

Senate Curriculum Committee Report September 2012

I. SUMMARY (Motions for all items appear on this page. Documentation for each item is presented in order, below, on the pages indicated.)

1. ITEM THAT DOES NOT REQUIRE SENATE APPROVAL

Religious Studies (p. 2)

- retirement of RELG 3063 Judaism
- cross-listing of ANTH 3463 Anthropology of Religion as RELG 3463
- cross-listing of STS 3063 Historical Perspectives on Science and Religion as RELG 3063

2. ITEMS THAT REQUIRE SENATE APPROVAL

2.1 Human Rights (p. 2)

MOTION: That the following GRID courses be added to the list of electives satisfying the philosophical foundations requirement for Human Rights majors:

GRID 2006 Quest for the Good Life
GRID 2206 Human Nature and Technology
GRID 3306 Justice
GRID 3506 Freedom

2.2 Native Studies: New Course Proposal (p. 3)

MOTION: That NATI 4253 Advanced Maliseet/Passamaquoddy be approved.

2.3 Science and Technology Studies: New Course Proposal (p. 6)

MOTION: That STS 3413 God, Nature, and Charles Darwin be approved.

2.4 Latin: New Course Proposals (p. 11)

MOTION: That LATI 2103 Latin III (Intermediate) be approved.

MOTION: That LATI 3103 Latin IV (Intermediate) be approved.

3. INFORMATION ITEM

Guidelines for New Course Proposals, 2012-2013 (p. 13)

II. DOCUMENTATION

1. ITEM THAT DOES NOT REQUIRE SENATE APPROVAL

Religious Studies

- retirement of RELG 3063 Judaism
- cross-listing of ANTH 3463 Anthropology of Religion as RELG 3463
- cross-listing of STS 3063 Historical Perspectives on Science and Religion as RELG 3063

Religious Studies had agreed to cross-list a course with each of Anthropology and Science and Technology Studies, but had dropped them from third-year to second-year in the cross-listing. In February 2012, Senate was of the opinion that the cross-listed courses should be at the same level, so sent them back for further consideration. The revised proposal received by SCC from Religious Studies was to cross-list each course at the third- year level. The Committee approved the revised proposal.

Although 3063 was still nominally in use as RELG 3063 Judaism, the course has only been taught twice since 2000, and it is not anticipated that it will be offered again. Therefore, the Registrar has agreed to the use of 3063 for the newly cross-listed course.

2. ITEMS THAT REQUIRE SENATE APPROVAL

2.1 Human Rights

The Director of the Great Books Programme requested that the Human Rights Programme consider the following courses as electives for students in Human Rights:

GRID 2006 Quest for the Good Life
GRID 2206 Human Nature and Technology
GRID 3306 Justice
GRID 3506 Freedom

The Director of the Human Rights Programme agreed to have the courses cross-listed “as electives satisfying the the philosophical foundations requirement for a Major in Human Rights.”

(Because the courses are not merely to be cross-listed, but to become part of requirements for the Major, the SCC is seeking Senate approval.)

2.2 Native Studies: New Course Proposal

1. Type of Proposal: This course is intended primarily as a new option in the Native Language Immersion Teaching Certificate Program (NLITCP). It will also be essential in an intensive Maliseet immersion language learning program, as is currently being piloted at St. Mary's. It will not be a regular offering on campus.

2. Course Name: NATI 4253 Advanced Maliseet/Passamaquoddy

3. Instructor: The course will be taught by a part-time instructor.

4. Calendar Description: This course focuses on the grammatical patterns and processes in the Maliseet/Passamaquoddy language, and how they are put into use in comprehension and conversation. Pitch accent and advanced verb forms such as relative, subordinative, inverse, indefinite subject, conjunct and obviation will be considered. Prerequisites: Either NATI 2113 Intermediate Maliseet/Passamaquoddy, or NATI 3113 Conversational Maliseet, or the equivalent.

5. Rationale for the course: The most compelling rationale for this course is the fact that with barely 300 fluent speakers Maliseet/Passamaquoddy is facing extinction in the next decade unless major remedial steps are taken soon. In response to this crisis and the recommendation of a major symposium nearly two decades ago the Chair in Native Studies has established the Native Language Immersion Teacher Certificate Program (NLITCP) at STU, the first of its kind in Canada. More recently a pilot-program in adult immersion has been established by the Chair at St. Mary's First Nation. The proposed new course is designed to enhance both programs. In the NLITCP it will add to the offerings for fluent speakers (Morphology NATI 4213, Phonology NATI 4223, and Verbs NATI 4233) and in the Adult Immersion Program it will serve as a much needed follow-up to the Beginning and Intermediate Maliseet/Passamaquoddy courses (NATI 1113 and NATI 2113) already offered in the program. As an important contribution to the revitalization of the Maliseet/Passamaquoddy language this course will also contribute to the survival of First Nations culture, a goal which was endorsed by the university faculty in response to our last external review. There is no other course like this in any other department either at STU or UNB.

6. Cross-Listing: Not necessary for this course.

7. Course Description: This course focuses on the grammatical patterns and processes in the Maliseet/Passamaquoddy language, and how they are put into use in comprehension and conversation. Pitch accent and advanced verb forms and modes, such as inverse, obviative, indefinite subject, subordinative, and conjunct will be considered.

Course Outline

Unit 1 Independent Indicative Mode (Transitive Animate & Transitive Inanimate)

Unit 2 Third person (proximate and obviative)

Unit 3 Independent Indicative Mode (Animate Intransitive & Inanimate Intransitive)

Unit 4 Subordinative mode

Unit 5 Conjunct (changed and unchanged modes)

Unit 6 Inverse verb forms

- Unit 7 Indefinite subject forms
- Unit 8 Pitch Accent and Stress
- Unit 9 Tense (absentative, preterit, dubitative & future)
- Unit 10 Building Sentences
- Unit 11 Story-telling Conventions
- Unit 12 Teaching Maliseet Passamaquoddy grammar in the language.
- Unit 13 Review

For each unit students will read and listen to texts in Maliseet Passamaquoddy to identify and analyze the grammatical forms to be learned.

Short written quizzes will be included in every unit.

8. Evaluation System

Attendance & Participation	25%
Unit Quizzes	25%
Grammatical analysis of a story	25%
Final	25%

9. Possible course texts and other materials

A large collection of stories in both written and oral form is available for use in the Native Studies Program office. Originally collected by noted linguists, including Karl Teeter, Philip LeSourd, and David Sherwood, they have been re-transcribed into a standardized system by Professors Darryl Nicholas and Philip LeSourd.

10. Bibliography

- *Chamberlain, Montague, 1899. *Maliseet Vocabulary*. Cambridge, Mass.: Harvard Cooperative Society.
- *Francis, David A. and Robert Leavitt, 2008. *A Passamaquoddy-Maliseet Dictionary: Peskotomuhkati Wolastoqewi Latuwewakon*. Orono, Me. and Fredericton: University of Maine Press and Goose Lane Editions.
- *Leavitt, Robert, 1984. *Passamaquoddy-Maliseet Verb Paradigms*. Fredericton, NB: Micmac-Maliseet Institute.
- *.....1996. *Passamaquoddy-Maliseet*, Languages of the World Materials 27, Munchen-Newcastle: Lincom Europa.
- *LeSourd, Philip, 1984. *Kolusuwakonol: Passamaquoddy-Maliseet and English Dictionary*, ed., Robert M. Leavitt and David A. Francis. Fredericton: Micmac-Maliseet Institute, UNB.

*....., 1993. *Accent and Syllable Structure in Passamaquoddy*. New York, London: Garland Publishing Inc.

*.....2007. *Tales from Maliseet Country: The Maliseet Texts of Karl V. Teeter*. Lincoln: University of Nebraska Press.

*Prince, John Dyneley, 1921. *Passamaquoddy Texts*. Publications of the American Ethnological Society, Volume X, G.E. Stechert & Co., New York.

*Sherwood, David F., 1986. *Maliseet-Passamaquoddy Verb Morphology*, Canadian Ethnology Service Paper No. 105. Ottawa: National Museums of Canada

*Szabo, Laszlo, 1981. *Indianisches Wörterbuch: Malecite-Deutsch-English*, Wiesbaden: Otto Harrassowitz.

2.3 Science and Technology Studies: New Course Proposal

Type of proposal. It is expected that this course will become a regular offering.

Course name and proposed number. 3413. God, Nature, and Charles Darwin

Instructor's name. This course will be taught by Dr. Jane Jenkins.

Calendar description. Examines the complex interactions between theories of biological evolution and Christianity. Beginning with ancient Greek theories of how species arise, the course will focus primarily on the social, political, economic, techno-scientific, and religion contexts of the 19th century when ideas of species transmutation or evolution were discussed. Pre-requisite: a minimum of 9 credit hours beyond the 1000-level.

Rationale for the course. This course will serve as an additional course at the 3000 level, thereby increasing diversity of course offerings in STS at that level. It will complement other courses in STS which examine the complex relations between science and religion (such as STS 3063 – Historical Perspectives on Science and Religion and STS 3163 – Contemporary Perspectives on Science and Religion) and provide detailed study of a topic with currency in today's world, where creationism, evolutionary theory, and intelligent design theory are hotly debated. This course provides important historical and philosophical background for anyone interested in engaging intelligently in current debates on these topics.

Cross-listing. Cross-listing is not being suggested at this time.

Course Description. This course provides a close study of the complex interactions between theories of biological evolution and Christianity, focused primarily on the social, political, economic, techno-scientific, and religious contexts of the 19th century. The course will begin with an introduction to the very notion of speciation by studying ancient Greek assumptions that held that species were fixed, rather than plastic or malleable. We will then move on to see how Greek metaphysical assumptions dove-tailed with early Christian understandings of a one-time, supernatural creation of all species and the special status of humans. Moving ahead into the 19th century, we will examine the traditional Christian worldview of 1830's Britain when industrial and scientific revolutions intertwined with the political, economic, and religious atmosphere of the times and when geologists and theologians and naturalists in both Britain and France were pondering the age of the earth, whether species might transform, and the role of God in nature. The life and works of Charles Darwin along with other naturalists doing similar work will lead us into a detailed exploration of the theory of evolution (a surprisingly non-controversial theory in the mid-19th century) and its more controversial component, the theory of natural selection. We will trace the reception of Darwin's theory of evolution from the time of its publication in 1859 through the latter half of the 19th century and into the early 20th century to see how it was re-interpreted to remove unsavoury religious elements and its differing

impact in Europe and the United States. In the end, this course will not be about debating the "rights" and/or "wrongs" of evolutionary theory but is more intent on exploring the shifting dynamics between materialist theories of the natural world and Christian assumptions about humans, non-humans, and their respective places in the natural world, all while taking into account the wider political, economic, and techno-scientific zeitgeist of the times.

Evaluation System. In order to pass the course ALL assignments must be submitted. Late assignments will be penalized one-half letter grade point per day past the due date. Late library assignments will not be accepted once marked assignments have been returned (and I tend to return assignments quickly!) All students are expected to be familiar with university policy regarding academic misconduct, as published in the St. Thomas University calendar. It will be assumed and expected that all aspects of every student=s course-work, including exams, written assignments and absences will be governed by an attitude of honesty and integrity. Students who plagiarize will fail.

Library Assignment	15%
Mid-term Test	15%
Reading and Research Assignments (1 X 10%, 2 X 15%)	40%
Final Examination	30%

Course Texts and other materials.

The course textbook is the second edition of Michael Ruse, *The Darwinian Revolution: Science Red in Tooth and Claw* (University of Chicago Press, 1999). The text is available for purchase in the university bookstore. Other readings will be provided.

Selected bibliography. (ALL items listed are available at HIL)

- Balmer, Randall Herbert. *Thy Kingdom Come: How the Religious Right Distorts the Faith and Threatens America : An Evangelical's Lament*. New York, NY: Basic Books, 2006. Web.
- Barth, Clemy-Madaule, Madeleine. *Lamarck, the Mythical Precursor: A Study of the Relations between Science and Ideology*. Cambridge, Mass.: MIT Press, 1982. Web.
- Berra, Tim M., and Inc ebrary. *Charles Darwin*. Baltimore, Md.: Johns Hopkins University Press, 2009. Web.
- Berra, Tim M. *Charles Darwin: The Concise Story of an Extraordinary Man*. Baltimore, Md.: Johns Hopkins University Press, 2009. Web.
- Brockman, John. *Intelligent Thought: Science Versus the Intelligent Design Movement*. 1 Vintage Books ed. New York: Vintage Books, 2006. Web.
- Burkhardt, Richard W. *The Spirit of System: Lamarck and Evolutionary Biology*. Cambridge, Mass.: Harvard University Press, 1977. Web.

- Chiang, Ralem Gary. *Overcoming Prejudice in the Evolutioncreation Debate: Developing an Integrative Approach to Science and Christianity*. Hamilton, Ont.: Doorway Publications, 2004. Web.
- Collins, Francis S. *The Language of God: A Scientist Presents Evidence for Belief*. 1 Free Press trade pbk ed. New York: Free Press, 2007. Web.
- Charles Darwin and the Tree of Life*. Dir. Darwin, Charles, David Attenborough, Sacha Mirzoeff, et al. 2 Entertain; Distributed in the USA and Canada by Warner Home Video, 2009.
- Darwin, Charles, Frederick Burkhardt, and Conrad Martens. *The Beagle Letters*. Cambridge: Cambridge University Press, 2008. Web.
- Darwin, Charles, and W. F. Bynum. *On the Origin of Species: By Means of Natural Selection Or the Preservation of Favoured Races in the Struggle for Life*. 150th anniversary ed. London: Penguin Books, 2009; 1859. Penguin Classics. Web.
- Darwin, Charles, and James T. Costa. *The Annotated Origin: A Facsimile of the First Edition of on the Origin of Species*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2009. Web.
- Darwin, Charles, Charles Darwin, and Frederick Burkhardt. *Origins: Selected Letters of Charles Darwin, 1825-1859*. Rev ed. Cambridge ; New York: University of Cambridge, 2008. Web.
- Darwin, Charles. *Journal of Researches into the Natural History and Geology of the Countries Visited during the Voyage of H.M.S. Beagle*. Cambridge, UK ; New York: Cambridge University Press, 2011; 1845. Cambridge Library Collection Web.
- Dembski, William A., and Michael Ruse. *Debating Design: From Darwin to DNA*. New York: Cambridge University Press, 2004. Web.
- Dembski, William A. *Uncommon Dissent: Intellectuals Who Find Darwinism Unconvincing*. Wilmington, Del.: ISI Books, 2004. Web.
- Ekelund, Robert B., et al. *The Marketplace of Christianity*. Cambridge, Mass.: MIT Press, 2006. Web.
- Forrest, Barbara, Paul R. Gross, and Inc ebrary. *Creationism's Trojan Horse*. Oxford ; New York: Oxford University Press, 2004. Web.
- Gilson, Etienne. *From Aristotle to Darwin and Back again: A Journey in Final Causality, Species, and Evolution*. Notre Dame, Ind.: University of Notre Dame Press, 1984. Web.
- Grene, Marjorie Glicksman. *The Understanding of Nature: Essays in the Philosophy of Biology*. 23 Vol. Dordrecht ; Boston: Reidel Pub. Co., 1974. Boston Studies in the Philosophy of Science Web.
- Heiligman, Deborah. *Charles and Emma: The Darwins' Leap of Faith*. 1st ed. New York: Henry Holt and Co., 2009. Web.
- Hesketh, Ian. *Of Apes and Ancestors: Evolution, Christianity, and the Oxford Debate*. Toronto ; Buffalo: University of Toronto Press, 2009. Web.
- Hodge, M. J. S., and Gregory Radick. *The Cambridge Companion to Darwin*. 2nd ed. Cambridge ; New York: Cambridge University Press, 2009. Cambridge Companions to Philosophy Web.

- Israel, Charles A. *Before Scopes: Evangelicalism, Education, and Evolution in Tennessee, 1870-1925*. Athens: University of Georgia Press, 2004. Web.
- Jordanova, L. J. *Lamarck*. Oxford Oxfordshire ; New York: Oxford University Press, 1984. Past Masters Web.
- Lennox, James G., and Robert Bolton. *Being, Nature, and Life in Aristotle: Essays in Honor of Allan Gotthelf*. Cambridge, UK ; New York: Cambridge University Press, 2010. Web.
- Darwin's Secret Notebooks*. Dir. Leroi, Armand Marie, National Geographic Television & Film, and National Geographic Channel. National Geographic, 2008.
- Monkey Trial*. Dir. Lesiak, Christine, Annie Mumgaard, Linda Hunt, et al. PBS Home Video, 2006; 2002.
- Martin, T. T. *Hell and the High Schools: Christ Or Evolution, which?*. Evansville, Indiana: Paul Abramson, 2004; 1923. Web.
- McCalla, Arthur, and Inc ebrary. *The Creationist Debate*. London ; New York: T & T Clark International, 2006. Web.
- McCalla, Arthur. *The Creationist Debate: The Encounter between the Bible and the Historical Mind*. London, UK: T & T Clark International, 2006. Web.
- Milner, Richard, and Richard Milner. *Darwin's Universe: Evolution from A to Z*. Berkeley: University of California Press, 2009. Web.
- Olasky, Marvin N., and John Perry. *Monkey Business: The True Story of the Scopes Trial*. Nashville, Tenn.: Broadman & Holman, 2005. Web.
- Pellegrin, Pierre, and Anthony Preus. *Aristotle's Classification of Animals: Biology and the Conceptual Unity of the Aristotelian Corpus*. Rev ed. Berkeley: University of California Press, 1986. Web.
- Pennock, Robert T., and Inc ebrary. *Intelligent Design Creationism and its Critics*. Cambridge, MA: MIT Press, 2001. Web.
- Peters, Karl Edward. *Dancing with the Sacred: Evolution, Ecology, and God*. Harrisburg, Pa.: Trinity Press International, 2002. Web.
- Plantinga, Alvin. *Where the Conflict really Lies: Science, Religion, and Naturalism*. New York: Oxford University Press, 2011. Web.
- Regal, Brian. *Henry Fairfield Osborn: Race, and the Search for the Origins of Man*. Aldershot, Hants, England ; Burlington, VT: Ashgate, 2002. Web.
- Roughgarden, Joan, and Inc ebrary. *Evolution and Christian Faith*. Washington, DC: Island Press, 2006. Web.
- Ruse, Michael, and Inc ebrary. *Charles Darwin*. 5 Vol. Malden, MA: Blackwell Pub., 2008. Web.
- . *The Evolution-Creation Struggle*. Cambridge, Mass.: Harvard University Press, 2005. Web.

- Ruse, Michael, and Robert J. Richards. *The Cambridge Companion to the "Origin of Species"*. Cambridge ; New York: Cambridge University Press, 2009. Cambridge Companions to Philosophy. Web.
- Ruse, Michael. *The Evolution-Creation Struggle*. Cambridge, Mass.: Harvard University Press, 2005. Web.
- Schmitt, Cannon. *Darwin and the Memory of the Human: Evolution, Savages, and South America*. 66 Vol. Cambridge, UK ; New York: Cambridge University Press, 2009. Cambridge Studies in Nineteenth-Century Literature and Culture Web.
- Sedley, D. N. *Creationism and its Critics in Antiquity*. 66 Vol. Berkeley: University of California Press, 2007. Sather Classical Lectures Web.
- Stewart, Robert B. *Intelligent Design: William A. Dembski & Michael Ruse in Dialogue*. Minneapolis, MN: Fortress Press, 2007. Web.
- Wells, Jonathan, and Inc ebrary. *The Politically Incorrect Guide to Darwinism and Intelligent Design*. Washington: Regnery, 2006. Web.
- Wilson, David Sloan. *Darwin's Cathedral: Evolution, Religion, and the Nature of Society*. 2nd ed. Chicago: University of Chicago Press, 2003. Web.
- Woodward, Thomas. *Darwin Strikes Back: Defending the Science of Intelligent Design*. Grand Rapids, Mich.: Baker Books, 2006. Web.
- Young, Christian C., and Mark A. Largent. *Evolution and Creationism: A Documentary and Reference Guide*. Westport, Conn.: Greenwood Press, 2007. Web.
- Å»yciÅ„ski, JÅ³zef, and Inc ebrary. *God and Evolution*. Washington, D.C.: Catholic University of America Press, 2006. Web.

2.4 Latin: New Course Proposals

Note for Senate: LATI 2103 (Semester 1) and LATI 3103 (Semester 2) were proposed at the request of the Vice-President (Academic & Research) as a collaborative arrangement with the Classics Department at UNB. They were added to the 2012-2013 course offerings under Registrar's Warrant.

Proposal for LATI 2103/3103 (concurrent sequence, Latin III-IV)

2.4.1 Course name and number: LATI 2103 – Latin III (Intermediate)

Type of offering: regular

Credits earned: 3

Course cap: 30

Method: lectures and in-class workshops

Instructor: qualified part-time, available in Fredericton

Calendar description:

LATI 2103 – Latin III is designed for students who wish to continue the study of Latin beyond the beginner level. Prerequisite: LATI 1023, or permission by the instructor.

Course description:

LATI 2103 is a continuation of the first-year course, Introduction to Latin II. The aim is to complete the introduction to basic grammar and syntax. Students will be asked to learn common Latin words and provide an English equivalent on vocabulary tests and the exam. Weekly assignments will consist of translations from Latin to English and basic grammar exercises from the text. Students will be tested periodically on grammar. Class time will be divided between lectures and level-specific workshops, with the majority of the time spent in the workshops.

Sample evaluation system:

(Percentages may vary slightly from year to year and instructor to instructor.)

Vocabulary tests 10%

Three mid-term tests 30%;

Assignments 30%;

Final exam 30%

Texts: A standard introduction to Latin, such as Shelmerdine, *S. Introduction to Latin*.

Library resources needed: None

Rationale and course impact: Latin is a natural complement to many programmes currently offered at STU, including—but not limited to—most of the humanities. The ability to read even a little Latin is a decided advantage for many who are serious about their major or graduate school, and for some it is a requirement. Latin is a demanding course. Lectures and class work for LATI 2103 – Latin III (Intermediate) will be taught concurrently with LATI 3103 – Latin IV (Advanced), with assigned work appropriate to the students' distinct skill level. This concurrent sequential modality will be mirrored by complementary (non-redundant) offerings at UNB.

2.4.2 Course name and number: LATI 3103 – Latin IV (Intermediate)

Type of offering: regular

Credits earned: 3

Course cap 30

Method: lectures and in-class workshops

Instructor: qualified part-time

Calendar description:

LATI 3103 continues at an intermediate level to develop the student's ability to function in basic Latin and is a prerequisite for students who plan to study Latin at an advanced level. Prerequisite: LATI 2103, or permission by the instructor.

Course description:

LAT 3103 – Latin IV is a continuation of Latin III, allowing students who complete this course to begin reading Latin authors at advanced levels. Students will be asked to learn the Latin equivalent of English words as given in standard dictionaries for the vocabulary tests and on the exam. Weekly assignments will consist of increasingly difficult translations from Latin to English, from English to Latin, and grammar and syntax exercises. Simple sight translations will be offered throughout the term. Students will be tested periodically on grammar and syntax. Class time will be divided between lectures and level specific workshops, with the majority of the time spent in the workshops.

Sample evaluation system:

(Percentages may vary slightly from year to year and instructor to instructor.)

Vocabulary tests 10%

Three mid-term tests 30%

Assignments 30%

Final exam 30%

Texts: A standard introduction to Latin such as Shelmerdine, S. *Introduction to Latin* will be required. Supplementary material will be provided by the professor, excerpted from Shelmerdine's *Introduction to Latin: a Workbook*; Shelmerdine's *Study Guide and Reader*; Hartnett's *By Roman Hands: Inscriptions and Graffiti for Students of Latin*; and Jones' & Sidwell's *Reading Latin*.

Library resources needed: None

Rationale and course impact: Latin is a natural complement to many programmes currently offered at STU, including—but not limited to—most of the humanities. The ability to read even a little Latin is a decided advantage for many who are serious about their major or graduate school, and for some it is a requirement. Latin is a demanding course. Lectures and class work for LATI 2103 – Latin III (Intermediate) will be taught concurrently with LATI 3103 – Latin IV (Intermediate), with assigned work appropriate to the students' distinct skill level. This concurrent sequential modality will be mirrored by complementary (non-redundant) offerings at UNB.

3. INFORMATION ITEM

Senate Curriculum Committee Guidelines for New Course Proposals, 2012-2013

While new course proposals may be submitted to the SCC at any time during the year, and on approval will be included in the online version of the *Calendar*, Departments and Programmes wishing to have their new courses appear in the printed version of the *Calendar* for the following academic year must submit them to the Chair of the Committee (scc@stu.ca) in **electronic form** (as Word documents, **not** pdf) by **November 1**. Please remember that new course proposals must be approved by the Department or Programme before submission to the SCC, and that new course proposals may be submitted to the SCC **only** by Department Chairs and Programme Directors.

To ensure that new course proposals are handled in a timely manner, please ensure that proposals are complete before submission to the SCC, and include verification that the course has been approved by the Department or Programme.

The required components of proposals are below. Please present them in the following order:

1. Type of proposal. Indicate whether you intend this course to become a regular offering, or if it is a Special Topics course, to be offered only once. Regular courses require Senate approval; Special Topics courses are approved by SCC.

2. Course name and proposed number. Ensure that the proposed course number does not conflict with that of a recently retired course. (Numbers are subject to final approval by the Registrar.) Please add an abbreviated title of no more than 30 characters for timetabling and transcribing purposes.

3. Calendar description. Provide a short, precise description of the course content (maximum 75 words). Be sure to indicate any pre-requisite or co-requisite courses. *Please note:* descriptions which are wordy or confusing will be returned to the Department or Programme for revision, which will delay approval of the course.

4. Theme or Category Grouping. If the course should be included under a theme or category grouping in the *Calendar*, indicate the grouping to which it belongs.

5. Impact on Programme Requirements. If this course should be added to lists of requirements or options for the Minor, Major, or Honours programmes in the *Calendar*, indicate where the changes should be made.

6. Cross-listing. If you wish the course to be cross-listed, indicate so in your proposal, and append written approval from the relevant Department Chair.

7. Rationale for the course. Identify the role the course will play in the Department's curriculum: for example, indicate if it will be required or elective, and if it will replace another course, or alternate with another course. If applicable, indicate how the proposed course fulfills the recommendations of

the last external review and the subsequent Senate decisions. Finally, indicate whether or not the course is related to or will potentially compete with a course in another discipline.

8. Instructor's name. Indicate the members of the department/programme qualified to teach the course. Outline other relevant staffing implications for the course.

9. Course description. This should consist of a longer, more detailed description of the course contents and process (including course content and teaching methods) suitable for inclusion in a course outline.

10. Evaluation system. List the type of assignments on which students will be evaluated, including the percentage value of each assignment towards the final grade.

11. Possible course texts and other materials.

12. Bibliography. The bibliography should indicate which of the books and/or other resources listed are already available in the Harriet Irving Library.

Note: While the SCC realizes that flexibility in course proposals is necessary in some cases, such as Special Topics courses proposed by visiting faculty (see Appendix on Special Topics courses, below), we request that you provide this document to them in advance, so that they may fulfill as many of the guidelines as possible.

(September 2008; revised August 2012)

Appendix: Guidelines for Special Topics Courses

A Special Topics course is any course that is not a regular offering. A Special Topics course may be approved as a one-time offering, or for a trial period of a maximum of two years.

Some Departments/ Programmes have designated Special Topics courses listed in the *Calendar* whose descriptions simply state that the content changes from year to year. Such courses, whether titled Special Topics or not, allow the Department/ Programme freedom to test-run courses, to accommodate visiting professors, or to make an occasional late addition to course offerings.

Special Topics courses require the approval of the Department/Programme and the Curriculum Committee, but not the approval of Senate. The Curriculum Committee is responsible, however, for reporting the approval of such courses to Senate.

1. Use of the term "Special Topics":

The term should be restricted to the titles of the open-content Special Topics courses described above, or to similar offerings in Departments/Programmes who do not already have such courses included in the *Calendar*.

2. A Special Topics course whose purpose is to assess a new curricular offering:

The Department/ Programme will first approve its content. The *Guidelines for New Course Proposals* shall be used in order to streamline the assessment of a Special Topics course and its passing to regular status should the Department/ Programme decide to keep it.

The Department Chair/ Programme Director shall forward the approved course application to the Curriculum Committee for its approval **at least one month** before the course is to be offered.

3. Special Topics courses taught by a visiting professor:

The Department Chair/Programme Director shall provide the current *Guidelines for New Course Proposals* to the professor and on receipt of the proposal, shall determine whether the Library carries sufficient materials to support the course. The Department/ Programme shall then assess and approve the course.

The Department Chair/ Programme Director shall then forward the course proposal to the Curriculum Committee for its records **at least one month** before the course is to be offered.

4. Conversion to a regular course offering:

Should a Department/Programme have a Special Topics course for which the course content has not changed in two years, it will then propose to have the course recognized as a regular offering, following the timeline set out in the *Guidelines for New Course Proposals*. Such a proposal requires both SCC and Senate approval.

(April 2011; revised September 2012)