COMP 1113, COMP 1123;
5. ECON 1013, ECON 1023;
6. BUSI 1013, BUSI 2013, BUSI 2223, BUSI 2233, BUSI 3243, BUSI 3273, BUSI 4223, BUSI 4233, BUSI 4243, BUSI 4253.

Program Modification:

This proposal is to change the Music requirements of the **BSc Mathematics & Statistics with Music** program to reflect changes being proposed to the School of Music's BM program. In the description in Section 7 below, bullet points 2, 5, and 6 have been updated accordingly. The rest remains unchanged.

Reason: The School of Music is proposing numerous changes to its BM program. Our BSc Math with Music program has a selection of music courses designed to match the core of the BM program. So this change is to update our program to take into account the changes being proposed by the School of Music. This has been discussed carefully with the School of Music to ensure that the new description proposed here matches theirs.

MATHEMATICS AND STATISTICS WITH MUSIC (BSc)

Graduation Requirements

In addition to the Program Requirements listed below, students must also satisfy the

Bachelor of Science (Double Major) requirements outlined in the previous section of this calendar.

Program Requirements

Students must complete 120 credit hours including 45h in Mathematics and Statistics and 39h in Music as follows:

1. All of the following (27h): MATH 1013, MATH 1023, MATH 1313, MATH 1333, MATH 2013, MATH 2023, MATH 2213, MATH 2223, MATH 2313
2. 27h: MUSI 1216, MUSI 1563, MUSI 1693, MUSI 1813, MUSI 2106, MUSI 2693, MUSI 2793
3. 15h MATH at the 3000/4000 level
4. 3h from: COMP 1113 or APSC 1413
5. MUSI 1666, MUSI 2666 (for students who complete a successful audition) or 12h music electives.
6. MUSI 1600 in first year and MUSI 2700 in each subsequent year of enrolment.

School of Nutrition and Dietetics

Course Modifications:

NUTR 4033 Dietetic Practicum 1 – slight change to course description.

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 achieve nationally set competencies. Development of a practice-based research project proposal is required.

Becomes:

A 16-week full-time professional practicum in community and institutional settings where, under the supervision of the Acadia Dietetic Practicum Coordinator, students work with preceptors to achieve nationally set competencies. Development of a practice-based research project proposal is required.

NUTR 4043 Dietetic Practicum 2 – slight change to course description.

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.

Becomes:

A 32-week full-time (minimum) professional practicum in community and institutional settings where, under the supervision of the Acadia Dietetic Practicum 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.

Reason: Changing the word “Internship” to “Practicum” is to align with the course title and the language that is currently being used for dietetic internships.

Department of Psychology

New Course:

PSYC 2193 Women in Science – cross-coded with **WGST** 2193.

This course will explore issues affecting women in science and attempt to answer the questions: Why so few? How can we effect change? Through an examination of research on topics such as implicit bias, stereotyping, and messaging in popular culture, the barriers to women entering scientific fields and ways to challenge and overcome them will be explored. *Anti-requisite: Credit cannot be obtained for both PSYC 2193 and WGST 2193.*

Reason: The course is being created in response to student demand (see #11). It expands the range of Women's and Gender Studies courses available to both Arts and FPAS students and promotes interdisciplinarity.

The course will not have any pre-requisites but will be restricted to students who have 27 hours of university credits.

Course Modifications:

PSYC 2133 Physiological Psychology – change in prerequisite

Prerequisite(s) PSYC 1013 and PSYC 1023 or PSYC 1113 and PSYC 1123

Becomes:

Prerequisite(s) PSYC 1013 or PSYC 1113

PSYC 2143 Introduction to Cognition – change in prerequisite

Prerequisite(s) PSYC 1013 and PSYC 1023 or PSYC 1113 and PSYC 1123

Becomes:

Prerequisite(s) PSYC 1013 or PSYC 1113

PSYC 2173 Sensory Processes – change in prerequisite

Prerequisite(s) PSYC 1013 and PSYC 1023 or PSYC 1113 and PSYC 1123

Becomes:

Prerequisite(s) Psyc 1013 or Psyc 1113

Reason: This course requires the background material that is covered in Introductory Psychology: Experimental (1013 or 1113) but not the material that is included in Introductory Psychology: Applied (1023 or 1123). Many students take Psyc 1013 in the winter term and would like to take 2000-level courses in the following fall term without having completed Psyc 1023 or 1123 which are only offered in the winter term.

PSYC 3383 Human Neuropsychology – change in calendar description, prerequisites

Neuroanatomy and brain-behaviour relationships in the intact, functional brain will be briefly reviewed before the focus of the course switches to the field of clinical neuropsychology. Clinical neuropsychology deals with the behavioural manifestations of brain dysfunction, and the assessment and treatment of these types of problems. Students will be introduced to causes of brain pathology (injury, tumours, degenerative diseases, and so on), the ways in which such neuropathology is often expressed (disturbances in memory, perception, attention, language,

motor control, executive functioning, and so on), as well as neuropsychological assessment and rehabilitation techniques. This course is complementary to Biol 3063. *Prerequisite(s)* BIOL 3063 or PSYC 2013, and PSYC 2133

Becomes:

This course covers brain-behaviour relationships within the context of experimental and clinical neuropsychology. Following an overview of neuroanatomy and neuropsychological assessment, specific neuropsychological conditions are covered, such as epilepsy, amnesia, aphasia, agnosia, apraxia, and diseases such as Alzheimer's Disease and Huntington's Disease. *Prerequisite(s)* PSYC 2013 and PSYC 2133, or BIOL 3063.

Reason: The prerequisites as they currently exist do not make a lot of sense, suggesting that PSYC 2013 (Research Design and Analysis 1) and BIOL 3063 (Introductory Neuroscience) are equivalent. Some students who complete a double major in Psychology with Biology complete BIOL 3063 and not PSYC 2133. While PSYC 2013 is a pre-requisite for all 3000-level psychology courses, this requirement is waived to allow Biology students who have taken BIOL 3063 to take Human Neuropsychology.

Calendar Dates for the 2016/2017 Academic Year – February 12, 2016

2016	
Monday, June 6	Examinations for intersession Spring Term 2
Monday, June 13	Classes begin for intersession Summer Term 1
Thursday, June 30	Examinations for intersession Summer Term 1
Friday, July 1	Canada Day. No classes
Monday, July 4	Classes begin for intersession Summer Term 2
Friday, July 22	Examinations for intersession Summer Term 2
Monday, Aug 29	Last day to submit honours thesis for external review for Fall Graduation
Wednesday, Aug 31	Last day to apply to graduate at Fall graduation
Wednesday, Aug 31	Residences open for new international students
Saturday, Sept 3	Residences open for all new students / New Student Orientation activities begin
Monday, Sept 5	Residences open for returning students
Tuesday, Sept 6	Graduate student registration
Wednesday, Sept 7	Fall and Fall/Winter courses begin Fee payment deadline
Friday, Sept 16	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, Sept 19	Deadline for approved honours theses for Fall graduation
Friday, Sept 30	Last day to receive grades for Fall graduation
Friday, Sept 30	Last day to opt out of ASU Health Plan or add dependents Last day to decrease meal plan for Fall Term
Monday, Oct 3	Final exam schedule posted for December examinations
Tuesday, Oct 4	Faculty meeting for approval of Fall graduates
Monday, Oct 10	Thanksgiving Day. No classes
Tuesday, Oct 11	Fall study day
Tuesday, Oct 11	Senate meeting to approve Fall graduates
Friday, Oct 28	Last day to drop Fall courses and receive a “W”. Any Fall classes dropped after today will receive an “F” grade

Wed/Thurs, Nov 9-10	Fall study days
Friday, Nov 11	Remembrance Day. No classes
Friday, Dec 2	Last day for undergraduate students to apply to graduate
Tuesday Dec 6	Last day of classes
Wednesday, Dec 7	Exam study day
Thursday, Dec 8	Fall Term examinations begin
Tuesday, Dec 20	Fall Term examinations end
Wednesday, Dec 21	Residences close at 12:00 noon
2017	
Thursday, Jan 5	Residences open for new international students
Friday, Jan 6	Residences open for all new students
Sunday, Jan 8	Residences open for returning students
Monday, Jan 9	Fall/Winter courses resume. Winter courses begin Fee payment deadline
Tuesday, Jan 17	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
Friday, Jan 27	Last day to apply for spring convocation for graduate students. Last day to opt out of ASU Health Plan or add dependents – Winter Term students. Last day to decrease meal plan for Winter Term.
Monday, Feb 6	Final exam schedule posted for April examinations
Monday, Feb 20	Heritage Day Holiday
Tues-Fri, Feb 21-24	Winter study break. No classes
Friday, Feb 27	Last day to drop Winter courses and receive a “W”. Any classes dropped after today will receive an “F”
Monday, March 27	Last day to submit honours thesis for external review for Spring Graduation
Friday, April 7	Last day of classes
Saturday, April 8	Exam study day
Monday, April 10	Winter Term examinations begin
Friday, April 14	Good Friday. No examinations

Monday, April 17	Last day to submit completed honours thesis for Spring Graduation
Monday, April 24	Winter Term examinations end
Tuesday, April 25	Residences close at 12:00 noon
Monday, May 1	Classes begin for intersession Spring Term 1
Wednesday, May 3	Last day to receive grades for spring convocation
Monday, May 8	Students will be notified of dismissal
Tuesday, May 9	Faculty meeting to approve spring graduates
Wednesday, May 10	Senate meeting to approve spring graduates
Sunday, May 14	Baccalaureate Service
Sun/Mon, May 14-15	Spring convocation ceremonies
Friday, May 19	Examinations for intersession Spring Term 1
Monday, May 22	Victoria Day. No classes
Tuesday, May 23	Classes begin for intersession Spring Term 2
Friday, May 26	Last day to opt out of ASU Health Plan or add dependents – 16-month Bachelor of Education Students
Monday, June 5	Last day to submit an appeal to the Academic Appeals Committee
Friday, June 9	Examinations for intersession Spring Term 2
Monday, June 12	Classes begin for intersession Summer Term 1
Friday, June 30	Examinations for intersession Summer Term 1
Monday, July 3	Canada Day Holiday. No classes
Tuesday, July 4	Classes begin for intersession Summer Term 2
Friday, July 21	Examinations for intersession Summer Term 2