

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

February 11, 2020, 4:00 p.m.
Windsor Grand Room

Present: F. Antonelli, P. Berry, A. Beverley, F. Black, B. Blakney, JP. Boudreau (Chair), C. Brett (Secretary), A. Cannon, A. Cockshutt, O. Corrigan, J. Devine, S. Doyle, J. Dryden, E. Edson, B. Evans, A. Fancy, S. Fanning, N. Farooqi, C. Forstall, A. Grant, D. Hamilton, L-D, Hamilton, M. Hamilton, K. Hele, J. Holton, D. Hornidge, R. Inglis, C. Ionescu, D. Keeping, L. Kern, D. Lieske, K. Meade, A. Nurse, C. O'Connor, J. Ollerhead (Vice-Chair), G. Ouellette, J. Rogers, S. Runge, E. Stregger, E. Titarenko, J. Tomes, S. Unger, C. VanBeselare, K. Wilock

Regrets: S. Garrett, M. Litvak, V. St. Pierre, N. Vogan, W. Wilson

Observers: A. Comfort, E. Fleming, M. Fox, L. Hawthorne, C. O'Neal

01.02.11 Land Acknowledgement

JP. Boudreau read the land acknowledgement and encouraged Senators to be mindful of indigenous ways of knowing, learning, and relating.

02.02.11 Approval of the Agenda

Motion (A. Cockshutt/J. Devine): that Senate adopt the Agenda as circulated.

Motion Carried

Motion (J. Ollerhead/A. Nurse): that the Agenda be modified to move Item 9 in the circulated agenda up to Item 6.

Motion Carried

The numbering in these minutes reflects the amended agenda

03.02.11 Approval of the Senate Minutes of January 14, 2020

Motion (S. Unger/J. Ollerhead): that Senate adopt the Minutes of the meeting of January 14, 2020.

Motion Carried

04.02.11 Business Arising from the Minutes

There was no business arising.

05.02.11 Report from the Chair

JP. Boudreau welcomed everyone back after the workplace disruption of early February.

The President announced the town meeting on proposed changes at Sackville Memorial Hospital. He invited members of the university to be engaged in the discussions about those proposals.

06.02.11 Motion to Amend the University Calendar

Motion (S. Unger / J. Ollerhead): That Senate amend the 2019-2020 Calendar of Events as follows:

Existing dates

Mar. 30 Monday Last day of classes for Monday-only classes

Mar. 31 Tuesday Last day of classes for Tuesday-only classes

New dates

Apr. 6 Monday Last day of classes for all Monday-scheduled classes

Apr. 7 Tuesday Last day of classes for all Tuesday-scheduled classes

**Motion Carried, as amended below
(1 abstention)**

S. Unger noted that the proposal includes no changes in the exam schedule, so that the gap between the last day of classes and the first day of exams disappears. On the other hand, the proposal does reclaim two of the teaching days lost due to the strike by the Mount Allison Faculty Association.

The following amendment to the motion was proposed.

Motion (K. Wilock/ S. Doyle): that the 2019-2020 Calendar of Events be further amended so that deadline by which work worth at least 20% of the final grade is to be evaluated and returned to students and the End of withdrawal period for Winter term 3 credit courses be moved from February 28 to March 6.

Amendment Carried

M. Hamilton asked if there are unintended consequences of having no gap between the last day of classes and the beginning of exams. J. Tomes remarked that student research showcases might need to be rescheduled.

C. Forstall asked if the lack of a gap would unduly compress the time that students need to prepare for exams. J. Ollerhead answered that the holiday on Good Friday provides some extra space in student schedules. S. Unger noted that students had considered this, but had rejected the idea of modifying the exam schedule because many had already made plans based on the existing schedule.

JP. Boudreau thanked everyone for their engagement and flexibility on this issue.

07.02.11 Report from the University Planning Committee

J. Ollerhead noted that the committee had nothing to report.

08.02.11 Report from the Academic Matters Committee

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

Motion (N. Farooqi/A. Nurse): that Senate approve the changes to the BSc, Major in Aviation program as outlined in the Report to Senate, February 2020.

Motion Carried

Motion (N. Farooqi/A. Nurse): that Senate approve the changes to the B.Comm in Aviation with Moncton Flight College program as outlined in the Report to Senate, February 2020.

Motion Carried

Motion (N. Farooqi/A. Nurse): that Senate approve the continuation of course coding for selected and special topics courses as outlined in the Report to Senate, February 2020.

Motion Carried

S. Runge asked that MUSC 3581 be removed from the list. The mover and seconder agreed to this.

Motion (N. Farooqi/S. Runge): that Senate approve the changes to the BA. in Music program as outlined in the Report to Senate, February 2020.

Motion Carried

Motion (N. Farooqi/F. Black): that Senate approve the changes to courses in Religious Studies, including the additions of courses and programs in Community Engaged Learning, as outlined in the Report to Senate February 2020.

**Motion Carried, as amended below
(3 nays, 13 abstentions)**

Motion (N. Farooqi/F. Black): that the motion be amended to strike the introduction of a Minor in Community Engaged Learning.

**Amendment Carried
(1 abstention)**

J. Devine said that he was disappointed that the proposal was not shared with the Heads of Social Sciences before coming to Senate. He also asked whether there were sufficient resources to offer the new courses and programs. Finally, he remarked that he would have preferred more detail in the course descriptions for the new courses.

F. Black answered that most of the courses would be offered through the Religious Studies department and that they hoped to secure a three-year position to get the program off the ground. She noted that the new courses would have a '991 designation until they are reshaped. On the issue of input from the Social Sciences, she noted that the departments of Sociology and

Geography and Environment are represented on R-PEACE, which was involved in shaping the proposals.

J. Devine and D. Lieske expressed support for the idea of a program like this one, but discomfort at approving the program at without further details about the courses. M. Hamilton also expressed reservations about approval a program without a more detailed account of its courses.

J. Devine reiterated his concern over the lack of committed resources.

J. Dryden and J. Tomes offered suggestions for courses in their respective departments that might be better fits for the proposed Minor than the ones listed in the proposal.

JP. Boudreau asked whether some of the course had been piloted. F. Black confirmed that they had under a UNST designation. She also noted that the UNST designation prevents students from using a course to meet a Distribution requirement, perhaps suppressing enrolment.

M. Fox noted that he has witness widespread support for community engaged learning initiatives in local schools, in the Town of Sackville, and from the Experiential Learning Office on campus. He believes that the proposed courses and programs will help attract students and resources. He confirmed that the departments of Sociology and Geography and Environment had been consulted on the proposal.

A. Fancy spoke in favour of the initiative. He noted that approving the proposal allows for the program to go ahead, on an experimental basis if needed. It can be reviewed and, if necessary, improved in the future.

Motion (N. Farooqi/S. Runge): that Senate approve the reintroduction of hard-coded cross listing of courses as outlined in the Report to Senate, February 2020.

Motion Carried

The circulated report also contained a motion regarding revised deadlines for submissions to the Academic Matters Committee and changes in the dates of publication for the Academic Calendar. The committee withdrew this motion.

09.02.11 Report from the Committee on Committees

S. Runge gave the report, which contained the following motions.

Motion 1: (S. Runge/A. Nurse) The Committee on Committees moves that Senate acclaim the following nominee to the committee indicated for a term commencing immediately, and ending June 30, 2022.

Motion Carried

J.E.A. Crake Teaching Development Awards Committee
VACANCY: 1 one faculty member from the Faculty of Arts
Christina Ionescu

Motion 2: (S. Runge/A. Nurse) The Committee on Committees moves that Senate elect two of the following nominees to the committee indicated for a term commencing immediately, and ending June 30, 2022.

Motion Carried

Scholarship and Bursaries Committee

VACANCIES: 2 faculty members or librarians

Niels Anthonisen

Nathan Johnston

Kathleen Lord

By paper ballot, Senate elected **Niels Anthonisen** and **Nathan Johnston**.

10.02.11 Report for Information

Senate received the report from the Academic Information Technology Committee (appended to these minutes). J. Tomes noted that the report mentioned the statistical package SPSS. She emphasized the importance of this program for research and teaching in the Department of Psychology. J. Ollerhead noted that the committee has no recommended any changes to access to SPSS. J. Tomes said she is happy that the status quo will continue.

11.02.11 Discover Mount Allison

J. Devine invited everyone to a panel discussion by notable alumni on navigating the NGO/IGO world, February 25. He noted that this event is part of the President's Speakers Series. JP. Boudreau welcomed the panel as part of the series.

A. Nurse informed Senators that nominations are open for the Marie Hammond Callahan Award in Women's History and that interested persons should contact him for details.

E. Titarenko announced the Racial Justice Symposium on February 29.

N. Farooqi invited everyone to a talk by author Tom Rand in the Ron Joyce Centre Presents series on February 24.

C. Forstall invited everyone to the Crake Classics Lectures by Dr. Ivan Radman-Livaja, Senior Curator in the Greek and Roman Department, and Deputy Director of the Archaeological Museum in Zagreb, Croatia on February 12 and 13.

12.02.11 Other Business

S. Unger read the following statement into the minutes on behalf of the Student Senators and the MASU Executive.

With the tentative agreement that was reached on Saturday between MAFA and the University, students began classes again on Monday the 10th. Though we are excited and

reassured to be back in class, the week of strike was a difficult one for all students to deal with.

With the labour dispute behind us the main focus going forward should be to make the remainder of the term as stress free for students as possible. As professors have begun to revise their syllabi, we at the MASU strongly encourage being mindful of the stress that students dealt with and the fact that the coming weeks will require a fair amount of catching up that makes students anxious and unsure.

Be mindful of readjusting or maintaining midterms, deadlines, and papers and how those choices can suddenly create weeks for students with many exams and deadlines where few existed before. Be mindful of what is included in exams or your expectations on them as content that was supposed to be covered over longer periods of time might now have to be condensed or glossed over, leaving students less confident or versed in material than they otherwise would have been. And finally, be mindful of students when they come to you asking for support or are overwhelmed by everything that has happened and the changes to syllabi and the academic calendar that eliminates the buffer period between classes and the beginning of exams.

Many students lent their direct support to professors and faculty while the strike was occurring and now, we ask for your support in helping students transition back into the classroom after a time when the prevailing sentiments about their academic life was confusion. Mount Allison Faculty are some of the most dedicated and student friendly in the country and I hope that we are able to put this all behind us and make the most of the rest of the semester by being as accommodating as possible to students as we all regain our footing.

13.02.11 Adjournment

There being no further business or announcements, the meeting adjourned at 5:03 pm. (A. Nurse/
M. Hamilton)

Respectfully submitted,

Craig Brett
Secretary

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

February 11, 2020, 4 pm

Windsor Grand Room

Appendices to the Minutes

- Report from the Academic Matters Committee
- Report from the Academic Information Technology Committee

ACADEMIC MATTERS COMMITTEE

Report for Senate, Feb 18, 2020

This report contains recommendations for changes to academic regulations and academic programs effective under the 2020-2021 academic calendar, as follows:

1. **BACHELOR OF SCIENCE, MAJOR IN AVIATION**
2. **BACHELOR OF COMMERCE WITH AVIATION WITH MONCTON FLIGHT COLLEGE (MFC) - Academic Regulation 11.5.12**
3. **CONTINUATION OF COURSE CODING FOR SELECTED & SPECIAL TOPICS: PROGRAMS AND COURSES OF INSTRUCTION – Academic Regulation 12**
4. **BACHELOR OF ARTS PROGRAMS IN MUSIC**
 - **MINOR IN MUSIC**
 - **MAJOR IN MUSIC**
 - **HONOURS IN MUSIC (COURSE OPTION)**
 - **HONOURS IN MUSIC (THESIS OPTION)**
5. **BACHELOR OF ARTS PROGRAMS IN RELIGIOUS STUDIES**
 - **ADDITION OF A COURSE DESIGNATION– Community Engaged Learning**
 - **ADDITION OF NEW COURSES– Community Engaged Learning**
 - **ADDITION OF AN EMBEDDED CERTIFICATE IN COMMUNITY ENGAGED LEARNING**
 - **ADDITION OF A MINOR IN COMMUNITY ENGAGED LEARNING**
6. **REINTRODUCTION OF HARD CODED CROSS-LISTING OF COURSES**
7. **ACADEMIC CALENDAR PUBLICATION DATES & DEADLINES FOR SUBMISSIONS TO THE ACADEMIC MATTERS COMMITTEE**

Note: Additions/changes are indicated in bold text, deletions are indicated with strikethrough.

1. BACHELOR OF SCIENCE WITH A MAJOR IN AVIATION

- Remove non-existent agreement as 3/4000 level option

The Academic Matters Committee recommends approval of the following changes to academic regulations effective under the 2020-2021 calendar:

11.5.12 BACHELOR OF SCIENCE WITH A MAJOR IN AVIATION

This interdisciplinary major covers basic geography and environmental science, mathematics and computer science, and physics, and upper level courses from these disciplines plus credit for aviation courses studied at Moncton Flight College.

AVIATION

Interdisciplinary B.Sc. Program

MAJOR in Aviation is 78 credits earned as follows:

- 6 from MATH 1111, COMP 1631
- 6 from PHYS 1051, 1551
- 6 from GENS 1401, 2421
- 6 from Computer Science, GENS, Mathematics or Physics at the 2000 level chosen in consultation with the Program Advisor*
- 18 from Computer Science, GENS, Mathematics or Physics at the 3000/4000 level chosen in consultation with the Program Advisor*
- 36 credits, twelve of which are designated at the 3000/4000 level as follows:
 - from Moncton Flight College through completing the requirements for flight training outlined in the Handbook for the Mount Allison Bachelor of Science (Aviation) including the Commercial Pilot License with Multi-engine and Instrument Flight Rules ratings, or
 - from Moncton Flight College by transfer after completion of the Diploma in Aviation Technology (Pilot), or
 - ~~from Confederation College by transfer after completion of the Aviation Flight Management Diploma~~

Rationale:

There has been no agreement signed with Confederation College, ever. The reference to this agreement has been in the academic calendar since 2011-2012.

2. BACHELOR OF COMMERCE WITH AVIATION WITH MONCTON FLIGHT COLLEGE (MFC)

The Academic Matters Committee recommends the following changes to the academic regulations, effective under the 2020-2021 academic calendar:

- Add interdisciplinary program description (one was not created originally)
- Remove non-existent agreement as 3/4000 level option

11.5.12 BACHELOR OF COMMERCE WITH AVIATION WITH MONCTON FLIGHT COLLEGE (MFC)

AVIATION

This interdisciplinary program combines courses in accounting, finance, management and marketing as well as courses in math, economics, and computer science together with credit for aviation courses studied at Moncton Flight College.

11.5.12 Commerce - Aviation offered in conjunction with Moncton Flight College

Commerce - Aviation is 120 credits earned as follows:

- 42 from the Commerce core requirements as follows:
- 27 from COMM 1011, 1411, 2101, 2131, 2201, 2301, 3501, 4311, 4321

- 6 from ECON 1001, 1011
- 3 from Computer Science or Mathematics (excluding MATH 1011)
- 6 from ECON 1701, 2701
 OR MATH 2311, ECON 2701
 OR MATH 2311, 2321
 OR PSYC 2001, 2011
 OR SOC 3301, 3311
 OR WGST 3111, WGST 3121
 OR COMM 3401, GENV 3701
- 12 from distribution courses comprised of 6 credits earned in Arts and Letters, and 6 credits earned in Humanities (11.5.3)
- 6 from GENS 1401, 2421
- 24 from Commerce electives, with at least 18 credits at the 3/4000 level including 3 credits from COMM 4381- Business of Aviation
- 36 credits, twelve of which are designated at the 3/4000 level as follows:
- from Moncton Flight College through completing the requirements for flight training outlined in the Handbook for the Mount Allison Bachelor of Science (Aviation) including the Commercial Pilot License with Multi-engine and Instrument Flight Rules ratings, OR
 - from Moncton Flight College by transfer after completion of the Diploma in Aviation Technology (Pilot), OR
 - ~~from Confederation College by transfer after completion of the Aviation Flight Management Diploma~~

3. CONTINUATION OF COURSE CODING FOR SELECTED & SPECIAL TOPICS: PROGRAMS AND COURSES OF INSTRUCTION – Academic Regulation 12

The Academic Matters Committee recommends the following changes to the academic regulations, effective under the 2020-2021 academic calendar:

IMPACTED COURSE CODES CONTINUED (ALPHA ORDER):

ANTH 38S1 (3.00 CR)

AREAL ETHNOGRAPHY

Prereq: ANTH 1011; 6 credits from ANTH at the 2000 level; or permission of the Department
 An ethnographic study of an area other than those covered in other 3800 courses. ~~[Note 1: Students may register for ANTH 3831 more than once, provided the subject matter differs.]~~
 (Format: Lecture 3 Hours)

ARTS 19T0 (3.00 CR)

SPECIAL TOPIC IN ARTS

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course. [Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. ~~Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information,~~

~~normally at least three months in advance, to the Dean of Arts. Note 3: Students may register for ARTS 1991 more than once, provided the subject matter differs.] (Format: Variable)~~

ARTS 29T0 (3.00 CR)

SPECIAL TOPIC IN ARTS

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course. [Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. ~~Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Arts. Note 3: Students may register for ARTS 2991 more than once, provided the subject matter differs.] (Format: Variable)~~

ARTS 39T0 (3.00 CR)

SPECIAL TOPIC IN ARTS

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course. [Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. ~~Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Arts. Note 3: Students may register for ARTS 3991 more than once, provided the subject matter differs.] (Format: Variable)~~

ARTS 49T0 (3.00 CR)

SPECIAL TOPIC IN ARTS

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course. [Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. ~~Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Arts. Note 3: Students may register for ARTS 4991 more than once, provided the subject matter differs.] (Format: Variable)~~

FINH 40S1 (3.00 CR)

ADVANCED SEMINAR IN ART HISTORY

Prereq: FINH 2101; FINH 2111; or permission of the Department

This course explores key issues in nineteenth to twenty-first century art, with topics to vary from term to term. It emphasizes contemporary, theoretical, methodological and critical approaches to the art of the recent past. ~~[Note: Students may register for FINH 4091 more than once, provided the subject matter differs.] (Format: Seminar 3 Hours)~~

GREK 40S1 (3.00 CR)

DIRECTED READINGS IN GREEK

This course is a detailed study of one or more Greek authors. [Note 1: Permission of the Department required. ~~Note 2: GREK 4001 may be taken for credit more than once if the topic differs.] (Format: Lecture 3 Hours)~~

LATI 40S1 (3.00 CR)

DIRECTED READINGS IN LATIN

This course is a detailed study of one or more Latin authors. [Note 1: Permission of the Department is required. ~~Note 2: LATI 4001 may be taken for credit more than once if the topic differs.~~] (Format: Lecture 3 Hours)

GENV 48S1 (3.00 CR)

SEMINAR IN URBAN ISSUES

Prereq: GENV 2201; GENV 2811; GENV3211; or permission of the Department

This course explores a selected contemporary urban issue focusing in any given year on topics such as the political geography of the Canadian urban movement, the urban dynamics of key world cities, cities in the developing world, and cities and the 'new' economy. [~~Note 1: Students may register for GENV 4821 more than once, provided the subject matter differs.~~] (Format: Seminar 3 Hours) (Exclusion: GEOG 4821)

GERM 34S1 (3.00 CR)

TOPICS IN GERMAN LITERATURE I

Prereq: GERM 2011; or permission of the Department

This course explores a selection of literary texts representative of the distinct literary tradition in German-speaking countries. [~~Note 1: GERM3401 may be taken for credit more than once if the topic differs.~~] (Format: Lecture 3 Hours)

GERM 35S1 (3.00 CR)

TOPICS IN GERMAN LITERATURE II

Prereq: GERM 2011; or permission of the Department

This course explores a selection of literary texts representative of the distinct literary tradition in German-speaking countries. [~~Note 1: GERM3501 may be taken for credit more than once if the topic differs.~~] (Format: Lecture 3 Hours)

GERM 49S1 (3.00 CR)

DIRECTED READINGS IN GERMAN

Prereq: GERM 2011; and permission of the Department

This course explores topics in German literature at an advanced level. [~~Note 1: GERM 4901 may be taken for credit more than once if the topic differs.~~] (Format: Lecture 3 Hours)

MUSC 35S1 (3.00 CR)

APPLIED MUSIC VI WITH SHARED RECITAL

Prereq: MUSC 3501; and permission of the Department, granted only after a successful recital application jury.

This applied course continues the weekly instruction started in MUSC3501, with the addition of the preparation and execution of a public recital program of approximately 30 minutes of music under the supervision of the student's Applied Music teacher. [Note 1: Students intending to register for MUSC 35S1 must normally have achieved a grade of at least A- in MUSC 3501; must have participated in two Collegia, or the equivalent, since enrolling in the B.Mus. program; and must pass a Recital Application Jury.] (Format: Private Instruction 1 Hour) (Exclusion: MUSC 3511; MUSC 3591)

SOCI 33S1 (3.00 CR)**FIELD COURSE IN SOCIOLOGY**

This course is designed to provide students with an intensive field experience, during which they pursue research on a topic to be chosen by the Instructor. Completion of SOCI 3301 (Sociological Research Methods) is recommended before registering for this course. [Note 1: Permission of the Department is required. Note 2: This course requires attendance at a multi-day off-campus field camp and students will be liable for some field trip costs. ~~Note 3: Students may register for SOCI3331 more than once, provided the subject matter differs~~] (Format: Lecture 3 Hours, Field Course)

SCIE 19T1 (3.00 CR)**SPECIAL TOPIC IN SCIENCE**

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course. ~~[Note 1: Prerequisite set by the Department/Program when the topic and level are announced. Note 2: When a Department or Program intends to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Science. Note 3: Students may register for SCIE 1991 more than once, provided the subject matter differs.]~~ (Format: Variable)

SCIE 29T1 (3.00 CR)**SPECIAL TOPIC IN SCIENCE**

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course. ~~[Note 1: Prerequisite set by the Department/Program when the topic and level are announced. Note 2: When a Department or Program intends to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Science. Note 3: Students may register for SCIE 2991 more than once, provided the subject matter differs.]~~ (Format: Variable)

SCIE 39T1 (3.00 CR)**SPECIAL TOPIC IN SCIENCE**

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course. ~~[Note 1: Prerequisite set by the Department/Program when the topic and level are announced. Note 2: When a Department or Program intends to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Science. Note 3: Students may register for SCIE 3991 more than once, provided the subject matter differs.]~~ (Format: Variable)

SCIE 49T1 (3.00 CR)**SPECIAL TOPIC IN SCIENCE**

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course. ~~[Note 1: Prerequisite set by the Department/Program when the topic and level are announced. Note 2: When a Department or Program intends to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Science. Note 3: Students may register for SCIE 4991 more than once, provided the subject matter differs.]~~ (Format: Variable)

SOSC 19T1 (3.00 CR)**SPECIAL TOPIC IN SOCIAL SCIENCES**

This course either focuses on topics not covered by the current course offerings in a Social Sciences department or program or offers the opportunity to pilot a course. ~~[Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Social Sciences. Note 3: Students may register for SOSC 1991 more than once, provided the subject matter differs.]~~
(Format: Variable)

SOSC 29T1 (3.00 CR)**SPECIAL TOPIC IN SOCIAL SCIENCES**

This course either focuses on topics not covered by the current course offerings in a Social Sciences department or program or offers the opportunity to pilot a course. ~~[Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Social Sciences. Note 3: Students may register for SOSC 2991 more than once, provided the subject matter differs.]~~
(Format: Variable)

SOSC 39T1 (3.00)**SPECIAL TOPIC IN SOCIAL SCIENCES**

This course either focuses on topics not covered by the current course offerings in a Social Sciences department or program or offers the opportunity to pilot a course. ~~[Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Social Sciences. Note 3: Students may register for SOSC 3991 more than once, provided the subject matter differs.]~~
(Format: Variable)

SOSC 49T1 (3.00)**SPECIAL TOPIC IN SOCIAL SCIENCES**

This course either focuses on topics not covered by the current course offerings in a Social Sciences department or program or offers the opportunity to pilot a course. ~~[Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Social Sciences. Note 3: Students may register for SOSC 4991 more than once, provided the subject matter differs.]~~
(Format: Variable)

4. BACHELOR OF ARTS PROGRAMS IN MUSIC

The Academic Matters Committee recommends approval of the following changes to the academic program offerings under the 2020-2021 calendar:

- Changes in program requirements to the Bachelor of Arts

- Minor in Music
- Major in Music
- Honours in Music (Course Option)
- Honours in Music (Thesis Option)
- Program note regarding distribution courses

MINOR in Music is 24 credits earned as follows:

12 from 1101, 1111, 1201, 1703

~~6 from 1001, 1011, 1211, 2001, 2011, 2021, 2101, 2111, 2141, 2151, 2201, 2211, 2703~~
6 from Music courses at the 1000/2000 level, excluding ensembles

6 from Music courses at the 3000/4000 level

Rationale: This streamlines the calendar entry. It will also allow students to count a 1/2000-level special topics Music course toward a minor, in the rare cases when these are offered.

MAJOR in Music is 60 credits earned as follows:

~~12~~ from MUSC 1101, 1111, 1201, 1703, **2101**
15

6 from MUSC ~~2101, 2111~~ **1211, 2201, 2211**

3 from MUSC 1619-4619, 1629-4629, 1639-4639, 1649-4649, 1659-4659, 1669-4669, 1689-4689, 1699-4699 (Ensembles)

6 from Music courses at the 2/3/4000 level

15 from Music courses at the 3/4000 level

15 from complementary courses from other disciplines in Arts and Letters and Humanities

Note: Ensemble credits must be completed over at least two years

Rationale: The current requirements for the Bachelor of Arts Major in Music result in several significant problems, including:

- (a) an imbalance between the required courses in Music Theory (4) and Music History (1), and
- (b) no provision for students to receive degree credit for a significant number of foundational 2000-level courses, including: Music History II, III; Composition I, II; World Music; and Musicianship II

The proposed changes address these issues by:

- (a) balancing the required Theory and History core course requirements to three (3) courses from each sub-discipline (MUSC 1101, 1111, 2101 [Theory I, II, III] + MUSC 1201 [Intro History] and two courses from 1211, 2201, 2211 [History I, II, III]), and

allowing the *option* of two additional courses at the 2000 level to be counted, so students who choose to take a fourth core History or Theory course – or Composition (MUSC 2141/51), World Music (MUSC 2021), or Musicianship II (MUSC 2703) – can count them toward their degree. Students who wish to take 3/4000 level courses instead can still do so, as before.

Because of the interdisciplinary nature of a Music degree, the program requires a breadth of core foundational courses in a wider range of diverse areas than many BA Majors. In this way, we are perhaps more similar to some of the university’s interdisciplinary degree programs. Our students need competencies in not only different subject areas but also in different modes of learning (including music theory and analysis; music history, research, and essay-writing; performance and ear training; music notation literacy and composition; and ensemble skills).

Unlike in some programs, where a very small number of 1/2000-level courses prepare students to take a wide range of upper-year courses, the Music program requires a much larger core of foundational courses. In addition, some of our courses have been somewhat arbitrarily numbered at the 2000-level, and we see no need to change these at this time.

With the current degree requirements, while the number of 3/4000-level courses is higher than in our proposal, in order to take these courses Music students must take a number of additional “hidden prerequisites” at the 1/2000-level which are not currently counted toward the BA. Our proposal rectifies this.

For these reasons, we propose that requiring **15** Music credits at the 3/4000-level is sufficient for the BA degree in Music. Students must, of course, still complete the requisite number of 3/4000-level credits (36 credits) as required by the general BA regulations (Calendar 11.2.3).

Other calendar entries affected: BA Honours (Course Option) and BA Honours (Thesis Option), as below.

HONOURS in Music (Course Option) is 66 credits earned as follows:

- 42 credits as in the first ~~four~~ **five** lines of the Major in Music
- 9 credits from MUSC 1211, 2201, 2211, **2111 if not already counted in the Major; otherwise from Music courses at the 2/3/4000 level**
- 15 credits from Music courses at the 3/4000 level

Rationale: These requirements reflect the changes to the BA Major. Line 2 ensures that students take all eight core Music Theory and History courses as part of the Honours degree, as was the case in the previous requirements.

HONOURS in Music (Thesis Option) is 66 credits earned as follows:

- 42 credits as in the first ~~four~~ **five** lines of the Major in Music
- 9 credits from MUSC 1211, 2201, 2211, **2111 if not already counted in the Major; otherwise from Music courses at the 2/3/4000 level**
- 9 credits from Music courses at the 3/4000 level
- 6 from MUSC 4990

Rationale: As above.

PROGRAM NOTE REGARDING DISTRIBUTION COURSES

~~**Note:** The following courses can be used for the distribution requirement for the Bachelor of Arts and Bachelor of Science degrees:~~

MUSC 2001, 2011, 2021

Rationale: With the recent change in distribution requirements, this note is no longer necessary.

5. BACHELOR OF ARTS PROGRAMS IN RELIGIOUS STUDIES

The Academic Matters Committee recommends approval of the following changes to the academic program offerings under the 2020-2021 calendar:

- **ADDITION OF A COURSE DESIGNATION**
- **ADDITION OF NEW COURSES**
- **ADDITION OF AN EMBEDDED CERTIFICATE IN COMMUNITY ENGAGED LEARNING (RELIGIOUS STUDIES)**
- **ADDITION OF A MINOR IN COMMUNITY ENGAGED LEARNING**

OVERVIEW

Summary

Mount Allison's strategic emphasis on experiential learning incorporates existing work that is taking place in our community in the form of partnerships between Mount Allison Faculty, students, and community organizations, from the Sackville area and beyond. Funds recently made available through the NB Government, grants and donors are allowing for targeted growth in this area, with a view to:

- a. integrating university-level learning into the community more fully;
- b. identifying areas where the responsibility of universities as public institutions might extend to public sectors; and

c. articulating 21st-century learning competencies that might function as part of learning in the Humanities and Social Sciences in particular, to prepare students for the workplace. In response to the University strategic road map and to student interest and faculty research, we propose a program in Community Engaged Learning.

The proposed program will have several component parts, to be phased in over a three-year period, as resources and infrastructure allow:

- Creation of a Course Designation for Community Engaged Learning
- Addition of new Community Engaged Learning Courses
- Addition of an Embedded Certificate in Community Engaged Learning
- Addition of a Minor in Community Engaged Learning

BACKGROUND AND CONTEXT

Context

Mount Allison's development of a Community Engaged Learning program comes from a desire to recognize learning that is broadly based and deeply rooted in its community context. In short, it seeks to recognize the community as classroom. The proposed program implicates several areas of learning, which would be foundational to Community Engaged Learning. These maintain an ongoing and important place in the curriculum and practice of Mount Allison's unique university context:

1. **Citizenship and Personal Formation:** Many of our programs (e.g., CANA, PHIL, RELG, POLS, SOCI, WGST) identify personal formation—by which is meant the interrogation of value systems, academic and personal contexts, and self-reflection on the learner's implication in those—as a significant part of their curriculum. The sustained conversation around personal formation throughout the student's experience is key to encouraging ethically responsible and engaged citizenship.
2. **Ethics:** In a related manner, it is the focus of numerous programs to facilitate students critical thinking about equity, diversity and inclusion, about the physical environment and sustainability, and about various forms of social action, from advocacy to activism. Community Engaged Learning is at its core a program that is invested in social justice and the flourishing of community, as well as the critical reflection on how different groups might impact (bolster or impede) that flourishing.
3. **Community Histories and Identities:** It follows that universities wishing to make partnerships with community members for mutual benefit must understand the values, histories, connections and identities that form the communities with whom they seek to work. As such, an important component of Community Engaged Learning is the study of these contexts, with its current members through the kinds of conversations that come from sustained and healthy relationships, along with “dialogue” with its historical members through artefactual material and the study of events and movements.

4. **Praxis:** Community Engaged Learning is also an essentially praxis-oriented discipline. Once students have learned and understood the appropriate skills for doing so, the work of the program is to assist in the effecting of positive change in communities, as determined through dialogue with the community partners. Many of the disciplines identified above have, as part of their regular work, a practical or applied component that seeks regular involvement in the community through volunteer work, service, caretaking, and resource building.

Benefits of Community Engaged Learning: Engaging students with community partners in a mutually beneficial, mutually respected experience that aligns with curriculum. Community Engaged Learning, sometimes called community service-learning, integrates service and volunteer experiences within academic courses or extra-curricular programs that go beyond volunteer activities. With a strong emphasis on partnerships between Mount Allison and community organizations, clear objectives are set for both the student learning that occurs and the resulting benefits to the community and the reflection and research that these activities include as part of the experience. In Community Engaged Learning, we collaborate with students, staff, faculty and community partners to work through complex community-based issues. Our program places students in community settings either as a required part of an academic course, or through voluntary co-curricular placements. We also provide resources and support to instructors, departments, and faculties, to enhance teaching and learning processes. We connect University research, learning and resources to the community in ways that support lasting relationships, based on a deep body of research on the value of community-based engagement and learning. Through their involvement in community engagement activities, students enhance their personal growth, develop tangible skills, meet new people and create opportunities to explore local, regional and global perspectives. These programs provide students with the opportunity to authenticate their learning in real-world situations; embeds learning activities; complements classroom instruction and encourages active participation.

Benefits of Community Engaged Learning to Faculty:

- Ensuring students' deeper understanding;
- Integrating current issues into place-based experiences;
- Engaging students as active learners and researchers in their community;
- Fostering relationships with community and addressing community-based issues as active citizens;
- Provision of opportunities for future research;
- Demonstration of teaching excellence;
- Incorporation of Engaged Teaching and Learning.

Benefits of Community Engaged Learning to Community Partners:

- Completion of projects that add to the life of the community;
- Strengthening of relationships between the university and the community;
- Research-based problem solving for volunteers, board members, potential hires;
- Informing of the curriculum community partners;
- Development of coaching and mentoring skills;
- Authentic community engagement—voice from the community to the classroom

Rationale: 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 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 (3.00 CR). In these ways, it should be apparent that the certificate combines both theoretical and applied learning.

The Minor builds on the embedded 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 aspects of Community Engaged Learning through 6 credits of practica.

The Academic Matters Committee recommends the following changes to the academic regulations, effective under the 2020-2021 academic calendar:

- **CENL/RELG – Community Engaged Learning**

The Academic Matters Committee recommends the following changes to the academic regulations, effective under the 2020-2021 academic calendar:

- **CENL/RELG 1XXX – (3.00 CR)**

CENL/RELG 1XXX (3.00 CR)

INTRODUCTION TO COMPASSIONATE COMMUNITIES

This course explores the concept of the compassionate community as a model for how communities might address social injustices such as poverty, homelessness and loneliness in their midst. Drawing on tools from work in community engaged learning, the course gives students the critical and theoretical skills to understand the factors in community making (history, shared values, identity) and the preparations needed for establishing and maintaining community partnerships. The course has a particular focus on the local—Sackville, Port Elgin, Dorchester—and an applied component that directs students in the skills needed to make connections with local potential community partners and assemble the skills and competencies to discern mutually what sort of relationships and projects are best, given the needs of all involved. (Format: Lecture/Tutorial 3 hours)

Rationale: The course explores the model of the compassionate community as elaborated in the Charter for Compassion movement, founded by renowned scholar of religion, Karen Armstrong. The movement sees compassion as a central value in the creation of resilient communities, whose members “are moved by empathy to take compassionate action, are able to confront crises with innovative solutions, are confident in navigating changes in the economy and the environment, and are resilient enough to bounce back readily from natural and [hu]man-made disasters” (www.charterforcompassion.org). The course investigates this proposal, exploring how communities are made and unmade, how they flourish and how they falter, along with the values that might be important in the establishment and maintenance of such groups and their

environments. The course also creates an opportunity for students who seek to do community-based work such as advocacy, activism, and work with non-profit organizations, to determine what is needed to best prepare themselves.

The course includes the following: 1) critical exploration of the long history of compassion in many religious and cultural traditions as a resource for framing the conversation around community partnerships, activism and citizenship; 2) relatedly, consideration of the work of important thinkers, commentators and activists; 3) the opportunity for critical self-reflection (an essential component of engaged or experiential learning); 4) development of an understanding of the history, shared values and complex identities present in local communities; 5) development of skills and competencies for the formation of partnerships and the creation of shared projects with local communities.

Introduction to Compassionate Communities is designed as a foundational course for a certificate, minor, and eventual major and professional qualification in Community Engaged Learning (CEL). CEL is a collaborative approach to pedagogy and research that connects community and curriculum to contribute to positive social change. The course provides students with key concepts and skills for understanding and engaging with local communities as a means of building knowledge and competency for future community work.

EMBEDDED CERTIFICATE IN COMMUNITY ENGAGED LEARNING (CENL)

The Academic Matters Committee recommends the following changes to the academic regulations, effective under the 2020-2021 academic calendar:

The embedded certificate of 18 credits is earned as follows:

9 credits from the following (core courses):

- CENL/RELG1XXX: Introduction to Compassionate Communities
- CENL/RELG 2XXX: Community Narratives
- CENL/RELG 2XXX: Community Engaged Learning
- CENL/RELG 3XXX: Community as Classroom

** Designation for Community Engaged Learning as CENL courses being sought by Senate as part of this submission.*

6 credits from the following:

- CANA 2201: Experiencing the Arts
- CANA 3231: Recalling Canada: Redress and Cultural Memory
- CANA 4201: Culture of the Maritimes
- GENV 1201: Human Environment
- GENV 3511: Rural and Small Town Canada
- GENV 3801: Place Matters
- INDG 1001: Introduction to Indigenous Studies
- INDG 3991/4991: Special Topic in Indigenous Studies
- PHIL 1651: The Changing Image of Nature

- PHIL 2701: Introductory Ethics
- PSYC 2301: Social Psychology
- PSYC 2431 Child and Adolescent Development
- PSYC 3801: Educational Psychology
- SOCI 3521: Communities
- SOCI 3751: Service Sociology
- SOCI 4311: Community Based Participatory Research Methods
- RELG 2411: Mother Earth, Father Sky
- RELG 3981: Religious Ethics and the Environment
- RELG 3XXX: Religious Ethics/Community (replaces Western Ethics)
- RELG 3XXX: Religion, Culture and Community (new)
- WGST 1001: Introduction to Women's and Gender Studies
- WGST 2101: Gender, Identity and Culture: Sexing the Body
- WGST 3201: Gender and Work

3 credits from the following:

- CENL/RELG 4XXXa/b: Practicum in Community Engaged Learning
- GENV 4521: Seminar in Community Planning Research
- SOCI 4971: Community Based Learning Project

MINOR IN COMMUNITY ENGAGED LEARNING

The Academic Matters Committee recommends the following changes to the academic regulations, effective under the 2020-2021 academic calendar:

The minor of 24 credits is earned as follows:

6 credits from the following (core courses):

- CENL/RELG 1XXX: Introduction to Compassionate Communities
- CENL/RELG 2XXX: Community Narratives

3 credits from the following (core courses):

- CENL/RELG 2XXX: Community Engaged Learning
- CENL/RELG 3991: Community as Classroom
- CENL/RELG 4XXX: Seminar in Community Learning (shared course with potential Post Baccalaureate Certificate (PBAC))

9 credits from the following:

- CANA 2201: Experiencing the Arts
- CANA 3231: Recalling Canada: Redress and Cultural Memory
- CANA 4201: Culture of the Maritimes
- GENV 1201: Human Environment
- GENV 3511: Rural and Small Town Canada

- GENV 3801: Place Matters
- INDG 1001: Introduction to Indigenous Studies
- INDG 3991/4991: Special Topic in Indigenous Studies
- PHIL 1611: Self, Society and Freedom
- PHIL 1651: The Changing Image of Nature
- PHIL 2701: Introductory Ethics
- PHIL 3721: Environmental Ethics
- PSYC 2301: Social Psychology
- PSYC 2431 Child and Adolescent Development
- PSYC 3301: Interpersonal Relations
- PSYC 3801: Educational Psychology
- SOCI 3521: Communities
- SOCI 3531: Education and Society
- SOCI 3731: Applied Social Research
- SOCI 3751: Service Sociology
- SOCI 4311: Community Based Participatory Research Methods
- SOCI 4541: Advanced Topics in Education
- RELG 2411: Mother Earth, Father Sky
- RELG 3981: Religious Ethics and the Environment
- RELG 3XXX: Religious Ethics/Community (replaces Western Ethics)
- RELG 3XXX: Religion, Culture and Community (new)
- WGST 1001: Introduction to Women's and Gender Studies
- WGST 2101: Gender, Identity and Culture: Sexing the Body
- WGST 3201: Gender and Work
- WGST 4301: Gender and Settler Colonialism: Feminism and Gender Studies
- CENL/RELG 4951: Independent Study*

**It is strongly recommended that students will seek an opportunity to explore the connection between community engaged learning and their own area of developing expertise. R-PEACE will create models to enable students and professors to develop courses.*

6 credits from the following:

- CENL/RELG 4XXXa/b: Practicum in Community Engaged Learning
- GENV 4521: Seminar in Community Planning Research
- SOCI 4971: Community Based Learning Project

6. REINTRODUCTION OF HARD CODED CROSS-LISTING OF COURSES

The Academic Matters Committee recommends the following changes to the academic regulations, effective under the 2020-2021 academic calendar:

**BIOC/BIOL 3031 (6.00 CR)
MOLECULAR ANALYSES**

BIOL/BIOC 3031 (6.00 CR)
MOLECULAR ANALYSES

BIOC/BIOL 3051(3.00 CR)
ADVANCED METABOLISM

BIOL/BIOC 3051 (3.00 CR)
ADVANCED METABOLISM

BIOC/BIOL 4151 (3.00 CR)
VIROLOGY

BIOL/BIOC 4151 (3.00 CR)
VIROLOGY

BIOC/BIOL 4201 (3.00 CR)
ENVIRONMENTAL PHYSIOLOGY AND BIOCHEMISTRY OF ANIMALS

BIOL/BIOC 4201 (3.00 CR)
ENVIRONMENTAL PHYSIOLOGY AND BIOCHEMISTRY OF ANIMALS

BIOC/CHEM 3131 (3.00 CR)
ORGANIC CHEMISTRY: BIOORGANIC

CHEM/BIOC 3131 (3.00 CR)
ORGANIC CHEMISTRY: BIOORGANIC

BIOC/CHEM 4351 (3.00 CR)
INORGANIC CHEMISTRY: BIOINORGANIC

CHEM/BIOC 4351 (3.00 CR)
INORGANIC CHEMISTRY: BIOINORGANIC

BIOL/GENS 3421 (3.00 CR)
BIOGEOGRAPHY

GENS/BIOL 3421 (3.00 CR)
BIOGEOGRAPHY

BIOL/GENS 3471 (3.00 CR)
LIMNOLOGY

GENS/BIOL 3471 (3.00 CR)
LIMNOLOGY

CANA/HIST 2801 (3.00 CR)
INDIGENOUS CANADA: A SURVEY

HIST/CANA 2801 (3.00 CR)
INDIGENOUS CANADA: A SURVEY

CANA/HIST 3821 (3.00 CR)
THE INDIAN ACT: LAW, POLICY, AND CANADIAN FIRST PEOPLE

HIST/CANA 3821 (3.00 CR)
THE INDIAN ACT: LAW, POLICY, AND CANADIAN FIRST PEOPLE

CANA/WGST 4301 (3.00 CR)
GENDER AND SETTLER COLONIALISM FEMINISM AND GENDER STUDIES

WGST/CANA 4301 (3.00 CR)
GENDER AND SETTLER COLONIALISM FEMINISM AND GENDER STUDIES

CHEM/PHYS 3231 (3.00 CR)
ADVANCED PHYSICAL CHEMISTRY

PHYS/CHEM 3231 (3.00 CR)
ADVANCED PHYSICAL CHEMISTRY

CHEM/PHYS 3751 (3.00 CR)
ENERGY PRODUCTION AND THE ENVIRONMENT

PHYS/CHEM 3751 (3.00 CR)
ENERGY PRODUCTION AND THE ENVIRONMENT

CLAS/HIST 1631 (3.00 CR)
GREECE AND ROME: THE FOUNDATIONS OF WESTERN CIVILIZATION

HIST/CLAS 1631 (3.00 CR)
GREECE AND ROME: THE FOUNDATIONS OF WESTERN CIVILIZATION

CLAS/HIST 2021 (3.00 CR)
ALEXANDER THE GREAT AND THE HELLENISTIC WORLD

HIST/CLAS 2021 (3.00 CR)
ALEXANDER THE GREAT AND THE HELLENISTIC WORLD

CLAS/HIST 2051 (3.00 CR)
WOMEN IN ANTIQUITY

HIST/CLAS 2051 (3.00 CR)
WOMEN IN ANTIQUITY

CLAS/HIST 3001 (3.00 CR)
DEMOCRACY AND IMPERIALISM IN CLASSICAL GREECE

HIST/CLAS 3001 (3.00 CR)
DEMOCRACY AND IMPERIALISM IN CLASSICAL GREECE

CLAS/HIST 3021 (3.00 CR)
CONQUEST AND EXPANSION: THE RISE AND FALL OF THE ROMAN REPUBLIC

HIST/CLAS 3021 (3.00 CR)
CONQUEST AND EXPANSION: THE RISE AND FALL OF THE ROMAN REPUBLIC

CLAS/HIST 3031 (3.00 CR)
THE ROMAN EMPIRE: CENTRE AND PERIPHERY

HIST/CLAS 3031 (3.00 CR)
THE ROMAN EMPIRE: CENTRE AND PERIPHERY

CLAS/HIST 3051 (3.00 CR)
HEALTH AND MEDICINE IN THE ANCIENT WORLD

HIST/CLAS 3051 (3.00 CR)
HEALTH AND MEDICINE IN THE ANCIENT WORLD

COMP/MATH 2211 (3.00 CR)
DISCRETE STRUCTURES

MATH/COMP 2211 (3.00 CR)
DISCRETE STRUCTURES

COMP/MATH 3411 (3.00 CR)
NUMERICAL ANALYSIS

MATH/COMP 3411 (3.00 CR)
NUMERICAL ANALYSIS

COMP/MATH 3531 (3.00 CR)
SIMULATION AND MODELING

MATH/COMP 3531 (3.00 CR)
SIMULATION AND MODELING

COMP/MATH 4631 (3.00 CR)
THEORY OF COMPUTATION

MATH/COMP 4631 (3.00 CR)
THEORY OF COMPUTATION

**COMP/MATH 4651 (3.00 CR)
CRYPTOGRAPHY**

**MATH/COMP 4651 (3.00 CR)
CRYPTOGRAPHY**

**COMP/PHYS 3361 (3.00 CR)
DIGITAL SIGNAL PROCESSING AND ELECTRONICS**

**PHYS/COMP 3361 (3.00 CR)
DIGITAL SIGNAL PROCESSING AND ELECTRONICS**

**DRAM/ENGL 1701 (3.00 CR)
INTRODUCTION TO DRAMA STUDIES**

**ENGL/DRAMA 1701 (3.00 CR)
INTRODUCTION TO DRAMA STUDIES**

**DRAM/ENGL 3841 (3.00 CR)
MODERN CANADIAN DRAMA**

**ENGL/DRAM 3841 (3.00 CR)
MODERN CANADIAN DRAMA**

**ECON/MATH 3301 (3.00 CR)
INTRODUCTION TO GAME THEORY**

**MATH/ECON 3301 (3.00 CR)
INTRODUCTION TO GAME THEORY**

**HIST/RELG 3481 (3.00 CR)
RELIGIOUS AND SPIRITUAL TRADITIONS IN CANADA**

**RELG/HIST 3481 (3.00 CR)
RELIGIOUS AND SPIRITUAL TRADITIONS IN CANADA**

**HIST/RELG 3611 (3.00 CR)
CHRISTIANITY IN ROMAN EMPIRE**

**RELG/HIST 3611 (3.00 CR)
CHRISTIANITY IN ROMAN EMPIRE**

**HIST/RELG 3621 (3.00 CR)
THE CONSTRUCTION OF CHRISTENDOM: THE HISTORY OF CHRISTIANITY
DURING THE MEDIAEVAL ERA**

RELG/HIST 3621 (3.00 CR)
THE CONSTRUCTION OF CHRISTENDOM: THE HISTORY OF CHRISTIANITY
DURING THE MEDIAEVAL ERA

HIST/RELG 3631 (3.00 CR)
THE FRACTURING OF CHRISTENDOM: THE REFORMATION ERA

RELG/HIST 3631 (3.00 CR)
THE FRACTURING OF CHRISTENDOM: THE REFORMATION ERA

INLR/POLS 2301 (3.00 CR)
INTRODUCTION TO INTERNATIONAL RELATIONS

POLS/INLR 2301 (3.00 CR)
INTRODUCTION TO INTERNATIONAL RELATIONS

INLR/POLS 3301 (3.00 CR)
GLOBAL GOVERNANCE

POLS/INLR 3301 (3.00 CR)
GLOBAL GOVERNANCE

INLR/POLS 3311 (3.00 CR)
INTERNATIONAL POLITICAL ECONOMY

POLS/INLR 3311 (3.00 CR)
INTERNATIONAL POLITICAL ECONOMY

INLR/POLS 3351 (3.00 CR)
FOREIGN POLICY ANALYSIS

POLS/INLR 3351 (3.00 CR)
FOREIGN POLICY ANALYSIS

INLR/POLS 4310 (6.00 CR)
INTERNATIONAL RELATIONS THEORY

POLS/INLR 4310 (6.00 CR)
INTERNATIONAL RELATIONS THEORY

INLR/POLS 4321 (3.00 CR)
SECURITY AND DEVELOPMENT IN THE GLOBAL SOUTH

POLS/INLR 4321 (3.00 CR)
SECURITY AND DEVELOPMENT IN THE GLOBAL SOUTH

**MATH/PHYS 3451 (3.00 CR)
METHODS OF MATHEMATICAL PHYSICS**

**PHYS/MATH 3451 (3.00 CR)
METHODS OF MATHEMATICAL PHYSICS**

**PHIL/RELG 3891 (3.00 CR)
INDIAN PHILOSOPHY**

**RELG/PHIL 3891 (3.00 CR)
INDIAN PHILOSOPHY**

Rationale:

1. From 2000-2009, academic courses were cross listed at MTA. In 2009-2010, hard coded cross-listing was eliminated when x991 courses were introduced.
2. If you do not use unique course codes, hard coded cross-listing becomes impossible from a systems perspective.
3. In December 2019, Senate approved the introduction of unique course codes for selected, special, and project courses. This decision facilitates the ability to re-introduce hard coded cross-listing at MTA.
4. Hard coded cross-listing provides clarity to students and faculty on which courses are cross-listed at MTA on academic materials.
5. Cross-listed courses will be hard coded and will appear as cross-lists in the @Connect timetable.
6. Once done content creation. We can add content in one course section and the other course section(s) will read/view it as well.
7. Less updating required for faculty. If faculty make a change in one course(s)/section(s), the other course(s)/section(s) will automatically update with the changes.
8. Faculty can access a full course roster (students in all the cross-listed courses will show up).
9. The waitlist will take into consideration both courses (global course capacity) in a hard-coded cross-listing.
10. Faculty can create section-specific assignments in Moodle, events, graded discussions, and quizzes (or links to an external site) or assign a common activity to all sections.
11. If MTA makes a formal decision to enter the realm of online learning, this change will help create a better foundation for linkages in an online learning platform (D2L, Blackboard, Top Hat etc.) for faculty and students.

**7. ACADEMIC CALENDAR PUBLICATION DATES & ACADEMIC MATTERS
SUBMISSION DEADLINES**

The Academic Matters Committee recommends approval of the following changes to academic regulations effective under the 2020-2021 calendar:

Background: All changes to courses and academic programs must be approved by Senate. Departments are required to submit their Academic Matters proposals to the other Heads in their Faculty (or programs that may be affected by their proposals) for comment and feedback, and after this consultation to their Academic Dean. Proposals are then forwarded by that Dean to the Chair of the Academic Matters Committee (AMC). Deadlines for submission each year to the Chair from the Dean currently are:

November 15th for major Calendar changes (generally, changes to program structure or submissions of over three pages in length)

December 15th for minor Calendar changes

Recommendation: It is recommended that MTA adopt three formal academic calendar publications per year, as follows, with three distinct Academic Matters Committee Submission deadlines for both major and minor changes:

Deadlines:

- September (Fall): November 1 AMC Deadline
- January (Winter): February 1 AMC Deadline
- March (Spring/Summer): September 1 AMC Deadline

Rationale: This will allow more opportunity for faculty to submit proposals to make changes or to innovate throughout the academic year, within an approved, documented framework. It will also allow for a better flow of materials to AMC and Senate throughout the academic year, as opposed to piling documentation and changes into a very tight timeframe, resulting in long (boring) AMC reports for Senate at peak times.

Mount Allison University

Senate Academic Information Technology Committee Report to Senate – February 2020

The terms of reference for the Senate Academic IT Committee are on our website. Current membership is: J. Ollerhead (chair), L. Keliher, R. Majithia, J. Kurek, A. LePage, J. Gillis, K. Hawthorne and students S. Doyle and K. Willock.

The Academic Information Technology Committee met on September 27 and November 22, 2019. In keeping with the practice in place since October 1, 2007, the Senate Academic Information Technology Committee met jointly with the IT Steering Committee on the following dates: October 18 and December 13, 2019.

The Committee discussed and supported university-wide testing of LimeSurvey, an open source survey tool, which has now been adopted for campus use. It also discussed, again, the multitude of software packages in use on campus for statistics. Concern has been raised about the rising cost of SPSS and alternatives were discussed, with no conclusions reached at this time. The Committee also discussed the website upgrade project, password policy implementation, cyber-security, upgrades to CONNECT, and the renewal (management) of computers on campus.

Respectfully submitted,



Jeff Ollerhead
Provost & Vice-President, Academic & Research