

Office of the Senate Secretariat

Acadia University
Wolfville, Nova Scotia
Canada B0P 1X0

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



Minutes of the Senate meeting of Monday 11th January, 2016

A meeting of the Senate of Acadia University occurred on Monday 11th January, 2016 beginning at 4:00 p.m. with Chair A. Vibert presiding and 44 present.

1) Approval of Agenda

Motion to approve the agenda, moved by B. Anderson and seconded by R. Seale.

The Chair welcomed Senators back and wished everyone a happy and healthy 2016. The Chair asked that item 4)a) be moved to the end of the agenda to allow for the regular business of Senate to be addressed first. She also added that a discussion of the raw data from the small group meetings in December would be discussed at a later date because not all of the reports had yet been received.

The Chair pointed out that the item remained on the January agenda because this would provide an opportunity for Senators to discuss the outcome of the December meeting.

There were no objections or additions to the agenda.

MOTION TO APPROVE THE AGENDA AS AMENDED CARRIED.

2) Minutes of the Meeting of
14th December, 2015

Motion to approve the Minutes of Monday December 14th, 2015 as distributed. Moved by R. Raeside and seconded by J. Hennessy.

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, L. Aylward, P. Connolly, W. Brackney, H. Wyile and D. Seamone. S. Gray would be arriving late.

The Chair welcomed S. Landry, A. Warner and R. Seale to Senate.

b) From the President

President Ivany reported that as a result of the new Federal Government taking power it was felt that there may be an opportunity during the coming year amongst the three federal granting councils; NSERC, SSHRC and CIHR for some discussion regarding their programs, and noted that CIHR was already engaged in some consultation. President Ivany noted that some Acadia faculty served on adjudication committees of the granting councils and he encouraged them to participate in these consultations if given the opportunity. President Ivany stressed that the degree to which Acadia represented a departure from the current orthodoxy in Canadian higher education meant that the normalized action on behalf of the granting councils was not likely to serve Acadia well. This was a challenge that many faculty had already experienced when applying for research grants. President Ivany did not expect that the granting councils would seek advice at the institutional level but felt it was more likely that they would reach out to their various expert panels and committees for feedback.

P. Williams asked the President about an announcement from NSERC recently that the Engage grants would only be available on a going forward basis to individuals who had held a Discovery grant during the past five years. P. Williams asked whether this was a continued momentum from the previous government or was it embedded in NSERC.

President Ivany responded that he was concerned because that type of logic was so entrenched within the granting councils. He noted that Acadia and its sister institutions had advocated for small universities that wanted to retain a research intensive model, believing that this added to institution quality. He noted, however, that this was an uphill battle. Looking through a more optimistic lens, NSERC's strategic planning process last year was a significant step forward relative to President Ivany's first meeting with NSERC in 2009 when there was little receptivity to the particular issues facing small universities such as Acadia. During the NSERC strategic planning process last year, Dr. Pinto, the new President of NSERC had demonstrated a significant sensitivity to small universities pursuing research excellence.

4) New Business

a) Motion that the Senate of Acadia University approves the 2016-2017 proposed Calendar Dates.
(attached)

Motion that the Senate of Acadia University approves the 2016-2017 proposed Calendar dates. Moved by J. Banks, seconded by C. Rushton.

J. Banks thanked Senators for a number of corrections that they had sent prior to the meeting. These changes had now been made to 2016-2017 Calendar dates and would be attached to the minutes. J. Banks read out the changes.

There were a number of concerns raised by Senators:

F. Thompson noted that the residences would be opening on Sunday September 4th, 2016, the same day as orientation activities began and a day

earlier than usual. She asked whether feedback on the change had been received from either Residence Life or the Acadia Student Union.

J. Banks reported that the change had only been discussed by the T.I.E. committee.

P. Abela questioned whether breaking the Fall break into two partial breaks was preferable to scheduling a one week break.

J. Banks noted that from the feedback received it was felt that the week of October 12th was too early for a break and that the week of November 11th was too late. Partial breaks meant that with a Monday and Friday being lost to holidays, Tuesday, Wednesday and Thursday would now be used in the partial week breaks so that one full week would be used. This would work well administratively for the next year. J. Banks noted that scheduling a full week pushed other events during the term too close together.

P. Abela felt that a full week would give the students a pause in their classes to get caught up.

J. Banks responded that other institutions were experimenting with Fall breaks and the preference seemed to be for two partial breaks for the students, both for mental health reasons and for catching up on their work.

F. Thompson referred to the survey feedback and stated that students found that having the full week break meant that their week of classes in advance of the break and after the break was too crammed.

J. Graham noted that if residences would be closing on April 25th, 2017 this would affect Education students living in residence and out on practicum, because it would not have finished at this point.

The Chair noted that this was not an unusual situation and that in the past exceptions had been made.

R. Raeside noted that Field Schools for Environmental Science and Geology would also be affected.

J. Banks asked J. Graham and R. Raeside to contact him and that he would speak to Residence Life to make arrangements.

G. Gibson noted that partial weeks for the break would cause problems for Biology labs, especially for Core courses.

J. Banks suggested that the schedule could be bumped to deal with this challenge.

J. Stanley asked whether these changes would result in the students now being back for the Homecoming weekend.

J. Banks confirmed that the students would be back.

D. Holmberg pointed out that residences only opened at 12:00 noon on September 6th for returning students with classes starting on September 7th and felt that this would be rushed for students. She asked whether this was standard.

D. Holmberg was also concerned that new students were moving in on the 4th September and taking part in new student orientation activities the same day.

J. Banks responded that the timetable dates were based on advice from Residence Life but that he would look into it.

F. Thompson was concerned that if June 5th, 2017 was the last day to submit an appeal to the Academic Appeals committee, there needed to be a date in the Calendar that stated when dismissal letters would go out to students. This would allow a student to know how long they had to put together their appeal against dismissal. F. Thompson noted that international students and students who were not living in the valley had found it difficult in the past to get their appeals in on time.

R. Worvill asked when and why the change was made to one study day prior to the examination period (unless exams started on a Monday in which case it would still be two days).

J. Banks responded that with three days being used for study break it was necessary to adjust the Calendar accordingly. He stated that the TIE committee had not received feedback from the students, but that they had from concerned faculty members.

S. Mesheau stated that the Orientation committee was made up of reps from all over the campus. In the committee de-brief they had received feedback from the students and as a result they had decided to start things a day later this year. S. Mesheau noted that it was very typical to have the move in and orientation start on the same day.

A. Warner questioned whether an additional day of orientation could be a valuable thing to do, partly in view of all the mental health issues that students were dealing with nowadays and partly because it was a very busy time for new students.

D. Benoit wondered why studying for five weeks during the Winter term, having a one week study break, and then studying for a further seven weeks was not considered to be problematic and asked whether the university was considering breaking up the Winter term study break into two partial week periods, as in the Fall.

J. Banks confirmed that this had not been discussed and noted that in the past there were fewer other holidays during the Winter term.

D. Benoit pointed out that this year Easter would fall during the Winter term.

J. Banks noted that it was easier to extend the term into the Spring than into late December.

P. Williams shared a concern about the study days prior to the examination period and wondered whether the exam schedule could be altered to allow for a study break of two days. He was also concerned that in holding two partial breaks there was a possibility that students might add Monday and Friday to their partial breaks to create two full weeks.

J. Banks felt that this would be an unwise conclusion for students to draw! He agreed that if the exam schedule could be optimized it might be possible to save a day but that this would involve some changes to the exam schedule that might not be popular.

D. Benoit commented that a computer science student had written a new scheduling algorithm for campus for his Honours thesis. This had been proven to run better than the previous algorithm (also written by a computer science student). He felt that integrating the software could prove challenging but that it would offer an alternative to scheduling exams on a Sunday or scheduling back-to-back exams.

J. Banks stated that there was no intention to schedule exams on a Sunday and that he was working with Technology Services to evaluate the software alongside what is currently in use.

D. Benoit pointed out that this type of evaluation had already been carried out in Computer Science.

A. Quema shared the concern of other Senators that only one study day was provided for students prior to the start of examinations. She asked whether it would be possible for students that had a class on the last day of classes to not have an exam scheduled prior to the second day of the exam schedule.

J. Banks offered to look into this option.

A. Kiefte asked whether holding four exams a day had been discussed.

S. Landry responded that the TIE committee had discussed this briefly and will come back to it in the future. It would be dependent on Technology Services scheduling software.

B. Anderson recalled that discussion of the Calendar the previous year had taken place and that the intention was to improve recruitment and retention and to try to mitigate student mental health issues. She asked whether there was evidence to suggest that the full week of study break had helped with student performance. B. Anderson felt that it would be better to focus on what would improve the particular objectives that Senate had set out to achieve.

There being no further questions the Chair asked Senators whether they were ready to vote.

P. Williams noted that a lot of requests had been made for possible changes to the Calendar for 2016-17 and asked when the dates had to be voted upon. P.

Williams felt that a wait of one month would allow the Acting Registrar to provide some answers to the questions.

J. Banks felt that the recruiting team needed to have term start dates firmed up quickly because they were sending recruiters out on the road and also the schedule needed to be built for classes and registration by students.

I. Hutchinson asked whether the Calendar could be approved at Senate and have a few amendments put in place at a later date. He remained concerned about opening the residences a day later than had previously been the case and felt that there was concern on the part of the students.

J. Banks responded that the TIE committee would need to meet to discuss new schedules. It would not be easy to come up with new dates.

The Chair suggested that the Calendar changes, as amended, be approved by Senate with the proviso that the TIE committee and the Acting Registrar look into the addressable items that had been raised by Senators, and report back to the next meeting of Senate.

J. Banks agreed that this was possible. He pointed out that preparation of the Calendar was a very time consuming exercise and that there were many time constraints. Some feedback had been received before the Senate meeting but most of the feedback was being received at Senate. He agreed that it would not be a good idea to make changes to the Calendar ‘on the fly’ rather than in discussion with the TIE committee. J. Banks asked Senators to send their comments to him.

P. Williams asked S. Mesheau to comment on which dates were important to prospective students.

S. Mesheau stated that move in day and class starting dates were particularly important but that students were looking at all of the dates when they considered an offer. She pointed out that a lot of work and evaluation had already been done through the orientation committee.

A. Quema asked that the timetabling issue be discussed in December instead of January so that there would be time to tweak or amend the timetable.

J. Banks stated that the TIE committee had been meeting every two weeks since September and that it had been a lot of work to get the Calendar to this stage.

D. Benoit stated that last January Senate passed the Calendar dates for not just 2015-16 but also tentatively passed the 2016-17 and 2017-18 proposed Calendar. Those dates also had only one study day between classes ending and exams beginning. This issue was flagged at Senate a year ago.

Motion that the Senate of Acadia University approves the amended 2016-2017 proposed Calendar dates, with the proviso that the TIE

committee and the Acting Registrar look into the addressable items that had been raised by Senators, and consider small issues that could be tweakable. Moved by J. Banks, seconded by C. Rushton.

MOTION APPROVED AS AMENDED.

b) Curriculum Changes from Research and Graduate Studies (*attached*)

The Chair asked the Dean of the Faculty of Professional Studies to propose the motion in the absence of D. MacKinnon, R. Perrins and or other member of the Research and Graduate Studies committee. She noted that B. Robinson and D. Holmberg would answer any questions.

Motion that Senate approve the proposed Calendar Curriculum Changes, submitted by Research and Graduate Studies. Moved by H. Hemming and seconded by P. Williams.

M. Lukeman noted that to maintain a satisfactory academic standard, a grade of at least B was required in all courses taken at the Master's level. This was a change from the B- that was in place previously.

H. Hemming stated that the rationale for the change was that in order to be awarded Graduate TA funding a student needed to possess a 'B' average in each of their previous two years of study. It was therefore expected that they would continue to maintain that academic standard.

MOTION APPROVED.

c) Update on student recruitment efforts for 2016-2017

S. Mesheau thanked Senators for their continued interest in contributing to the recruitment effort at Acadia. She reminded Senators that in the Fall she had given a lengthy presentation about the drop in recruitment during 2015-2016 and had highlighted the changes and new initiatives that were being undertaken by recruitment for the 2016-2017 period. More recruiters were on the ground and more on-line advertising and promotion was taking place, leading to a very busy Fall.

S. Mesheau stated that preliminary numbers were very positive showing a large increase (mostly from the Maritimes and Ontario) in applications. The number of offers had also increased by 63%.

S. Mesheau cautioned Senators that the Fall 2015 enrolment drop would affect the budget for the next four years. The results being seen at the moment were very preliminary and S. Mesheau felt that the current conversion rate was as it had been historically. She noted that the competition remained intense.

R. Worvill recalled that at the presentation in the Fall there had been a suggestion that bad news stories that were circulating during the Spring could have had an effect on potential enrolment. R. Worvill recommended that as much good news as possible be circulated at this critical time.

P. Abela thanked S. Mesheau for her report and asked about possible fallout from the Saudi scholarship story. He asked whether this would be an issue at

Acadia. He also wondered whether there were other areas that Acadia could be working to attract students from, citing India as an example.

S. Mesheau stated that Acadia's source of international students was quite diverse and stated that only 28 students were attending Acadia from Saudi Arabia. A slight decline in applications was being seen from Saudi Arabia.

M. Lukeman thanked S. Mesheau for the report and asked how the early application numbers spread across the three Faculties.

S. Mesheau stated that Arts was seeing a 40% increase in applications, Science a 62% increase and Professional Studies a 47% increase.

G. Poulter asked how much of the increase could be a direct result of the application fees having been waived during the Open House event.

S. Mesheau agreed that this would certainly have had some impact and noted that they also had additional recruiters traveling on a national tour during the Fall. Students applying at any of these events had the application fee waived.

5) Carried Forward from
December 14th, 2015

a) Big Picture Discussion

The Chair stated that Senators would now have an opportunity to discuss outcomes from the December Senate meeting and to comment on the process and substance of the discussions. The Chair stated how sorry she had been to miss the December meeting and took the opportunity to thank R. Raeside, the Deputy Chair of Senate, and G. Gibson for providing a clarifying introduction to the exercise at Senate. The Chair also thanked the members of the ad hoc committee: J. Hennessy, G. Gibson, F. Thompson and P. Williams for the time devoted to crafting a process for this unusual proceeding.

The notes in the minutes could provide a basis for a discussion at Senate but the Chair noted that not all of the raw data sets had been received by the Recording Secretary. These would be collated and sent out to Senators for review and revision. They would then be sent on to the APC who would code the data for emerging themes. The APC will bring their analysis back to Senate so that Senators can confirm and/or amend the APC's representation of the themes.

The Chair noted that eventually the themes would become topics which Senate could forward to relevant sub-committees for action to be brought back to Senate for review.

G. Phillips appreciated being part of the exercise and had found it very interesting to be having discussions amongst Senators from different Faculties. This was a very positive move by Senate and she thanked G. Gibson for her role in getting the conversation started.

R. Ivany commented that he had been able to circulate and listen to different group conversations. He was struck by the depth of commitment by

colleagues to preserve the essential aspects of the institution rather than making a decision to go down a different route. He noted that he had stated on several occasions that the essential challenge facing Acadia for the next decade or longer, would be the difficulty of securing the unique space that the institution occupied in what was increasingly a highly homogenised Canadian higher education scene. Existing in this sort of environment it was important for Acadia to become very clear headed about what it wanted to be. Although Acadia needed to do this itself, it was also possible to do this collaboratively with other institutions as in the U4 initiative. This raised a collective hand in the air to try to counter a drift that had been taking place for the last 20 years in Canada, making the space that Acadia and other leading small institutions in the country share increasingly rare.

President Ivany felt that this could be turned into an asset from a recruiting perspective but that it needed to be done by Acadia.

A. Kiefe asked when the raw data would be available.

R. Hare expected that it would be distributed by the end of the week.

D. Holmberg commented on the fairly common vision that could be seen from the minuted summary from the small groups. Thoughts on a liberal education, four courses and interdisciplinary programs were frequent. D. Holmberg felt that it would be important for Senators to figure out where and how they would have those discussions. She felt that the new Curriculum committee (Policy) would be the best place to have this discussion but was not aware that the formation of the committee had progressed since last year. D. Holmberg asked whether there was progress on the Curriculum committee (Policy) being formed.

The Chair responded that at the last Senate Executive meeting J. Banks had indicated that this was under deliberation.

J. Banks confirmed that there were consultations taking place between the Curriculum committee and the Academic Planning committee at present. The Curriculum committee had met with the APC who had promised to get back to them.

J. Hennessy stated that this was a new committee and that they had come to the APC to get input on how the Curriculum committees might intercept but he did not feel that it was the job of the APC to determine the mandate of the new Curriculum committee. He also pointed out that the committee mandate needed to go to the By Laws committee.

R. Ivany felt that it was critical to develop a time frame and a follow on process. It would be a bad outcome if Senate were to have a discussion as important as this one and then have no mechanism to take it further. President Ivany suggested that Senate set timelines and process decisions to avoid to being pushed to one side.

The Chair pointed out that timelines were in place and that although the raw data sets were late arriving with the recording secretary, they would be forwarded first to Senate and then to the APC who would code the data and identify emerging themes in time for the February meeting of Senate. At each Senate meeting themes that arose from the discussions in December would be picked up.

The Chair felt that it was vital that the Curriculum committee (Policy) decide its role. At the moment they were discussing how it would be possible to have a Curriculum (Administrative) and a Curriculum (Policy) committee that were not meeting together all of the time. It was important to decide what content went with each committee.

The Chair stated that having a Curriculum committee (Policy) in place would be important because a number of items from these discussions would end up being discussed by this sub-committee.

A. Quema apologised to G. Gibson and the Senators for not being able to attend Senate in December. She suggested that various Senate sub-committees would be involved in the implementation of some of the ideas. In the case of the Scholarships, Prizes and Awards committee implementation could have an impact at the level of recruitment and fundraising. A. Quema felt that existing awards could be associated with some new approaches so that students could understand the value of what was being proposed and could appreciate that it was unique. The same approach could be used with regard to fundraising.

P. Abela noted that the themes could not yet be discussed as Senators did not yet have the raw data. He expected that at the February meeting of Senate the APC would be presenting the themes that had been identified from the raw data and expected that at a later meeting, Senators would assess the relative merits of these, before the APC forwarded action items to various Senate sub-committees.

The Chair stated that the intention had been to provide Senators with the raw data prior to the January meeting of Senate, but that it would be circulated shortly.

D. Holmberg reminded Senators that the raw data will be discussed by Senate but that it would be useful to have the APC identify themes during the same meeting in February.

S. Gray asked whether the APC would be taking the raw data and turning it into action items.

The Chair stated that the APC would code the raw data and identify emerging themes. These would be brought back to Senate for comment and discussion of the analysis.

J. Stanley followed up on A. Quema's comments that had touched on a powerful dimension to this exercise. He agreed that tying themes to student recruitment and identifying the things that Acadia really valued, were important messages to pass on to students.

C. Rushton asked whether curriculum proposals would also be coming to Senate in February.

The Chair confirmed that this was the case.

D. Holmberg again stressed that the Curriculum committee (Policy) needed to get going and suggested that a notice of motion be added to the February agenda to describe what the committee was going to look like. If the committee felt stuck on the mandate it was possible that Senators could assist.

The Chair believed that the mandate was being drafted by the Curriculum committee (Policy) and would be forwarded to the By-laws committee. A representative of the Curriculum committee could be invited to the February meeting.

B. Anderson stated that there was a short de-brief at the end of the last meeting and that it had provided an opportunity for Senators to hear from lots of voices in the small groups and it was interesting to see the level of commonality. There were ideas raised that Senators could work with.

Motion to adjourn at 5:35 p.m. moved by D. Benoit.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Calendar Dates for the 2016/2017 Academic Year – January 11, 2016 – Senate Submission

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 Last day to submit honours theses for Fall graduation
Thursday, Sept 1	Residences open for new international students
Sunday, Sept 4	Residences open for all new students / New Student Orientation activities begin
Tuesday, Sept 6	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 – 12:00 noon
Sunday, Jan 8	Residences open for returning students – 12:00 - noon
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
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

Calendar/Curriculum Changes for 2016-17 University Academic Calendar
Submitted by Research and Graduate Studies
Approved by Senate Committee on Graduate Studies

MSc in PSYC curriculum changes:

Current Calendar Info:

PSYC5023 – Cognitive Assessment

This course covers the basics of adult and child cognitive and perceptual assessment. Included is the assessment of intelligence, achievement, abilities, and of perceptual and memory deficits. Students practice psychological report writing and have the opportunities for field experience.

Proposed New Calendar Info:

PSYC5023 - Adult and Child Assessment: Foundations

This course provides a foundation in psychological assessment for adults and children. The course covers the assessment process, test construction issues, diagnosis using the current version of DSM, interviewing skills, and report writing. In addition, major personality and cognitive psychological tests will be covered which assess personality, behaviour, intelligence, and achievement.

Current Calendar Info:

PSYC5033 - Personality Assessment

This course covers the basics of adult and child personality assessment. The students are introduced to intake interviewing and diagnosis with the current version of DSM. They practice psychological report writing and have opportunities for field experience.

Proposed New Calendar Info:

PSYC5033 - Adult and Child Assessment: Advanced Skills

This course builds upon the foundation in psychological assessment for adults and children provided in PSYC5023. In addition to the psychological tests of PSYC5023, additional tests will cover perceptual and memory deficits, emotional and behavioral adjustment, neuropsychological function, and other topics. Report writing will be emphasized, and students will conduct psychological assessments in the field.
Prereq: PSYC5023

Reason for modifications: We are rearranging material in our two current Assessment courses (5023 Cognitive Assessment and 5033 Personality Assessment) so that a foundation in both assessment topics is established in a first course and more advanced assessment training facilitated in a second course. These changes will also balance the workload between the two courses and facilitate teaching psychological assessments which integrate both personality and cognitive components.

M.Ed. Curriculum Changes:

New Course Proposal:

EDUC 5283 - Creative Integration of Curriculum in Elementary School

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 for course addition: 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. As students will be/are expected to organize integrated curriculum as elementary school teachers, it would seem prudent to offer a course in the theory and practice of integration. Creativity as an organizing feature of learning and teaching is a concept central to integrated curriculum, and so comprises a related theme in this course.

Calendar Change for Holders of an Acadia Graduate Scholarship/Acadia Graduate Teaching Assistantship

Current Calendar Wording:

Students must maintain a satisfactory academic standard, i.e., a grade of at least B- in all courses taken at the university as part of the master's program.

Proposed New Calendar Wording:

Students must maintain a satisfactory academic standard, i.e., a grade of at least **B** in all courses taken at the university as part of the master's program.

Reason for modification: To be awarded this funding, the student needs to possess a B average in each of the last 2 years of study. It seems that they should also need to maintain that academic standard to continue holding the funds.