

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

March 18, 2020, 10:30 a.m.

Windsor Grand Room, with participation via WebX and Microsoft Teams

Present in Person: JP. Boudreau (Chair), C. Brett (Secretary), N. Farooqi, K. Meade, J. Ollerhead (Vice-Chair), S. Unger

Present via Remote Connection: F. Antonelli, K. Bell, P. Berry, A. Beverley, F. Black, B. Blakney, A. Cannon, A. Cockshutt, O. Corrigan, J. Devine, S. Doyle, J. Dryden, E. Edson, B. Evans, A. Fancy, S. Fanning, N. Farooqi, C. Forstall, S. Garrett, A. Grant, D. Hamilton, L-D, Hamilton, M. Hamilton, K. Hele, J. Holton, D. Hornidge, R. Inglis, C. Ionescu, G. Jollymore, D. Keeping, L. Kern, D. Lieske, M. Litvak, A. Nurse, C. O'Connor, G. Ouellette, J. Rogers, S. Runge, E. Stregger, E. Titarenko, J. Tomes, C. VanBeselare, J. Vickery N. Vogan, K. Wilock, W. Wilson

Regrets: A. Fancy, V. St. Pierre

Observers via Remote Connection: L. Beck, L. Pearse, R. Polegato

01.03.18 Land Acknowledgement

JP. Boudreau read the land acknowledgement and encouraged Senators to be mindful of indigenous ways of knowing, learning, and relating. He expressed gratefulness for the ways in which the land supports us all.

02.03.18 Approval of the Agenda

Motion (N. Farooqi/S. Unger): that Senate adopt the Agenda as circulated.

Motion Carried

03.03.18 Approval of the Senate Minutes of February 11, 2020

Motion (N. Farooqi/S. Unger): that Senate adopt the Minutes of the meeting February 11, 2020.

Motion Carried

04.03.18 Business Arising from the Minutes

There was no business arising.

05.03.18 Report from the Chair

JP. Boudreau gave updates on the University's response to the COVID-19 outbreak. He noted that the decision to suspend face-to-face classes, taken on March 13, was carried out with careful reflection. He described the situation as very fluid. He noted that the University's COVID-19 Action Team, chaired by R. Inglis, has sub-groups on decision making, operations, and communications. The current priority is the health and safety of students, faculty and staff.

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 to move to an essential services model of operations.

JP. Boudreau also noted that the University's energies are, for the time being, focussed on actions needed to safely navigate the current week. Longer term decisions, including those relating to Convocation and Spring Session, will be made at a later date.

Finally, the President thanked President's Council, the faculty and staff unions, and all others in the community who have worked together to respond to this crisis.

06.03.18 Discussion on Academic Responses to COVID-19

J. Ollerhead spoke to a report that was previously circulated (appended to these minutes). It contained the following motions.

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

Existing dates

January 17: End of withdrawal period for year-long 1, 3, and 6 credit courses.

March 6: End of withdrawal period for Winter term 3 credit courses

New dates

March 31: End of withdrawal period for year-long 1, 3, and 6 credit courses.

March 31: End of withdrawal period for Winter term 3 credit courses.

Motion Carried

Motion: (J. Ollerhead/S. Unger) That Calendar Regulation 10.8.1 regarding tests and examinations during the final week of classes be suspended for the Winter 2020 session.

Motion Carried

J. Ollerhead said that the motions give students more flexibility in how to proceeding in courses, while giving faculty flexibility to deliver their courses in alternative ways now that face-to-face classes and exams have been cancelled. He noted that MASU agrees with the proposed changes.

In addition, the Provost announced that he is not expecting faculty to adhere to the practice of gaining majority approval of a class before changing a syllabus. He also announced that there will be no student surveys of experiences in courses this term. Because the latter is part of the Collective Agreement, it is subject to finalizing an appropriate Memorandum of Understanding between the University and MAFA.

C. Brett asked whether faculty members would have the option to conduct a survey. J. Ollerhead responded that there are not enough resources to allow that.

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 in Data Science. In particular, she noted that these certificates have fewer credits than do those that Senate has previously approved (12 versus 18). She also noted that they contain a limited number of credits at the 3/4000 level. Because of the communication lags, these concerns were read after the vote had been conducted. A. Cockshutt responded that the approved description of Certificates allows for between 12 and 18 credits.

Motion (N. Farooqi/J.Ollerhead): that Senate approve the introduction of a Minor in Community Engaged Learning as outlined in its Report to Senate, March 18 2020.

Motion Carried

F. Black said she was disappointed that this motion was not part of the omnibus motion. This minor was discussed at the February meeting of Senate, and it was revised in accordance with the suggestions made at that meeting. J. Ollerhead noted that resources to deliver some of the courses have been obtained from the provincial Department of Post-Secondary Education and Training. A. Nurse reported that the Heads of Departments in the Faculty of Arts are in favour of the proposed minor.

Motion (N. Farooqi/J.Ollerhead): that Senate approve changes to the Visual and Material Cultures programme as outlined in its Report to Senate, March 18 2020.

Motion Tabled, as moved below

Motion(S. Unger/K. Wilock): that the motion on the floor regarding Visual and Material Cultures be tabled.

Motion Carried

Before the motion was tabled, N. Farooqi noted that the Committee brought the motion to Senate without recommendation, as is its right under its Terms of Reference.

J. Ollerhead noted that the proposal had been discussed by the University Planning Committee and that the Committee was satisfied that there are adequate resources to offer the program. K. Bell noted that there appears to be a plan in place to address concerns by the Department of Modern Languages and Literatures over potential impacts that this programme might have on its resources. F. Black said that she would not want to support a program that could have negative consequences for another.

C. Ionescu noted that the resource requirements are minimal. The proposed minor draws half of its credits from other departments, with most of the other courses already begin offered. She noted that it would require offering one additional course each year.

J. Dryden and F. Black asked for clarification on the Academic Matters Committee's stance on the proposal. N. Farooqi responded that the committee simply brought the proposal to Senate for discussion. With less than ideal channels of communication open, the Motion to Table was made.

08.03.18 Report from the Committee on Committees

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

Motion (S. Runge /J. Ollerhead): 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.

Graduation Review Committee

VACANCY: 1 faculty member from the Faculty of Arts or Librarian

Alan Dodson

Motion Carried

09.03.18 Committee on Emeriti Appointments

C. Brett gave the report (appended to these minutes). He noted that the decision of the committee to not bring a name forward to Senate can be revisited in next year's decision cycle.

10.03.18 Discover Mount Allison

N. Farooqi congratulated the following from the Ron Joyce Centre for Business Studies.

1. A team from the Commerce Department's Entrepreneurship class who came first in the pitch competition (out of 125 participating entrepreneurs) at the SMU Starting Point Student Entrepreneurship Conference in Halifax.
2. A team from Commerce Department's Investments and Portfolio management class came second in the Venture Capital Investment Competition held at Saint Mary's University in Halifax.
3. Dr. Rosemary Polegato for being featured in Culture Days for organizing a weekend event in Sackville as part of her Arts and Culture Marketing course.

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 asked to leave residence. He wondered what messages students are getting about this. K. Meade answered that students have been made aware of the processes for leaving residence and of the processes by which they can apply to stay in residence. K. Meade also noted that students registered with the Meighen Centre and International student receive information about the services offered to them.

JP. Boudreau noted that the move-out from residence has been quite orderly. He also noted that students receive information about residence operations that faculty do not.

S. Unger asked faculty to bear the disruption and stress of the past few days in mind when making decisions about course work and deadlines.

G. Oullette thanked the members of Senate who worked to bridge the communications gaps in the meeting, namely, E. Stregger, J. Tomes, S. Runge, A. Cockshutt, and A. Nurse.

JP. Boudreau echoed G. Oullette's thanks, and he once again thanked everyone for doing their best in these difficult times. He noted that questions and comments on the University's response to the pandemic can be sent to covid19@mta.ca.

12.03.18 Adjournment

There being no further business or announcements, the meeting adjourned at 12:10 pm. (N. Farooqi/J. Ollerhead)

Respectfully submitted,

Craig Brett
Secretary

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 Academic Matters Committee

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 “Office of the Academic Deans” each year (26 August 2019 this past year):

“This information should include test dates and dates when major assignments are due. Any subsequent changes due to unforeseen circumstances, such as significant changes in class size, must be communicated in writing to each student. **Proposed changes in the marking scheme or in dates of tests must be agreed upon by a majority of the class and communicated to all students.** All such changes should also be communicated to the Department Head and the Dean.”

* 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 expectation to communicate changes to each class would obviously remain.

Policy 5210 – Surveys of the Student Experience of Courses

Administered by: Provost and Vice-President, Academic & Research

Collective Agreements between MTA and MAFA (Appendix B – Student Surveys)

These two issues are obviously linked.

* Recommendation: subject to a written agreement with MAFA, all *Surveys of the Student Experience of Courses* are cancelled for the W20 term.

Academic Matters Committee

Report for Senate, March 17, 2020

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

1. Economics
2. Joint Major in Computer Science and Economics (*pending MPHEC approval)
3. Psychology
4. Certificate in Canadian Arts and Culture
5. IB Admissions Requirements
6. Indigenous Studies
7. Data Science
8. Visual and Material Culture (new courses)
9. Visual and Material Culture (Minor in Visual Communication and Culture and cross-listed courses)
10. Community Engaged Learning

Note: additions/changes are indicated in bold text, deletions are indicated with strikeout.

1. **Economics**

The Academic Matters Committee recommends approval of the following changes in Economics:

- The deletion of the following course:

ECON 4700

Rationale: The department proposes replacing this course by two 3-credit courses, ECON 4711 and ECON 4721, as outlined below. While the 6-credit format has merit, the department wishes to offer students more flexibility in registration. This would be especially beneficial to students considering one-term exchange programs.

- The addition of the following new courses:

ECON 4711 (3 CR) ECONOMETRIC THEORY

Prereq: 6 credits from MATH 2221, ECON 2701; or 9 credits from MATH 2221, 3311, 3321; or permission of the Department

This provides a rigorous treatment of the linear regression model, with special attention paid to the statistical theory underlying estimation and inference. It also covers model design, functional form selection, bias, error structure, and consistent estimation. [Note 1: Counts as a Commerce elective for students taking a Bachelor of Commerce or a Major or Minor in Commerce.] (Format: Lecture/Lab 3 Hours) (Exclusion: ECON 4700)

ECON 4721 (3CR) APPLIED ECONOMETRICS

Prereq: 3 credits from ECON 4711

This course provides an introduction to applied econometrics through the carrying out of an independent research project. It introduces students to methods used in applied econometrics such as instrumental variables, panel estimation techniques, nonlinear models, and forecasting methods. [Note 1: Counts as a Commerce elective for students taking a Bachelor of Commerce or a Major or Minor in Commerce.] (Format: Lecture/Lab 3 Hours) (Exclusion: ECON 4700)

Rationale: The econometrics project has been a feature of ECON 4700 for the past 15 years, but it is not documented in the calendar. Making this project the centerpiece of the new ECON 4721 adds to transparency in the course offering.

- **Other calendar entries affected:**

ECON 4711 and ECON 4721 will replace ECON 4700 in the following sections of the current academic calendar:

11.3.12 Courses which Qualify as Science Credits

For purposes of Regulation 11.3.4 and 11.3.5 only, all courses offered in the following disciplines are considered as Science credits: Biochemistry, Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology. The following courses outside of these disciplines may also count as Science credits: COMM 3411, ECON 3301, 3821, **4711, 4721 4700**, 4801, 4811, all GENS courses from the Department of Geography and Environment, PHIL 2511, 3511. Exceptions, including 1991/2991/3991/4991 courses, may be approved by the Dean of Science in consultation with the appropriate Department.

11.5.6 Commerce Electives on the Bachelor of Commerce Degree

In addition to the Commerce courses required for the Core, 27 credits from Commerce elective courses are required with at least 24 credits from 3/4000 level courses. All Commerce courses other than those in the Core of the program (see 11.5.5), as well as the following courses from other disciplines may also be counted as Commerce electives: Economics 3201, 3211, 3301, 3601, 3711, 3921, 4111, 4501, 4511, 4621, **4711, 4721 4700**, 4801, 4811, 4821, 4990, Computer Science 3851.

11.5.11 Commerce with Honours in Economics

Honours in Economics is 90 credits earned as follows:

42	from the Commerce core requirements (see 11.5.5)
12	from Economics 2001, 2011, 2101, 2111
12	from Economics 4001, 4011, 4711, 4721 4700 , 4801, 4811, 4821, 4990
12	from Economics at the 3/4000 level
12	from Commerce or Economics at the 3/4000 level

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 from Commerce with at least 21 at the 3/4000 level

12 from complementary courses, chosen in consultation with the Program Advisor

Note:

1. COMM 3411, 3501, 4141, 4501, and 4521 may be designated as Economics electives for students taking a Major, Minor or Honours in Economics.
2. ECON 3201, 3211, 3301, 3601, 3711, 3921, 4501, 4511, 4611, 4621, **4711, 4721** ~~4700~~, 4801, 4811, 4821, 4990 and COMP 3851 are Commerce electives for students taking a Bachelor of Commerce or a Major or Minor in Commerce.

MINOR in Economics is 24 credits earned as follows:

6 from ECON 1001 and 1011

18 from Economics, including 6 from the 3/4000 level, chosen in consultation with the Program Advisor

MAJOR in Economics is 60 credits earned as follows:

21 from ECON 1001, 1011, 2001, 2011, 2101, 2111, 2701

3 from ECON 1701, MATH 2311

3 from MATH 1111, 1151

6 from COMM 2101, COMP 1631, MATH 1121, 2221

18 from Economics at the 3/4000 level

9 from complementary courses, chosen in consultation with the Program Advisor

Note:

1. COMM 3411, 3501, 4141, 4501, and 4521 may be designated as Economics electives for students taking a Major, Minor or Honours in Economics or the Major or Honours in Philosophy, Politics, and Economics.
2. ECON 3201, 3211, 3301, 3601, 3711, 3921, 4501, 4511, 4611, 4621, **4711, 4721** ~~4700~~, 4801, 4811, 4821, 4990, and COMP 3851 are Commerce electives for students taking a Bachelor of Commerce or a Major or Minor in Commerce.
3. Students considering upper level courses in Economics are encouraged to complete MATH 1111 and MATH 1121 early in their degree programs.

Note: See also the Interdisciplinary Minor in International Economics and Business

HONOURS PROGRAM

Honours in Economics may be completed in both Arts and Commerce Degree Programs. For Honours under the B.A. please see the section below; for Honours under the B.Comm. please see section 11.5.9. Students who plan to pursue graduate studies in Economics are advised to include Economics **4711, 4721** ~~4700~~, 4801, 4811, 4821 and courses in Calculus, Linear Algebra (Mathematics 2221) and Statistics (Mathematics 3311, 3321) from the Mathematics Department. Other courses in Mathematics are also valuable. Students should seek advice from a member of the Department of Economics when deciding on a program of study.

HONOURS in Economics is 72 credits earned as follows:

51 credits as in the first five lines of the Major, plus:

12 from ECON 4001, 4011, **4711, 4721** ~~4700~~, 4801, 4811, 4821, 4990

9 from Economics at the 3/4000 level, or PHIL 2611, 3631, or Mathematics and Computer Science (except MA and 2321; and COMP 1631) chosen in consultation with the Economics Program Advisor

Interdisciplinary B.A. Program

B.A. HONOURS in Economics and Mathematics is 81 credits earned as follows:

21 from ECON 1001, 1011, 2001, 2011, 2101, 2111, 2701

18 from MATH 1111, 1121, 2111, 2121, 2211, 2221

3 from ECON 1701, MATH 2311

3 from COMP 1631

6 from MATH 3111, 3211

12 from ECON **4711, 4721** ~~4700~~, 4801, 4811, 4821

6 from ECON at the 3/4000 levels which may include ECON 4990

12 from MATH at the 3/4000 level

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:

-
- a. at least 9 credits from the POLS 30/40 series
 - b. at least 9 credits from one of the POLS 31/41, 32/42, or 33/43 series
 - c. at least 9 credits from a second of the POLS 31/41, 32/42, or 33/43 series

Note: at least 6 of the 33 credits must be at the 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

Philosophy

- 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

C. Economics Emphasis

Core

- 9 from ECON 1001, 1011, 2701
- 3 from ECON 1701, MATH 2311
- 12 from ECON 2001, 2011, 2101, 2111
- 6 from MATH 1151, 2221; or MATH 1111, 1121
- 3 ECON 3/4000 level
- 3 ECON 4001, 4011, 4501, 4521
- 6 ECON 4801, 4811, **4711, 4721** ~~4700~~

Note: The Department of Economics recommends 12 credits from ECON 4801, 4811, **4711, 4721** ~~4700~~ for students to pursue graduate work in Economics.

Philosophy

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 CS Program Advisor

9 from MATH 1111, 1121, 2221

21 from ECON 1001, 1011, 2001, 2011, 2101, 2111, 2701

3 from ECON 1701, MATH 2311

6 from ECON 4711, 4721

9 from Economics at the 3/4000 level

Other calendar entries affected: Add to list of Joint Majors Available for the B.A. in section 11.2.6 (with note pending MPHEC approval).

Rationale: Across North America over the past few years, enrolments in computer science courses have increased by an average of 30%; however, the increase is not due to a rise in computer science majors, rather, there is a growing interest for students in other disciplines for a computational thinking approach to problem solving. Northwestern University and the University of Illinois have introduced a number of “CS+X” joint majors, which offer students the opportunity to complete an interdisciplinary degree in computer science plus an additional discipline from arts, humanities, social science, or science.

At Mount Allison we, too, have noticed a significant increase in the demand for our first-year computer science courses. We believe that we have unique opportunity to offer students from all

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-hand side of the “+” equation. 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 this country? The Certificate's foundational courses introduce students to key 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 this particular focus. It is expected that this certificate would be of interest to students planning a career in any of the performing and creative arts or arts administration, or to students with a more general interest in Canadian arts and culture. For students in Canadian Studies, Drama, English, Fine Arts, French, or Music, this

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)
(Exclusion: INDG 2991: Introduction to Mi'kmaq Language)**

Expanded Summary of Course content:

This course will introduce students to the Mi'kmaq language. It is especially designed for those who have never been exposed to Mi'kmaq as a living language. Students will be introduced to Mi'kmaq language through grammar, vocabulary, phonetics, and sentence structure. Discussions about the importance of Indigenous languages, specifically Mi'kmaq, and its connection to culture, land, and family will be framed within the structure and vocabulary of the Mi'kmaq language. By the end of the course, students will be able to recognize verb endings in both present and past tense as well as numbers and basic sentence structure. Students will also become familiar with the Pacifique writing system.

Rationale:

This course will be taught in rotation with other INDG courses by part-time faculty. It will form a core part of the Indigenous Studies certificate as well as the eventual minor and major. Indigenous Studies degrees or certificates must contain a language requirement. The offering of the language will meet some of the recommendations made by the Truth and Reconciliation commission and the Royal Commission on Aboriginal Peoples. In particular, the study of First Nations' languages provides students with a window into a different worldview and enriches Indigenous Studies overall. It is also important for Indigenous Studies to ensure that a core set of courses are drawn from the Nations within the region where the courses or programs are situated – a Mi'kmaq Language offering meets this core requirement. This course forms a key building block for Indigenous Studies programming at Mount Allison.

7. Data Science

The Academic Matters Committee recommends approval of the following additions to the 2020-2021 Academic Calendar:

- The addition of a Certificate in Data Management:

CERTIFICATE in Data Management is 12 credits earned as follows:

- 3** from MATH 1311
- 6** from DATA 3001, 3101
- 3** from DATA 4001

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

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. The Certificate in Data Management will be available to and relevant for students in all programs at Mount Allison.

Offering this certificate will require additional faculty complement resources in the form of an interdisciplinary hire into a cognate department. It is anticipated that this will be initiated with a term hire for the 2021-2022 academic year, which may be converted to a tenure track if ongoing enrolments warrant it.

- The addition of a Certificate in Data Analytics:

CERTIFICATE in Data Analytics is 18 credits earned as follows:

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

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 certificate.

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

Rationale: The Certificate in Data Analytics will provide students with a theoretical and practical foundation in data analysis. Core competencies in data visualization and communication will be emphasized, along with current approaches to high throughput data analyses. Graduates will benefit from this transferable skill set in a wide range of activities and careers. The Certificate in Data Analytics will be available to and relevant for students in all programs at Mount Allison.

Offering this certificate will require additional faculty complement resources in the form of an interdisciplinary hire into a cognate department. It is anticipated that this will be initiated with a term hire for the 2021-2022 academic year, that may be converted to a tenure track if ongoing enrolments warrant it. To be clear, one hire between the two certificates and the minor is anticipated at this time.

- The addition of a Minor in Data Science:

MINOR in Data Science is 24 credits earned as follows:

- 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 the practical skills to handle, analyze, and communicate data. The minor further requires advanced statistical training beyond the certificate of data analytics.

Offering this minor will require additional faculty complement resources in the form of an interdisciplinary hire into a cognate department. It is anticipated that this will be initiated with a term hire for the 2021-2022 academic year, that may be converted to a tenure track if ongoing enrolments warrant it. To be clear, one hire between the two certificates and the minor is anticipated at this time.

- The addition of the following new courses:

DATA 3001 – (3 CR)

TITLE: Data Visualization and Communication Prereq: MATH 1311

This course will build on concepts established in MATH 1311 to cover accurate and effective visualization and communication of data to both technically trained audiences and to the wider public. Students will learn to organize diverse data types for efficient static, dynamic, and interactive visual presentations to effectively communicate key messages in multiple formats. Students will learn approaches to high throughput report generation and content updating, with principles of open data and maintaining audit trails from presentation back to source. The course will cover common pitfalls or distortions of data presentation, and principles of visual grammar and accessibility for

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 – (3 CR)

TITLE: Data Acquisition and Organization

Prereq: MATH 1311

This course will build on MATH 1311 to cover high throughput acquisition and management of data. The course will use diverse data types and formats to illustrate conceptual challenges across disciplines. Technical aspects will include evolving approaches to script-based web scraping, file formats and conversions, data mergers and tidying, meta-data organization and capture. In parallel, the course will cover theoretical and ethical aspects of data curation and access policies, development of best practices for research data management and case studies in secure management of sensitive or private data.(Format: Integrated Lecture and Laboratory 6 hours)

Rationale: Many areas of enquiry and practice are functionally and conceptually transformed by large-scale capture, archiving, and access to structured information. This course will show the underlying commonalities and challenges of data acquisition and management across disciplines, to empower students to successfully engage with data resources. The course will build on concepts introduced in MATH 1311 to cover acquisition and management of data, including large or sensitive data sets.

Technical aspects of data management will be honed in laboratory projects. Lecture, seminar, and case study components will cover the theoretical and ethical aspects of data curation and access policies.

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 a proposed new hire would coordinate annually starting in the 2021-2022 academic year, with participation from the Data and Digital Services Librarian.

DATA 4001 – (3 CR)

TITLE: Advanced Experiential Data Science

Prereq: MATH 1311, DATA 3001 or 3101

This capstone course will give upper-year students the opportunity to work on data of interest to them, captured either through direct measurement or through access to open data sets, in order to develop management and analysis competencies applicable to their disciplinary area(s). In this integrated seminar and laboratory, students will regularly present their individual works in progress and discuss specialized advanced topics in data science, as relevant both to broad experiential applications, and to their specific projects. The course will allow students to deeply engage with a self-determined data-handling project within their discipline, cultivate a transferrable skill set, and work in an interdisciplinary, collaborative environment to experience a breadth of different applications and perspectives on data science.(Format: Integrated Seminar and Laboratory 3 hours)

Rationale: Offering a capstone course centered around an individual project will allow students to work in a fundamentally interdisciplinary setting, while remaining unified around data management and analysis techniques and principles. Specific projects from a variety of disciplines can be supported, as well as possible work towards a thesis or independent study. This course would be offered in the fall term to facilitate use of skills and knowledge in the final winter term before graduation.

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 coordinate annually starting in the 2021-2022 academic year with participation of other faculty as project tutors.

- The creation of the following program description:

Data Science is the emerging interdisciplinary study and application of how we capture, organize, archive, access, and use large-scale data. Data Science alters disciplinary and professional practices, enabling new conceptual approaches and categories of questions, while generating new challenges in ethics and privacy. These issues and opportunities now pervade many areas of human endeavour, from physics to health care to social policy.

To successfully engage with the scope and scale of data resources requires high throughput approaches, with new concepts and practices for effective management, distribution, and presentation of data. Our goal is to give students the concepts and tools to empower their ethical engagement with the emerging potentials and challenges of data, across disciplines and fields of enquiry.

The Certificate in Data Management covers the theory, ethics, and practice of managing

and presenting large data resources. The certificate will empower students with tools to advance their disciplinary work, and to progress to graduate or professional practice.

The Certificate in Data Analytics covers conceptual approaches to analyses of large-scale data, which presents both challenges and opportunities. The two certificates can be combined, along with advanced statistics, to form a Minor in Data Science.

The certificates and minor are designed to engage and serve the interests of a wide range of students and in all cases emphasize interdisciplinary opportunities and challenges of data science, which supports and extends many disciplines and professional areas. Skills in data science are thus highly transferrable across many areas of practice.

8. Visual and Material Culture (new courses):

The Academic Matters Committee recommends approval of the following new courses in Visual and Material Culture:

VMCS 2111 – (3 CR)

Maps and Empire: Uncovering the Instruments of Imperial Ambition

ABBREVIATED TITLE

Maps and Empire

PREREQ: VMCS 1201, VMCS 1301, or permission of the department

(Format: Integrated Lecture/Laboratory 3 hours) (Exclusions: none)

Cartography implies not only the visualization of space, but also the creation of tools that can powerfully define and delineate space in political, social, and cultural ways, which give rise to borders and exclude or include people, things, and resources in life-changing ways. This course digests several thousand years of mapping in the western and non-western worlds to teach students how maps work and what types of knowledge they express. Students will be exposed to the uses and implications of mapping as an instrument that furthers the ambitions of kings, presidents, and even academics. Students will also be exposed to non-western ways of articulating space and reflect on how the digital realm is urgently requiring our society to assess the ways that maps control how we know the world around us. (Format: Integrated Lecture/Laboratory 3 hours)

EXPANDED SUMMARY OF COURSE CONTENT

This course builds upon the foundation courses in Visual and Material Cultures Studies by providing an in-depth treatment of a particular and complex form of visual and material document: maps. It will provide students with the terminology and skillset to analyse and interact critically with various forms of cartographic objects ranging from manuscript and published maps to commercial and persuasive maps, while taking into consideration other ways in which space is conceived, such as globes. Students will be exposed to critical scholarship about cartography and be expected to use technical and critical vocabulary relating to settler-colonialism and gender,

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, toponymy, cardinal directions, meridians, the continents, bodies of water, cultural and topographical features, map cartouches and other decorative features unique to cartography of certain periods, and map projections. Students will also undertake on-site and digital archival research using maps and be exposed to cartographic documents created and used by non-western people. The course thus has an experiential component and, while it will meet regularly and be grounded in lectures, many of the meetings will take place outside of the traditional classroom.

RATIONALE

Building upon the foundation courses in Visual and Material Cultures Studies, this course is primarily intended for students who are completing the proposed Minor in Visual Communication and Culture, the Certificate in Visual Literacy and Communication, or exploring material culture. It will be taught every two years by cross-appointed faculty to Visual and Material Culture Studies. It will also be used as one of the two second-year core courses that students can take in their Minor and will be a required component for a projected Major and Honours degree in Visual and Material Cultures that we were encouraged to develop at the January 29, 2019 meeting of Faculty Council.

OTHER CALENDAR ENTRIES AFFECTED

Add VMCS 2111 to the foundation line of The Certificate in Visual Literacy and Culture:

Foundation:

6 from VMCS 1201, **2111**, 3201

VMCS 3101 – (3 CR)

The Colonising Word: Textual Culture and the Persistence of Colonialism

ABBREVIATED TITLE

The Colonising Word

Prereq: Second-year standing; or permission of the department

By problematizing textual culture, this course exposes the ways that our architecture of knowledge continues to support white, primarily male supremacy through its valuation of textuality as a legitimate vehicle of truth and knowledge. In addition to exploring the origins of textual culture as well as its relationship with oral ways of knowing, this course interrogates non-western textual and oral knowledge. It seeks, moreover, to contrast the ways that non-western oral knowledge is valued differently than western verbal knowledge. Students will also be exposed to ways of knowing that do not rely upon textuality, with a

focus on visual and material culture. By embracing non-textual knowledge, students will discover ways of knowing as expressed, created, and used by women, Indigenous groups, and people of colour more broadly. (Format: Integrated Lecture/Laboratory 3 hours)

EXPANDED SUMMARY OF COURSE CONTENT

This course deepens students' exposure to critical theory and, by problematizing textual culture and examining how visual and material cultures allow otherwise marginalized voices and experiences to be heard and to influence our worldview, it will shed light on an underexplored body of knowledge. It will provide students with an understanding of the patriarchal origins of textuality and engage explicitly with the racism and sexism undergirding textuality. In tandem, students will be tasked with comparing textual and visual/material sources of information on a single subject in order to understand the different qualities of information as well as the distinct experiences that emerge from both modalities of information. Students will be exposed as well to Indigenous critical thought about text and settler-colonialism. Students will workshop their comparative projects with the class. The course thus has an experiential component and, while it will meet regularly and be grounded in lectures and guest speakers, some of the learning will be applied and take place outside of the traditional classroom.

RATIONALE

VMCS 3101 will be a core course in the new programming offered by the Visual and Material Cultures Programme, but it can serve well other curricular efforts to decolonise teaching. It will be taught on rotation every 2-3 years by a cross-appointed faculty member to Visual and Material Culture Studies. It will also be used as one of the two third-year capstone courses that students can take in the proposed Minor in Visual Communication and Culture, and it will be a required component for a projected Major and Honours degree in Visual and Material Cultures that we were encouraged to develop at the January 29, 2019 meeting of Faculty Council.

VMCS 3241 (3 CR)

TITLE

Field Course in Visual Culture

This course offers an immersive opportunity to experience and examine visual culture in a real, non-simulated context through a first-hand encounter with images and visual representation. Fieldwork is designed to facilitate the direct application of key terms, concepts, and issues in visual culture to the analysis of images, practices of looking, and media of communication. Visits to sites of significance in visual culture (archives, castles, churches, libraries, monuments, museums, palaces, etc.), interactions with local image producers, and interest-guided exploration will illuminate how images communicate meaning, exert power in a specific geographic and cultural context, inspire desire in the viewer, and travel across borders. [Note: Enrollment is limited and students should be aware of the additional costs of travel and participation fees.] (Format: Field Study)

RATIONALE

Visual culture does not exist in a vacuum or independently of a geographic, cultural, and historical context. Hands-on exposure to images and visual representation in a variety of forms and contexts is essential to achieving the learning objectives of the Certificate in Visual Literacy and Culture as well as the proposed Minor in Visual Communication and Culture. This course will be taught by VMCS faculty on location and designed according to student interest. By discussing images and visual culture in an authentic context, students will acquire a practical understanding of fieldwork, enhance their visual analysis and communication skills, and transfer knowledge and skills to real-life settings. Students have expressed an interest in experiential and contextual learning, and this course will enhance our course offerings in this area.

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**

VMCS 4950 (6.00)

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**

VMCS 4951 (3.00)

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, maps, multimedia art, paintings, performances, photographs, and sculptures), while learning how visual culture is apprehended and interpreted in a range of disciplines and fields of enquiry (such as archeology, archival studies, art history, book history, cartography, curatorial studies, commemorative culture, digital humanities, historiography, illustration studies, museology, musicology, print culture, and text-image theories). Students will moreover develop visual analysis skills

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 carriers of meaning and persuasive devices will give students a clear advantage in their post-graduation endeavours. This training is relevant in that it will also enable students to develop a thorough understanding of the functioning mechanisms of social media, to better navigate digital domains, and to acquire skills transferable to the workplace.

Core courses are designed to provide theoretical and contextual knowledge of visual culture. One of the second-year core components, CANA 2201 Experience the Arts, provides students with an opportunity to practice their visual analysis skills while critically engaging with on campus performances, exhibitions, and cultural repositories. To encourage students to sample different approaches to visual expression, communication, and culture, complementary courses are classified under seven streams: 1) Art Historical, Visual, and Cultural Contexts; 2) Visuality in the Performing Arts; 3) Media and Popular Culture Studies; 4) Archeological and Classical Contexts; 5) Indigenous Perspectives; 6) The Arts, Culture, and Creative Industries; and 7) Images and Visual Representation in Cultural and Geographic Settings.

II. Rationale

Minors in Visual Culture are popular staples of academic programming in universities located throughout Canada and abroad. The proposed Minor in Visual Communication and Culture will thus fill in a conspicuous void in the program options we offer our students, and it will serve this purpose using a foundation course (Introduction to Visual Culture: The Power of Images and Viewers), two core courses at the second-year level, existing courses from a range of disciplines, and a capstone course. As our counterparts in Visual Culture at the University of Toronto Mississauga recently noted, “[i]n today’s world, global cultures are visual cultures.”¹ To be successful in navigating careers and personal lives, students must acquire the critical and analytical skills required to expertly decode visual communication, describe and interpret images and visual representation, and grasp the impact of visual culture. Furthermore, projected growth areas in the New Brunswick and Canadian economies include industries that involve visual expression, communication, and culture, such as the arts, culture, and creative sectors.

Mount Allison University is uniquely qualified to offer this Minor due to a sizable concentration of faculty researching and teaching in the area of visual culture and its related fields. A distinctive aspect of the Minor in Visual Communication and Culture is its wide-ranging coverage of timeframes and geographic loci of production due to available faculty expertise. The Minor in Visual Communication and Culture takes moreover advantage of local resources. The Ralph Pickard Bell Library, the Motyer-Fancy Theatre, and the Owens Art Gallery are only three examples of the spaces that *house* and cultivate visual and material cultures in our close proximity, which have inspired a place-conscious pedagogical approach to the subject and support investment in experiential learning.

On October 31, 2019 our foundation course (VMCS 1201), capped at 80 students, is full, and it has a waitlist of 21 students. This suggests to us that our students are interested in building their visual literacy skills and learning about visual culture.

The Minor in Visual Communication and Culture is 24 credits earned as follows:

Core 15 credits:

3 from VMCS 1201

3 from CANA 2201, VMCS 2111

3 from VMCS 3201, EXPL 3001

6 from VMCS 1801, 2111, 3241, 3811, 1991, 2991, 3991, 4950, 4951, 4991

9 credits from any one of the following streams as indicated below:

Art Historical, Visual, and Cultural Contexts

9 from FINH 2101, 2111, 3031, 3051, 3061, 3071, 3081, 3141, 3241, HIST 1681, PHIL 2401, SPAN 4201, VMCS 3101

Visuality in the Performing Arts

9 from DRAM/ENGL 1701, DRAM 2161, 3001, 3161, 3201, 3301, GERM 2811, MUSC 3281

Media and Popular Culture Studies

9 from CANA 2211, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, RELG 1661, 3971, SOCI 3451

Archeological and Classical Contexts

9 from CLAS 1651, 2501, 2521, 2531, 3501, 3511, 3621, 3631, 3721, 3731, HIST/CLAS 2051

Indigenous Perspectives

9 from CANA/HIST 2801, CANA 3111, 3231, 3831, INDG 1001

The Arts, Culture, and Creative Industries

9 from CLAS 3801, COMM 3271, 4301, HIST 3861, 4901

Images and Visual Representation in Cultural and Geographic Settings

9 from CANA 1011, 4201, 4611, FREN 1811, 1821, 3301, 3771, HIST 1661, 3361, 3721, POLS 4200, RELG 2841, 3311, 3321, 3671, SPAN 1801, 1811

Note 1: At least 6 credits must be from courses at the 3/4000 level

Note 2: Students are responsible for ensuring that they have the necessary pre-requisites.

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.

- Cross-Listing of Courses:

FREN 1801 / VMCS 1801

Paris, City of Light

This course introduces elements that define the essence of Paris through a series of ~~literary and~~ cultural snapshots. Using multimedia presentations of the Parisian cultural landscape and a broadly interdisciplinary perspective, lectures explore the development of a vibrant and unique urban centre that has always been a magnet for creative minds and cultural fervour. It uses drawings, engravings, paintings, maps, texts, songs, and film to investigate what is perceived as the singularity, timelessness, and seductive appeal of Paris. (Format: Lecture 3 Hours) [Note 1: Language of instruction is English.] [**Note 2: This course is cross-listed as FREN 1811 and may therefore count as three credits in either discipline.**] (Format: Lecture 3 Hours)

Rationale:

Designed and taught by Christina Ionescu, who is now cross-appointed to the Visual and Material Cultures Programme, FREN 1801 is a cultural studies course. Its primary focus has always been visual culture, as the calendar description suggests, though journalistic writing plays an important role in providing context for the visual documents studied in the course. In practice, there will be no changes to course content, and the course has always been taught in English. The cross-listing of the course, however, will enable VMCS students to see how visual culture as an approach is being applied to a living document and global city—Paris. FREN 1801 / VMCS 1801 will thus complement perfectly VMCS 1201 (Introduction to Visual Culture) and due to its high visual content, the course will play an important role in the proposed Minor in Visual Communication and Culture.

Other calendar entries affected: Update cross-listing for FREN 1811 in Section 12.

FREN 3811 / VMCS 3811

~~Word and Image / Texte et image~~ **Images and Texts / Images et textes**

Prereq: second-year standing; or permission of the Department

This course explores the intersection of verbal texts and visual arts in Francophone literature and culture from the Middle Ages to the twenty-first century. It adopts an interdisciplinary approach to examine how, different yet inseparable, words and images have always interacted with each other in a variety of ways and forms such as verbal portraiture, literary references to pictorial works, engravings and photographs used as illustrations or book covers, and the use of words in paintings. [Note 1: Language of instruction is English.] [**Note 2: This course is cross-listed as FREN 3811 and may therefore count as three credits in either discipline.**] (Format: Lecture 3 Hours)

Rationale:

Designed and taught by Christina Ionescu, who is now cross-appointed to the Visual and Material Cultures Programme, FREN 3811 is a course with high visual content. As part of the curriculum renewal following

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 Studies. Due to its subject and the instructor's interests, the course can serve equally well the Visual and 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 Engaged Learning is 24 credits earned as follows:

- 6 from CENL/RELG 1001, CENL 2001, 2101
 - 3 from CENL 3101, CENL/RELG 4001
 - 9 from CANA 2201, 3231, 4201, CENL 4951*, GENV 1201, 3511, 3801, INDG 1001, 3991, 4991, PHIL 1611, 2701, 3721, PSYC 2121, 2301, 2431, 2611, 3421, 3511, 3801, SOCI 3521, 3531, 3731, 3751, 4541, RELG 2411, 3911, 3981, WGST 1001, 2101, 3201, 4301
- NOTE: a minimum of 6 of the 9 credits must be at the 3/4000 level
- 6 from CENL 4101, GENV 4521, SOCI 4311

Note: Students are responsible for ensuring that they have prerequisites for second, third, and fourth year courses in the elective streams.

*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.

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 – (3 CR)

Community Narratives

This course facilitates community literacy through the analysis of the narratives that groups and institutions develop about themselves or others in order to perform certain functions of community. The word “narratives” is understood broadly and includes such factors as community programming, local events and practices, religious observances, material culture, natural and historical sites, local myths and practices, and family histories. Using a range of relevant critical tools, and focusing on local community contexts, students examine these cultural texts for the shared values and complex identities that they evidence. (Format: Lecture/Tutorial 3 hours)

EXPANDED SUMMARY OF COURSE CONTENT

Through its focus on narratives, the course seeks to help students to develop community-cultural literacy by understanding how to interpret what is often unseen or *off the radar* when one is participating in community work. For instance, do certain initiatives not work in a small town such as Sackville because there is a distrust of outsiders, or a traumatic event that is part of community memory? Or might certain practices be carried on (such as volunteerism at the hospital or nursing home) because a culture of assistance has developed around such places, possibly through the leadership of certain individuals?

This course therefore sets up students to investigate community dynamics with the development of skills that will be transferable to their own or future communities. It additionally teaches them to seek out community partners to develop strategies for effecting positive social change (the goal of CEL), with the understanding that the community partner is the one to articulate what is needed and how those needs are met. The work of the course is fundamentally interdisciplinary in its scope, since it will require facility with a variety of critical tools of investigation such as textual interpretation, ideological criticism, or the analysis of material culture.

RATIONALE

Community Narratives builds on work introduced in *Compassionate Communities*, doing a “deep dive” into the narratives that inform how members of communities establish their places in community—or how others establish it for them. 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. The course is designed as a second-year, core course for a certificate, minor, and eventual professional qualification (post-Baccalaureate certificate) 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.

CENL 2101 – (3 CR)

Community-Engaged Learning

PREREQ: 3 credits from CENL/RELG 1001, CENL 2001; or permission of the Department.

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—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 also familiarize themselves with Sackville’s specific community parameters and community groups, since it is these that will help them to form fruitful partnerships with local volunteers.

In addition to this content knowledge, students also develop many of the skills that augment their own learning and enrich the projects in which they participate. Such skills include partnership building, communication and listening, comprehension, reciprocity and respect, the ability to translate their own subject area expertise to learners in other age groups, and the ability to support others in their learning.

RATIONALE

Community-Engaged Learning builds on work introduced in *Compassionate Communities* (RELG/CENL 1001) and complements the work of *Community Narratives* (CENL 2001). It is designed as a second-year, core course for a certificate, minor, and eventual professional qualification (post-Baccalaureate certificate) in Community Engaged Learning (CENL). 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. It provides an applied learning opportunity, combining theoretical reflection with the possibility of participating in an established community project with an established community partner. Through this course students have the opportunity to learn how to design and execute projects, to meet and work with community partners, and to reflect on their work. These are the essential skillsets of community engagement.

CENL 3101 – (3 CR)

Community as Classroom

PREREQ: 3 credits from RELG/CENL 1001, CENL 2001;

CENL 2101; or Permission of the department.

This course provides a deep survey of methods and theories of community engagement. It introduces students to the larger community of praxis of community-engaged learning, and centres students’ participation in a major ongoing community project. Students assist in project design, assessment, and formulation of future projects. (Format: Lecture/Tutorial 3 hours) (Exclusions: Any version of UNST 3991/4991 with the same title Community as Classroom)

EXPANDED SUMMARY OF COURSE CONTENT

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 also familiarize themselves with Sackville’s specific community parameters and community 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.

CENL/RELG 4001 (3 CR)

Advanced Studies in Community Engagement

ABBREVIATED TITLE

Advanced Studies in CENL

PREREQ: 3 credits from RELG/CENL 1001, CENL 2001; CENL 2101;

CENL 3101; or Permission of the department.

This course provides students with a focused learning opportunity in community engagement research. Topics will vary from year to year and will be connected with a focused, experiential learning opportunity. [Note1: This course is cross-listed with RELG 4001 and may therefore count as three credits in either discipline] Note 2: RELG / CENL 4001 may be taken for credit more than once if the topic differs]

(Format: Seminar, 3 hours)

EXPANDED SUMMARY OF COURSE CONTENT

The seminar will explore issues of community-engagement methodology, case studies in community dynamics, and specific community projects in local contexts.

RATIONALE

A seminar on community engagement provides students with an opportunity to explore contemporary research on emerging issues in the field in an in-depth and rigorous way. It is a fitting senior level

course—a focussed, scholarly exploration of some of the practices, methods and experiences that students have encountered in the first, second and third years of the program.

Other calendar entries affected: Add to the list of courses in RELG in section 12 of the calendar.

CENL 4101 – (3 CR)

Practicum in Community-Engaged Learning

ABBREVIATED TITLE

Practicum in CENL

PREREQ: 3 credits from CENL/RELG 1001, CENL 2001; CENL 2101;

CENL 3101; or Permission of the department.

This capstone course applies community-engaged learning methods and practices to an actual case or scenario in the student’s local community. Students develop a project in cooperation with a community partner that forms a response to an existing problem that the student and partner have identified. Students and partners reflect on and evaluate the response and evaluate its future implications for the community. The practicum involves a learning environment where students’ expertise in their major area of study can be brought together fully with community-engaged learning principles. (Format: Field course/experiential learning opportunity, 3 hours)

EXPANDED SUMMARY OF COURSE CONTENT

Individual students work with the instructor to design and apply theoretical frameworks in a practical, community-based partnership. There are a number of major, existing partnerships with which the department and R-PEACE are already engaged. For example, ongoing work with the Tantramar Family of Schools, the a centre for sustainability in Dorchester, Fort Folly First Nation, and a collection of groups working on climate change issues (involving the Town of Sackville, the University, EOS Eco Energy and many others). These will be a likely source for students to explore new connections and projects, but of course the practicum is not limited to these. When the program expands to include a post-baccalaureate certificate, for instance, there will be opportunity for students to work within their own local contexts.

RATIONALE

The program at the 1st, 2nd and 3rd levels will have provided students with the necessary background to understand and employ models of community-engaged learning. It also will have provided opportunities for students to develop the skills necessary to create community partnerships and co-design projects with partners. This practicum therefore is a capstone project of the student’s design that brings together theory and praxis in a concentrated and rich learning context.

CENL 1991/2991/3991/4991 (3.00)

Special Topic in Community Engaged Learning

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 that is being considered for inclusion in the regular program. [Note 1: Prerequisite set by 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. 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)