

Included in this is the orderly moving out of students from residences. At the time of the meeting, approximately 50 percent of students had checked out of their rooms.

The President noted that the Action Team is in regular contact with provincial public health officials. He noted that the University is working with provincial officials

07.03.18 Report from the Academic Matters Committee

N. Farooqi gave the report (appended to these minutes), which consisted for the following motions.

Motion (N. Farooqi/J. Tomes): that Senate approve the changes as outlined in items 1-8 of its Report to Senate, March 18, 2020.

Motion Carried

N. Farooqi decided on an omnibus motion so as to not delay the meeting.

Unfortunately, at this point in the meeting many of those attending remotely lost the ability to hear those attending on site. In particular, some members had difficulty tracking the timing of motions and subsequent votes. Several members attempted to bridge the communication gap by communicating through chat features of the online platforms.

S. Garrett raised some concerns over Item 7 in the Committee's report, regarding the Certificates

11.03.18 Other Business

S. Unger asked about the availability of reading materials usually kept on course reserve at the library and about the requirements to hand in hard copies of student assignments. J. Ollerhead responded that the University Librarian is looking to ways to make materials available and that the Deans are working with faculty to adjust course syllabi and expectations.

K. Bell and A. Nurse inquired about the status of the search for a new Provost. JP. Boudreau answered that a new timeline will be announced shortly.

K. Bell also asked about the timeline for hiring instructors. J. Ollerhead replied that those decisions will be made as soon as possible.

J. Devine noted that he had received messages from students who were concerned about being

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

March 18, 2020, 10:30 am

Windsor Grand Room, with remote participation

Appendices to the Minutes

- Report from the Provost on Academic Response to COVID-19
-

Report from the Provost
Senate Plan – 17 March 2020

10.4.3 Withdrawal Period Without Penalty

- a) All students registered during the Fall and Winter terms may withdraw without academic penalty from a 3 credit course before the end of the eighth week of term.
- b) All students registered during the Fall and Winter terms may withdraw without penalty from a full year 1, 3, or 6 credit course before the end of the second week in the Winter term.

* Recommendation: change to Tuesday 31 March 2020.

10.8.1 Scheduled Tests and Final Examinations

(Fall and Winter terms)

- a) No in-class or take-home tests worth more than 10% of the final grade, and no final tests or examinations, with the exception of laboratory examinations, may be scheduled during the last five days of classes of either term, or between the last day of classes for the term and the first day of the examination schedule

* Recommendation: suspend this regulation for this academic term (W20)

10.9.1 Grading Policies for Courses

- a) In the first week of classes at the beginning of each academic term instructors shall provide each student in their courses with written information indicating the policy concerning assignments, tests, final examination, practical and laboratory work, class participation and attendance. The same information shall also be provided to the Department Head and the appropriate Academic Dean.

From the "Registration, Course Outline & Test Regulations" memo sent from the Dtngea t

* Recommendation: since this is a practice, not a Calendar regulation, the Provost suspend this expectation and communicate same to faculty and students. Faculty members can (and should) consult with students about changes if this is practical, but it will be clear that ultimately faculty members can change their course outlines as necessary and that this need not be "agreed upon by a majority of the class". The

Academic Matters Committee

Report for Senate, March 17, 2020

This report contains recommendations for the changes to academic regulations and academic

Note: the regulation requiring a Minor is waived for students pursuing Honours in Economics

Section 12 Programs and Courses of instruction:

MINOR in Commerce is 24 credits earned as follows:

9 credits from the following: COMM 1011, ECON 1001, 1011, and 3 credits from COMM 1411 or a Computer

15 from Commerce, including at least 6 at the 3/4000 level

MAJOR in Commerce is 60 credits earned as follows:

15 from COMM 1011, 2101, 2131, 2201, 2301

3 from COMM 1411 or a Computer Science course

6 from Economics (not including ECON 2701)

24

HONOURS in PPE is 84 credits with a disciplinary emphasis on Philosophy, Politics, or Economics earned as follows:

A. Philosophy Emphasis

Core

6 from PHIL 1601, 1611, 1621, 1651

6 from PHIL 2611, 2701

3 from PHIL 2301, 2511

12 from PHIL 3000, 3011, 3101, 3221, 3231, 3240, 3250, 3301, 3311, 3351, 3891

9 from PHIL 3511, 3631, 3711, 3721, 3731, 3741

6 from PHIL 4000 level

Economics

9 from ECON 1001, 1011, 2701

3 from ECON 1701, MATH 2311

6 from ECON 3/4000 level

3 from ECON 4001, 4011, 4501, 4521

Politics

3 from POLS 1001

6 from POLS 2001, 2101, 2211, 2221, 2301

6 from POLS 3001, 3011, 3031, 4000, 4011

6 from either POLS 31/41, 32/42, or 33/43 series

B. Politics Emphasis

Core

3 from POLS 1001

6 from POLS 2001, 2101, 2211, 2221, 2301

33 from three of the POLS 3/4000 series including:

3 from PHIL 1601, 1611, 1621, 1651

6 from PHIL 2701, 2611

6 from PHIL 3000, 3011, 3101, 3221, 3231, 3240, 3250, 3301, 3311, 3351, 3891

6 from PHIL 3631, 3711, 3721, 3731, 3741, PHIL 4000 level

Politics

3 from POLS 1001

6 from POLS 2001, 2101, 2211, 2221, 2301

6 from POLS 3001, 3011, 3031, 4000, 4011

6 from either POLS 31/41, 32/42, or 33/43 series

2. Joint Major in Computer Science and Economics

The Academic Matters Committee recommends the following BA Joint Major (pending MPHEC approval)

Interdisciplinary B.A. Program Joint Major in Computer Science and Economics is 84 credits earned as follows:

18 from COMP 1631, 1731, 2211, 2611, 2631, 2931

12 from COMP 3611, 3721, 3811, 3851

6 from COMP at the 3/4000 level, chosen in consultation with the

faculties access to computational thinking and literacy that is increasingly ubiquitous in all disciplines of study. To that end, Math/CS collaborated with colleagues in the Faculty of Social Sciences to create the joint major in Geocomputing, the first new integrated interdisciplinary major for Mount Allison Students. The program was approved by Senate last year and a proposal has since been submitted to MPHEC.

Economics and Math/CS have collaborated to create a (B.A.) joint major in Economics and Computer Science. This program is crafted from existing courses on campus and do not require additional resources.

The first 4 lines of the interdisciplinary major form the CS side of this formula. The selection of courses represents a hybrid of the courses required for the CS component at Northwestern and Illinois. In particular, essential courses that are relevant across disciplines include database management and ethics in computing.

The last 4 lines of the interdisciplinary major form the Economics side of the program. The selection of courses are similar to those required for the Economics component at Illinois. As a capstone, the program requires (6 credit) ECON 4700 (Econometrics). Econ 4700 typically includes a large statistical project that requires using significant data management and analysis skills applied to a question in applied economics. (Notably, our Economics requirements are more substantial than those of the University of Illinois:

[http://catalog.illinois.edu/undergraduate/eng_las/computer-science-economics-bslas/_-degreerequirementstext.\)](http://catalog.illinois.edu/undergraduate/eng_las/computer-science-economics-bslas/_-degreerequirementstext.)

The proposed interdisciplinary major represents requirements that are several courses shy of a double major. There is significantly less flexibility for the intermediate and senior CS courses, as the intent is to focus on areas that are most relevant to the right-

We have consulted both the Library and CSD. Both have both confirmed they expect to be able to support this program with no additional resources needed.

3. Psychology

The Academic Matters Committee recommends approval of the following change in Psychology:

Change to the delivery format for the following course:

PSYC 3021

Psychological Measurement and Individual Differences

Prereq: Third-year standing; PSYC 1001; PSYC 1011; 6 credits from PSYC at the 2000 level; 6 credits from PSYC 2001, 2011 recommended; or permission of the Department

This course examines the history and principles of psychological testing. It is concerned with the logic of test construction and the problems associated with attempts to quantify and assess human abilities and characteristics. (Format: ~~Lecture 3 Hours, Laboratory 3 Hours~~ **Variable.**

Lecture 3 Hours, Laboratory 1.5 Hours or Integrated Lecture/Collaborative Learning/Laboratory 4.5 Hours)

4. Certificate in Canadian Arts and Culture

The Academic Matters Committee recommends approval of the following certificate program:

Certificate Overview:

The Certificate in Canadian Arts and Culture invites students to experience and analyze different kinds of creative production, including music, theatre, literature, and visual art, made in Canada. Drawing from diverse programs and departments, this suite of courses engages vital questions: what cultural creations emerge from this place? What do they teach us about identities, belonging, and creativity? How can we intervene in critical conversations about artistic expression in t

Canadian symbols, myths, and cultural themes as well as concepts for assessing cultural experiences and products. From there, students deepen their understanding of particular forms (textual, visual, auditory, performance) by deciphering, analyzing, and critiquing a wide variety of Canadian creations.

The Certificate in Canadian Arts and Culture is 18 credits earned as follows:

6 from CANA 1011, 2201

12 from DRAM/ENGL 3841, ENGL 2801, 3821, 3831, FINH 3021, 3031, FREN 1811, 3761, 3771, MUSC 3001

NOTE: courses must be chosen from at least three different disciplines

Other calendar entries affected: Add the certificate under section 11.9.3 Certificate programs available.

Learning Objectives:

Students who complete this certificate will have achieved the following outcomes:

Acquire knowledge of the history of the arts in Canada, including the development of cultural practices and artistic expression in various historical contexts

Achieve an understanding of various arts organizations and institutions in Canada

Acquire an awareness of contemporary issues as expressed in arts and culture, such as: questions of national and regional identities, diversity and multiculturalism, arts funding and state support for culture, the effects of settler colonialism, education in the arts, Francophone cultures in Canada, and censorship.

Develop the capacity to explain similarities and differences between various forms of cultural production in Canada

Rationale:

Within the Faculty of Arts, a number of departments and programs offer courses that concentrate on Canadian arts and cultural expression. This Certificate gathers those courses together in a new way and allows students to be recognized for th

certificate would ensure a broad overview of the arts in Canada in several disciplines beyond their own focus. Because cultural and artistic expressions in Canada often represent contemporary issues in Canada, the certificate has potential relevance to many student experiences and future employment. This certificate could serve as a recruitment tool to attract new students and retain existing students. The proposed certificate program would use existing courses and resources and is not expected to involve any additional costs.

5. IB Admissions Requirements

The Academic Matters Committee recommends approval of the following changes to the IB Admissions requirements:

3.6.3 International Baccalaureate

Students pursuing an International Baccalaureate (IB) diploma program must include three courses in each of the higher and standard levels, with a minimum score of 4 in each subject and a minimum overall score of ~~28~~ **26** points (excluding bonus points). Credit may be granted for specific higher level courses with minimum scores of 5 points (see section 3.9.1).

Rationale: Under our current scholarship assessment guidelines, 28 IB marks is equal to 80% from regular NB high school curriculum admission average calculations (26 IB converts to 65-70%). Currently academic calendar states: *General admission requirement to undergraduate programs for the final two years of high school preparatory work a minimum grade of 65% must be achieved on each academic course considered for admission (see section 3.3.2)*

Furthermore, comparable universities in Atlantic Canada admits IB students at a lower IB marks. ([Acadia](#) (24), [DAL](#) (26) and [STFX](#) (24))

Therefore, following changes to the IB diploma program admission requirements are proposed to offer fair admission chance to lower average IB students; and to increase number of students from IB diploma programs which are generally accepted as high quality institutions.

6. Indigenous Studies

The Academic Matters Committee recommends approval of the following new course in Indigenous Studies:

INDG 2001 (3.00)

INTRODUCTION TO MI'KMAQ LANGUAGE (MÍKMAWÍSIMK)

Short Title: Intro to Mi'kmaq Language

Prereq: 3 credits from INDG 1001, CANA 1001, CANA 1011; or permission of the Program Director

This course provides an introduction to Mi'kmaq language for students with no or minimal knowledge of Mi'kmaq. Students will explore the connections between land, place, culture, and language while learning vocabulary, grammar, and sentence patterns both orally and

through writing. This course will help students understand the importance of Mi'kmaq not only as a language but as a window to a vibrant culture. (Format: Lecture 3 hours)

Rationale: The Certificate in Data Management will provide students with a theoretical, ethical, and practical foundation in the management of data. Core competencies in data visualization and communication will be emphasized. Graduates will benefit from this transferable skill set as they pursue a wide range of applications and careers.

- 3 from MATH 1311
- 3 from COMP 1631
- 3 from MATH 2221
- 3 from ECON 2701*, BIOL 2701*, MATH 2321, PSYC 2011*, GENS 2431*
- 6 from DATA 3001, 3101
- 3 from DATA 4001
- 3 from ECON 4711, BIOL 4711, MATH 4311, PSYC 3001

Note: *There are pre-requisites for some 2000-level courses in this certificate. Students are responsible for ensuring that they have the necessary pre-requisites. It is recommended that students meet with the program director early on to map out the minor.

Other calendar entries affected: Add Minor to list of Minors available for B.Sc. in section 11.3.24.

Rationale: The Minor in Data Science will combine the coverage of the Certificate in Data Management and the Certificate in Data Analytics. Students who achieve this minor will have a foundation in the theoretical aspects of data management, acquisition, and treatment, as well as

diverse users. (Format: Integrated Tutorial and Laboratory 6 hours)

Rationale: This course will build in concepts established in MATH 1311 regarding the management and analysis of data with a focus on the visualization and communication of data to both technically trained audiences and to the lay public. Honest and effective data presentation is critical to public discourse and disciplinary practice, but errors and distortions are rampant in data presentation. Effectively converting large-scale data resources to useful communications requires foresight in the data organization. Emerging practices in open data and access to information require design and maintenance of audit trails between the data presentation and the underlying sources.

Other calendar entries affected: Currently this course does not exist in other program offerings. Once the course has been approved by Senate, discussion with existing programs regarding its inclusion can take place.

This is one of the three designated DATA courses that the proposed new hire would teach annually starting in the 2021-2022 academic year.

DATA 3101

and

Indigenous, and race studies. Furthermore, they will be expected to craft in their work a scholarly argument based upon cartographical sources. They will learn about the spatial languages that many maps, produced anywhere in the world, typically use, whether in the form of scale, labels,

Independent Study in Visual and/or Material Culture

This course permits senior students, under the direction of faculty members, to pursue their interest in areas not covered, or not covered in depth, by other courses through a program of independent study. [Note 1: Permission of the Department/Program Advisor. Students must obtain consent of an instructor who is willing to be a supervisor and must register for the course prior to the last day for change of registration in the term during which the course is being taken. Note 2: A program on Independent Study cannot duplicate subject matter covered through regular course offerings. Note 3: Students may register for VMCS 4950/51 more than once, provided the subject matter differs.] (Format: Independent Study)

RATIONALE

This is a standard offering in other departments and programmes.

OTHER CALENDAR ENTRIES AFFECTED

Add VMCS 3241 to the foundation line of The Certificate in Visual Literacy and Culture:

Foundation:

6 from VMCS 1201, **2111**, 3201, **3241**, **4950**, **4951**

9. Visual and Material Culture (Minor in Visual Communication and Culture and cross-listing of courses)

The Academic Matters Committee is submitting directly to Senate for their consideration the following from Visual and Material Cultures:

- Minor in Visual Communication and Culture
- Cross- listed Courses

Minor in Visual Communication and Culture

I. Description Minor in Visual Communication and Culture

The Minor in Visual Communication and Culture offers cross-cultural and interdisciplinary programming that encourages students to develop a comparative perspective on visual expression, communication, and culture. It is designed to complement degrees in Art History, Canadian Studies, Classical Studies, Commerce, Drama, Fine Arts, French Studies, Geography, German Studies, Hispanic Studies, History, International Relations, Music, Psychology, and Religious Studies.

Students will be exposed to images, visuality, viewing practices, and visual culture as manifested in various historical periods from ancient times to the Information Age and geographic areas within and beyond Canadian borders. In their courses, students will encounter a wealth of visual materials (including book illustrations, films, graphic art, (bey)8.995 (ond)11.005 ()JTJETQq0 0 612 7(,)10.996 ()JTJo

that are of outmost importance in our image-pervaded world and examine the institutional frameworks that impact the production, circulation, and reception of visual culture.

The Minor in Visual Communication and Culture fosters critical engagement with the art world, consumer practice, the creative industries, the digital realm, politics, and popular culture. It will be an asset not only to students who wish to continue their studies at the graduate level but also those who seek post-graduation employment in the following fields: the arts, culture, and creative industries; communications and media relations; government and not-for-profit leadership; heritage and conservation; journalism and publishing; tourism; and marketing and advertising. Being able to proficiently decode and interpret various types of images produced in different cultural contexts and for a range of purposes, to appreciate them not only in their aesthetic appeal but also as

Cross-Listing of Courses:

FREN 1801 / **VMCS 1801**

Paris, City of Light

the external review of the department, the French section approved a change in pre-requisite and language of instruction for this course to make it more accessible to students from disciplines other than French

Material Cultures Programme without any changes in its content or delivery method.

Other calendar entries affected: Update Cross-Listing for FREN 3811 in section 12.

10. **Community Engaged Learning**

The Academic Matters Committee recommends approval of the following changes to Community Engaged Learning:

The addition of the following Minor in Community Engaged Learning:

Summary of Program

The Certificate in Community Engaged Learning has three core courses, which introduce ideas of community, the theory and practice of community engaged learning, and critical pedagogies. The intermediate level courses build on this knowledge and also allow students an opportunity to work in a sustained way with a community partner, such as Marshview Middle School in the *Engage!* program. The program incorporates a range of courses from around the University to allow students the chance to explore themes in community engaged learning. Finally, it requires a practicum (3 credits). In these ways, it should be apparent that the certificate combines both theoretical and applied learning.

The Minor builds on the certificate, allowing students to have at least one opportunity to connect their developing disciplinary expertise in their major area of study with community engaged learning. It also allows more time to explore the applied aspect of CEL through 6 credits of practica.

The minor in Community Eng

Other calendar entries affected: Add Minor to list of Minors available for B.A. in section 11.2.21. and to the list of Minors Available for the Bachelor of Commerce in 11.5.7.

The Academic Matters Committee recommends approval of the following new courses in Community Engaged Learning:

CENL 2001 –

This course involves sustained participation in a major ongoing community project. It introduces students to the field of community engaged learning and facilitates the exploration of models of community engagement. It provides an opportunity to develop the skills and values necessary to establish community partnerships, engage in community advocacy, and participate in non-profit organizations. (Format: Lecture/Tutorial 3 hours)

EXPANDED SUMMARY OF COURSE CONTENT

The course introduces students to the theory and methods of community-engaged learning, covering its history, purpose and impact. Given the current focus of the course – a major, ongoing project involving middle school students, community partners and deep learning.296 (center for EMC11-centrality) CH 513 DC 104 Tf72.024 5 competencies, and background work on NB education, along with the socio-economic, cultural and

As with its precursor, CENL 2101 (*Community-Engaged Learning*), *Community as Classroom* combines theory and praxis. As appropriate to the 3000 level, the work described above in CENL 2101 is here deepened, and students work with a more sophisticated array of theoretical frameworks.

Given the current focus of the course a major, ongoing project involving middle school students and deep learning the course covers 21st-century learning competencies, and background work on NB education, along with the socio-economic, cultural and political contexts of the province. Students will work in small groups, since it is these that will help them to form fruitful partnerships with local community volunteers. In this course, students work more independently with their community partners than in the 2000-level course and have a greater role in managing and directing the applied work that accompanies the course. Here also, students are required to participate in the critical evaluation of the project that the department and community partners are currently undertaking.

RATIONALE

This course is an applied learning opportunity in the CENL certificate and minor, combining theoretical reflection with the possibility of participating in an established community project with an established community partner. Given the scope of these projects, students are able to work in a framework such as this, but at the same time to have an opportunity to bring their own skills and areas of expertise in study to the project. Thus, through this course they have the opportunity to learn how to design and execute projects, to meet and work with community partners, and to reflect on their work within a rich and diverse learning environment. These are essential skillsets of community-engaged work.

course

Dean. Note 3: Students may register for RELG 1991 more than once, provided the subject matter differs.] (Format: Variable)

CENL 4951 (3.00)

Independent Study in Community Engaged Learning

This course permits senior students, under the direction of faculty members, to pursue their interest in areas not covered, or not covered in depth, by other courses through a program of independent study. [Note 1: Permission of the Department/Program Advisor. Students must obtain consent of an instructor who is willing to be a supervisor and must register for the course prior to the last day for change of registration in the term during which the course is being taken. Note 2: A program on Independent Study cannot duplicate subject matter covered through regular course offerings. Note 3: Students may register for CENL 4950/51 more than once, provided the subject matter differs.] (Format: Independent Study)

CENL 4950 (6.00)

Independent Study in Religious Studies

This course permits senior students, under the direction of faculty members, to pursue their interest in areas not covered, or not covered in depth, by other courses through a program of independent study. [Note 1: Permission of the Department/Program Advisor. Students must obtain consent of an instructor who is willing to be a supervisor and must register for the course prior to the last day for change of registration in the term during which the course is being taken. Note 2: A program on Independent Study cannot duplicate subject matter covered through regular course offerings. Note 3: Students may register for CENL 4950/51 more than once, provided the subject matter differs.] (Format: Independent Study)