Office of the Senate Secretariat

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ACADIA
UNIVERSITY

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at 4:00 pm on Monday 14 February 2011 in BAC 132.

The agenda follows:

1) Minutes of the Meeting of January 17, 2011

2) Announcements

3) Business arising from the Minutes
    a) Honours Committee – Honours Survey and Forum Update

4) New Business
    a) Honorary Degrees Committee – Honorary Degree Nominations (information provided)
    b) Honorary Degrees Committee – Professor Emeritus Process (attached)
    c) Curriculum Committee – Proposed Curriculum Changes (attached)
    d) Graduate Studies Committee – Curriculum for the Doctoral Program in Educational Studies (attached)

5) Other Business

Sincerely,

ORIGINAL SIGNED

Rosemary Jotcham
Registrar and Secretary of Senate

ACADIA UNIVERSITY

Office of the President and Vice-Chancellor   216 University Hall

MEMORANDUM

TO: Members of Senate, Acadia University

FROM: Raymond E. Ivany, President and Vice-Chancellor

DATE: February 2, 2011

RE: Honorary Degree & Professors Emeriti Nominations

Your committee on Honorary Degrees wishes to nominate the following candidates for the degree indicated:

D.	Civil Laws	Mr. Paul Kells
D.	Civil Laws	Ms. Lucinda Low
D.	Divinity	Rev. Hugh McNally

A biographical sketch is attached for each nomination.

Professor Emeritus Process

The deadline for faculty to indicate their intention to retire under the Early Retirement Incentive Program (Article 38.30) of the 13th Collective Agreement was extended this year to January 15, 2011. Due to these exceptional circumstances and the number of faculty members opting to retire early, the Committee would like to provide an opportunity for further nominations of professors within this group to come before the Honorary Degree Committee and Senate for consideration for Professor Emeritus status this year. The Committee is proposing that the deadline be extended to March 31, 2011 and would expedite all nominations received by that date.

It is the intention of the Committee to carry out a review of the guidelines and procedures for nominating and awarding of Honorary Degrees and Professors Emeriti, which will be brought before Senate for consideration later this year.

Motion for Senate Meeting of February 14, 2011:

That the deadline for submissions for the award of Professor Emeritus be extended to March 31, 2011.

Additional curriculum submissions for Senate– February 2011

From the Faculty of Arts:

Sociology Department
Course modification:
(change in pre requisite)
Soci 2013 Introduction Social Data Analysis
An introduction to basic skills in quantitative research methods with a focus on descriptives. Students will be introduced to SPSS.

Becomes:
Soci 2013 Introduction Social Data Analysis
An introduction to basic skills in quantitative research methods with a focus on descriptives. Students will be introduced to SPSS. Prerequisite: Soci 2003 or permission of instructor.

(change in calendar description)
Soci 2633 Sociology of Health and Healthcare
 An investigation of social factors and forces that affect health, illness and health care. The roles of health care providers, the sate and corporate interest groups in shaping experiences of health and illness and in determining the provision of healthcare will be analyzed in a socio-historical context.

Becomes:
Soci 2633 Sociology of Health and Healthcare
An investigation of social factors and forces that affect health, illness and health care. The roles of health care providers, the sate and corporate interest groups in shaping experiences of health and illness and in determining the provision of healthcare will be analyzed from socio-historical, gendered, racialized and class perspectives.

Women's and Gender Studies
The Women's and Gender Studies Curriculum Committee reviewed the course descriptions and content of the above courses and agreed that they fulfilled the requirements for cross-listing, namely that either a substantial portion of course content was devoted to the study of women, or that gender was a category of analysis throughout the course.
Cross-list the following courses with Women's and Gender Studies:
Crel 3123 Writing Life: Worldviews and Experience
Hist 3543 Power and Prestige in Medieval Europe
Nutr 1513 Food and People
Soci 2633 Sociology of Health and Healthcare
Soci 2853 The Anthropology of Magic and Religion

Women's and Gender Studies Courses:
(revised list)
WGST 1413, 2906, and 3023 are required
• Art 3513
• Busi 3753
• Clas 2663, 3123, 3443
• Crel 2533, 2553, 3123
• Econ 3883
• Educ 4633
• Engl 3553, 3833, 3843, 3983
• Fran 3203
• Hist 2123, 2133, 2263, 2553, 3393, 3493, 3543 3643
• Idst 3123
• Kine 3353
• Nutr 1513
• Phil 2233
• Pols 3013, 3513, 4883
• Psyc 2163, 2183
• Soci 2323, 2343 2363, 2403, 2633, 2853, 3253, 3403, 3803, 4163, 4173
• Thea 3973
• Wgst 3123, 3503

New course:
Wgst 4903 Directed Individual Readings in Women's and Gender Studies
Designed to deepen the student's understanding of particular topics in Women's and Gender
Studies. Intended primarily for qualified fourth year and honours students. Prereq: Permission of
WGS program coordinator.

Program modifications:
1.) Include either CREL 3123 Writing Life and/or SOCI 2003 Introduction to Social
Research as required courses for Honous students in WGS.
2.) Change the requirements for a second major in WGS from 42 to 36 hours.
3.) Based on a course change filed separately, the Core Course requirements for majors,
honours, second majors and minors in WGS will be either WGST 1413 and WGST 2413
or WGST 2906, and WGST 3023.

Women's and Gender Studies emphasizes gender as a criterion of analysis in areas such as
scholarly activity, social relations, cultural expression, and politics. Students are encouraged to
develop critical analyses of established theoretical frameworks, institutions, ideologies, history,
identity, science, language and culture while exploring feminist alternatives. Students should
note that some of the courses have prerequisites within their individual departments.

Bachelor of Arts with Major in Women's and Gender Studies
1. The arts core (30h)
2. 42h of Women's and Gender studies courses including Wgst 1413, 2906; 3023; at least 12h of
the courses must be at the 3000/4000 level
3. 24h to satisfy minor requirements
4. Electives to complete a total of 120h

Bachelor of Arts with Honours in Women's and Gender Studies
1. The arts core (30 h)
2. 48h of Women's and Gender studies courses including Wgst 1413, 2906, 3023; at least 12h of the courses must be at the 3000 level
3. One of: Soci 2003 or Crel 3123
4. 6h at the 4000-level and 4996 (thesis)
5. 24h to satisfy minor requirements
6. Electives to complete a total of 120h

Women's and Gender Studies as a Second Major: Wgst 1413, 2906, 3023; 24 h from the Women's and Gender Studies option courses. (36 h)

Women's and Gender Studies as a Minor: A minor in Women's and Gender Studies consists of 24h, including the three required core courses of the program. With the exception of Idst or Wgst courses, no more than 12h can be in a single discipline. Some upper-level courses have prerequisites. See the relevant listing under "Multidisciplinary Minors" at www.arts.acadiau.ca or check the Women's and Gender Studies website at http://womenstudies.acadiau.ca

From the Faculty of Pure and Applied Science

Chemistry Department
New course:
Chem3313, Inorganic Chemistry 2: Transition Metal Chemistry
A survey of the chemistry and bonding of the transition metals, including organometallic chemistry and inorganic compounds of biological interest. (3h lab) Prereq: Chem 2303

From the Faculty of Professional Studies

School of Education
Program modification:
Program requirements:
Bachelor of Education (Elementary Education) (60h)
Educ 4003, 40A3, ~~40B3,~~ 4053, 41F3, 4133, 4153, 4173, ~~4233,~~ 4243, 4263, ~~4303,~~ 4333, 4433, ~~4453, 4503,~~ 4923, 4933, **42C3, 42E3,** ~~3h apprived elective in the health area, 3h~~ **15h** approved ~~elective~~ **electives.**
Students who have previously taken a course equivalent to Educ 4053 are not required to take this course and will take an additional 3h in approved electives.
Educ 4683 required for international field experience placement as a prerequisite for Educ 4693 and 4673~~, and if French is a teachable subject~~. Educ 4603 is recommended for international field experience placement.
Bachelor of Education (Secondary Education) (60h)
Educ 4003, 40A3, 4053, 41F3, ~~4203,~~ 4263, 4333, 4433, 4923, 4933, **42C3, 42D3,** ~~12h~~ **18h** approved electives~~, 3h in the Creative Arts from one of Educ 41J3, 41H3, 4553, 4513, 4663 (not all of~~

~~these courses are offered each year)~~. All secondary education students must take ~~a minimum of~~ two of the following combinations of courses: ~~Educ 4113/4613, 4143/4643, 4183/4783 or4183/40C3, 4353/4753, Fran 4403/Educ 4793, Kine 3143 or Educ 4313, Educ 4703.~~

two methods courses in their first teachable area as follows: Social Studies- Educ 4113&4613, Science- 4143&4643, Mathematics- 4183&4783, English- 4353&4753, French- Educ 4103 &Educ 4793, Physical Education- Kine 3143 or Educ 4313 &Educ 4703. All secondary education students must take one methods course in their second teachable area as follows: Social Studies- Educ 4113, Science- 4143, Mathematics- 4183, English- 4353, French- Educ 4103, Physical Education- Kine 3143 or Educ 4313.

Students who have previously taken a course equivalent to Educ 4053 are not required to take this course and will take an additional 3h in approved electives.

~~Educ 4783 is required if mathematics is a first teachable.~~
~~Educ 40C3 is required if mathematics is a second teachable.~~
Educ 4683 **is** required for international student teaching placement, as a prerequisite for Educ 4693 and 4673 ~~and if French is a teachable subject.~~ Educ 4603 is recommended for international field experience placement.
~~- Students with French as a teachable are required to take two of: Fran 4403, Educ 4103, Educ 4793.~~
- Secondary students with two teachables in one discipline consult with the School of Education for course registration.
Technology Education requires ~~the~~ **three** methods courses Educ 4573, 4583, 4593. ~~If students require~~
~~content based courses (Educ 41A3, 41B3, 41C3), this generally results in 6h of additional coursework beyond the BEd requirements.~~
Depending on students' backgrounds they may also be required to take content based courses (Educ 41A3, 41B3, 41C3).
Music Education requires Educ **4653&4663** ~~4653/4663~~.
Within the BEd programs, a CGPA of 2.67 or higher with no grade less than C- is required for graduation.
Course completion policy
When circumstances warrant, individual faculty member may grant students extensions on course assignments. However; the maximum time allowed for submission of overdue assignments will be 30 days past the last day of the school term (for BEd students, this means 30 days after the last day of practicum). Faculty will submit the grade earned by the student in the course by the appropriate deadline set by the Registrar each term, and, if necessary complete a mark change form upon evaluation of any assignments students complete through contracted extensions.

Students who fall into any one of the following categories may be placed on probation and not permitted to proceed/continue /in their teaching practicum following a coursework term. Students who:
1. fail to complete and submit their coursework before the beginning of the ensuing practicum
2. fail a course in the BEd curriculum
3. are found to be unprofessional according to the School of Education Professional Conduct Manual and NSTU Code of Ethics

**Curriculum for the Doctoral Program in Educational Studies
Submitted by Graduate Studies Committee**

Overview

In May 2009, MPHEC approved the Joint PhD in Educational Studies between Mount Saint Vincent University, Acadia University and St. F. X. University. Since that time the program has been approved at each of the three University Senates. The IDAC (Inter-university Doctoral Administrative Committee), comprising six representatives, two from each of the three partner universities, worked in close collaboration to prepare 11 course proposals for the doctoral program, details of which are before you today for approval. There are six fields of study (interrelated themes) that reflect the cumulative, ongoing foci of faculty research at the three participating universities:

- curriculum studies
- educational foundations and leadership,
- inclusive education
- lifelong learning
- literacies
- psychological aspects of education.

The full-time degree will be delivered using a combination of on-site and e-delivery platforms. Within a community of learners, courses deal with the foundations of educational inquiry, research paradigms and methodologies, theories, research methods, and focused educational studies (2.5 units/15 credit hours). Special Topics and/or Independent Studies may also be required/elected. Doctoral students will receive 1.5 units/9 credit hours for completing and defending a Comprehensive Portfolio and 3 units/18 credit hours for their Dissertation. An average of 14 applicants will be accepted each year, six at the MSVU and four each at Acadia and St. F. X.

NEW COURSES Proposed for Approval

EDUC 8109 - Comprehensive Examination: Research/Scholarly Portfolio
EDUC 899Z - Dissertation and EDUC 8990 Dissertation Continuation
EDUC 8013 - Foundations of Educational Inquiry
EDUC 8023 - Methodological Perspectives on Educational Research
EDUC 8033 - Doctoral Seminar: Contemporary Educational Theory
EDUC 8043 -- Focused Educational Studies (based on current roster of Ph.D. students)
EDUC 8053 - Advanced Research Seminar: Focus on Methods
EDUC 8063 and EDUC 8073 Special Topics Educational Studies
EDUC 8083 and EDUC 8093 – Independent Study

New course proposal

EDUC 899Z - Dissertation and EDUC 8990 Dissertation Continuation
Dissertation must constitute a substantial and original contribution to the study of education. To complete this course, students must prepare a research proposal for approval by an appropriate faculty dissertation committee, complete the proposed study, and defend the completed draft in a final oral examination (graded Pass/Fail).

Short title for transcripts: Dissertation

The doctoral dissertation is the culminating component of the PhD program. Doctoral research is intended to *extend* the body of knowledge already compiled in the profession by exploring, investigating, contemplating, interpreting, and gaining *new and deeper understandings* (rather than learning all one can about what has been written already in a field). Doctoral candidates are expected to conduct a sizable and original investigation that is usually a marked departure from previous practice or thinking in the field.Candidates are expected to be able to better understand and generate new, leading edge, *path-breaking ideas.* The dissertation is the vehicle, the document and/or intellectual artifact(s) submitted in support of candidature for a Doctorate in Philosophy in Educational Studies. It is the means by which the doctoral candidate presents his or her research and findings for judgement and acceptance by an examining committee. It is customary for Canadian doctoral programs to require students to successfully defend their work via an oral examination. This oral examination occurs after the dissertation (written treatise on a topic) is finished but before it is submitted to the university, and comprises a presentation by the student and questions posed by an examining committee Prerequisites: successful completion of all course work (required and electives) and successful completion of EDUC 8109, Comprehensive Examination: Research/Scholarly Portfolio

1. Is a course with similar content offered at other universities? Which ones? At what level?

    This course was developed by the Inter-University Doctoral Program Proposal Committee (a subcommittee of the Inter-university Committee on Teacher Education [ICTE]), in full consultation with all three schools or faculties of education at the three partnership universities. Each institution will offer the five required courses for the doctoral program on a rotating schedule, so identical courses exist at our partner institutions, at the same level, but will not be offered in competition with our offering of the course.

2. To what extent has this course proposal been discussed with other academic units? What
    was the response?

As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

3. Who will teach the course? How will this course offering be accommodated given existing teaching loads?
    There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure track faculty member in the School of Education. Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

4. Academic sessions in which the course will usually be offered
    After successful completion of all course work (required and electives) and successful completion of EDUC 8109, Comprehensive Examination: Research/Scholarly Portfolio

5. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.
    The following information on the course description for the Dissertation is taken verbatim from the MPHEC-approved doctoral proposal. This course has already been approved by all three university Senates.

    Overview: The doctoral research will be conceived and developed under the supervision of a dissertation supervisor and a Supervisory Committee. Normally, within six months after completing the comprehensive portfolio examination, candidates will submit a research proposal for the approval of the Supervisory Committee, the IDAC, and the IDGC. The research presented in the dissertation should constitute a substantial and original contribution to the study of education. The candidate must defend his or her dissertation at a final dissertation defense.

    Residency - Students completing the Dissertation will work independently, guided by their Dissertation Supervisory Committee. While many students will prefer to continue their studies on campus, at this stage, residency is not a requirement. Nevertheless, students are required to maintain frequent and continuous contact with their Committee. Students will be fully entitled to use the campus library, computing and other research resources to assist them at this stage of their degree. The three participating universities possess well-developed resources to support distance education. These resources can be used to support students conducting research in distant locales. It will be permissible, for instance, for students to attend a virtual dissertation *proposal* defense that can be conducted using teleconferencing technology. The final dissertation defense shall be conducted as a face-to-face meeting, however.

Dissertation Supervisory Committee

The Doctoral Program Coordinator will appoint a pro-tem (research) advisor for each student. Normally, this professor will be the doctoral dissertation supervisor. In consultation with the student, the pro-tem advisor will identify scholars to serve on the Dissertation Supervisory Committee and will secure the approval of committee members through the IDGC via the IDAC. The Committee will, as a rule, be fully constituted (approved by the IDGC) by June 30th of the first year of the program. An External committee member will be selected to partake in the Comprehensive Portfolio Examination. A *different* External committee member will be selected to partake in the Dissertation Final Oral Defense.

Proposal and Proposal Defense

Having completed the required course work and the comprehensive portfolio examination
described above and four semesters of residency, the candidate will be eligible to submit a dissertation proposal. This proposal must show evidence of strong research and scholarly promise, clearly identify the topic or area of the study within the context of literature in the field, and represent a significant and substantial contribution to the field of study. The proposal will be defended publicly normally within six months, but no more than one year, following the successful completion of the comprehensive portfolio. The following procedures will be followed for the proposal defense:

• The candidate will provide the Supervisory Committee with a copy of his or her proposal no less than three weeks before the proposal defense is scheduled.

• The proposal defense will be scheduled in consultation with the student and participating committee members. In collaboration with participating institutions, the IDAC will ensure that the student's university of record will post public notification of the defense two weeks prior to the date.

• At the defense, the candidate will present the proposal, answer questions from the Supervisory Committee, and discuss the implications of the research.

• Candidates will be informed as to whether the proposal has passed examination immediately following the proposal defense meeting. Within two weeks of the defense date, the IDAC will confirm in writing the outcome of the defense.

Final Dissertation Defense

Usually, candidates will defend their dissertation within two years after the comprehensive examination. The final defense of the completed dissertation will take place no later than five years after successful completion of the

comprehensive examination, unless an extension is granted by the IDGC and the candidate's University of Record. It will be permissible, for instance, for students to attend a virtual dissertation *proposal* defense that can be conducted using teleconferencing technology. The final dissertation defense shall be conducted as a face-to-face meeting, however.

The dissertation final defense will be completed according to the following guidelines:

• The dissertation final defense will not be scheduled unless the candidate is currently registered, has completed all academic and program requirements, and has paid all due fees.
• In consultation with the Supervisory Committee, the doctoral supervisor will recommend a list of suitable external examiners for the dissertation, people who are at arms length from the candidate (at least four names). While the External Examiner will usually be engaged in aligned research, he or she will not be known personally or professionally to the candidate, and must be from a university outside the Program. IDAC will rank order the examiners from this list and submit their selection for approval by the candidate's University of Record's Graduate Studies Office. The Office of Graduate Studies will contact the first examiner to arrange details of the examination. This process will continue until an examiner can be found who agrees to serve on the Committee. In the event that an examiner cannot be found, the Office of Graduate Studies will direct IDAC to contact the Supervisory Committee for another roster of examiners, and the process will begin again until someone can be identified.

• The External Examiner will serve as a third reader. He or she will read the near final draft of the Dissertation and send written approval to the Supervisory Committee that s/he feels it is ready for defense.

• If the External Examiner cannot provide this approval, s/he must prepare a written statement setting out pertinent issues perceived as shortcomings significant enough to delay the oral defense (i.e., weak theoretical underpinnings, misalignment between research methodology and research design, issues of rigour in method(s) and/or analysis protocols). The External Examiner's statement (which should be returned within one month of receiving the draft and will be added to the candidate's file) will be shared with the candidate who will work with their Committee to address the concerns, at which point the Dissertation will be sent back to the External Reviewer again.

• When the External Examiner has approved the thesis as ready for defense, the dissertation defense date will be scheduled in consultation with the candidate, participating committee members and the external examiner. Assisted by participating institutions, the IDAC will insure that the candidate's University of Record posts public notification of the dissertation defense two weeks prior to the date.

• The penultimate copy of the dissertation (already approved by the External Reviewer as ready for defense) will be submitted to each member of the candidate's Supervisory Committee a minimum of 30 working days before the proposed defense date for review and feedback. In the meantime, the External Examiner will be asked to prepare for his or her attendance at the Dissertation Defense Examination in person or via video or teleconference (using the rubric designed for this purpose).

• At the defense, candidates will present their dissertation and discuss the implications of their research. Candidates then will answer questions from the External Examiner, from the Supervisory Committee and, in closing, from the public gallery.

• In a private session immediately following the presentation and question period, the External Examiner and Supervisory Committee will decide on the acceptability of the dissertation. Candidates will be informed about the outcome of the dissertation defense immediately following the committee decision, on the same day. The IDGC will confirm this outcome in writing within two weeks of the defense date. The examiners will return with one of the following four assessments:

A. Unconditional pass
The external examiner and members of the Supervisory Committee, including the dissertation supervisor, sign a dissertation acceptance form. Candidate can submit dissertation to the Faculty of Graduate studies for printing without revision.

B. Conditional pass with minor revisions
The external examiner and members of the Supervisory Committee, *excluding* the dissertation supervisor, sign the dissertation acceptance form.

Candidate is required to complete minor revisions that do not require substantial alteration of the content, argument or implications of the thesis before submitting the dissertation to the Faculty of Graduate Studies for printing.

The dissertation supervisor will be entrusted to oversee the completion of these revisions and will withhold her/his signature from the dissertation acceptance form until the revisions identified at the defense are satisfactorily completed.

The candidate must normally complete all revisions within one month of the dissertation defense.

C. Conditional pass with major revisions
The external examiner signs the dissertation acceptance form but Supervisory Committee members and dissertation supervisor do not.

Candidate is required to complete major revisions that include alteration of the content, argument or implications of the thesis before submitting the dissertation to the Faculty of Graduate Studies for printing.

The Supervisory Committee will be entrusted to oversee the completion of these revisions and will withhold their signatures from the dissertation acceptance form until the revisions identified at the defense are finished.

The candidate must complete all revisions within one month of the dissertation defense.

D. Fail

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The external examiner and Supervisory Committee do not sign the dissertation approval form accepting the thesis.

The candidate is required to withdraw from the Ph.D. program and is not permitted to resubmit the dissertation for approval.

- •   Candidates will be notified in writing of completion of their dissertation and all doctoral study requirements within two weeks following their submission of a final and approved copy of their dissertation to library at their University of Record, according to the requirements for thesis submissions at that institution.

Proposed texts/readings for this course are not known at this time because the nature of the students' doctoral foci is not known, although students will engage with ideas housed in the six interrelated themes. The MSVU Library has rich holdings in these areas of educational studies.

6. Library
    Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question.

    Students will have access to the Novanet Library holdings through the two partner institutions; $10,000 has been dedicated from the doctoral budget for library acquisitions to add to current holdings.

11. Library Technology
     None.
     Computer Facilities: students will use their laptops in WIFI zones, including the library; faculty will use computer facilities normally available in classroom settings

New course proposal

EDUC 8013 - Foundations of Educational Inquiry
An examination of the purpose, process, nature,and ideals of education. Students engage with enduring educational philosophical and theoretical traditions and perspectives, the history of educational thought and the philosophy of education, in particular. A variety of foundational perspectives provide deeper understandings of the theoretical and methodological underpinnings of education. Coreq: EDUC 8023

Short title for transcripts: Foundations Educational Inquiry

1. Reasons for requesting the course.

    Doctoral students need to be aware of the influential philosophical positions and leading ideas in education, differing views of the potential and capacities of human beings, what counts as knowledge, and what knowledge is considered of most worthy and why. As educational studies proliferate and expand, doctoral students need to be cognizant of the foundational questions that are generated and questioned as a result of these shifting grounds. The study of foundations helps students pose and address the wide range of questions in the field (e.g., questions of educational policy, human development, curriculum theory). This course provides a platform for examining the ideals of education and for asking if the Western liberal rationalist tradition is still a justifiable approach to educational studies. This course differs from EDUC 8033, Contemporary Educational Theories, which extrapolates theories of learning and teaching from the philosophical foundations laid down in EDUC 8013.

    The anticipated pedagogical approach fosters a community of scholars, wherein doctoral students experience learning, writing and dialogues, in a reiterative format. A community of scholars approach respects a culture in which research and other forms of scholarship are clearly defined by class participants, valued by the shared learning community, supported appropriately, articulated clearly, and integrated into the accepted methods of the doctoral program.

2. Is a course with similar content offered at other universities? Which ones? At what level?

    This course was developed by the Inter-University Doctoral Program Proposal Committee (a subcommittee of the Inter-university Committee on Teacher Education [ICTE]), in full consultation with all three schools or faculties of education at the three partnership universities. Each institution will offer the five required courses for the doctoral program on a rotating schedule, so identical courses exist at our partner institutions, at the same level, but will not be offered in competition with our offering of the course.

3. To what extent has this course proposal been discussed with other academic units? What was the response?

   As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

4. Who will teach the course? How will this course offering be accommodated given existing teaching loads?

   There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure truck faculty member in the School of Education. Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

5. Academic sessions in which the course will usually be offered
   Intersession

6. Frequency of offering

   The course will be offered yearly at one of the three partner institutions.

7. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.
   As doctoral students engage with foundational issues they will appreciate that this course is literally the grounding of their doctoral studies in education.

   This course will focus on some of the most important and influential educational philosophers in Western culture (e.g., Plato, Aristotle, Aquinas, Kant, Locke, Rousseau). This part of the course emphasizes standard forms of philosophical reasoning and explores leading writings for their relevance to pedagogy and andragogy. Attention will then be directed to more contemporary philosophers of and in education (e.g., Dewey, Montessori, Bruner, Peters, Freire, Noddings, Warnock).

   In preparation for EDUC 8023 (Methodology) and EDUC 8033 (Theory), this course provides philosophical foundations in ontology (concepts of reality), epistemology (concepts of knowledge), and axiology (values and qualities). In addition, it begins students' development as writers of academic text (rhetoric and research reporting structures) as part of educational inquiry. The major philosophical discourses in the Anglo-American and Continental traditions considered in this course are central to doctoral work in educational studies.

As doctoral students gain critical familiarity with major movements, thinkers, issues and debates in the foundations of education, the focus questions for this course are: "What are the purposes, processes, and ideals of education?" "Who decides what counts as 'ideal'?" "Is a focus on ideals relevant in light of the communitarian critique of liberalism?" These questions will be considered from the perspective of a variety of thinkers chosen to represent the diversity of philosophical views influential in educational studies.

Proposed Texts: Because the readings about the foundations of educational inquiry are drawn from ancient and modern sources, no single textbook is appropriate for the course.

8. Library
   Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question.

   Students will have access to the Novanet Library holdings through the two partner institutions; $10,000 has been dedicated from the doctoral budget for library acquisitions to add to current holdings.

11. Library Technology
    None.
    Computer Facilities: students will use their laptops in WIFI zones, including the library; faculty will use computer facilities normally available in classroom settings

New course proposal

EDUC 8023 - Methodological Perspectives on Educational Research

An examination of the import of methodological paradigms in educational research (building on the foundations of educational inquiry). Students investigate: (a) ontological assumptions; (b) epistemological views; (c) the role of logic, sound evidence and justified beliefs; (d) axiology (values and biases); and, (e) rhetorical (research reporting structures) components of educational inquiry. Coreq: EDUC 8013.

1. Short title for transcripts: Methodological Perspectives

2. Reasons for requesting the course.

   Whereas EDUC 8013 (Foundations of Educational Inquiry) focused on the philosophical and foundational underpinnings of educational practice and research, EDUC 8023 examines a full array of different paradigmatic and methodological approaches to educational research. EDUC 8053 (Advanced Research Seminar: Focus on Methods) provides students with the technical expertise and procedures for conducting research. EDUC 8023 clarifies the differences between methodology (philosophy and ideology) and methods (techniques and procedures), leading to increased diversity of knowledge available to address educational issues.

   In order to be responsible educational scholars, doctoral students need to be cognizant of the methodological nuances that form the foundations of educational inquiry. To prepare students for independent research, this course engages students in a thorough study of the epistemological, ontological and axiological foundations of inquiry in the social sciences and in educational studies. This course sharpens students' capacities to critically understand, analyze, and influence educational issues, policies, and practices in order to improve education. Importantly, students gain a deep appreciation for the power of methodologies when conducting research, understood to be different from methods but intricately intertwined.

   The intent is to develop students' empirical, interpretive, normative, and critical perspectives on research about, for and through education. Doctoral students need to be able to apply critical judgement as they engage with educational research and its underlying assumptions and paradigms. Because educators tend to habitually draw on their existing knowledge base when evaluating and formulating educational practice, doctoral students in the area of educational studies need to become especially intellectually vigilant.

   The anticipated pedagogical approach fosters a community of scholars, wherein doctoral students experience learning, writing and dialogues, in a reiterative format. A community of scholars approach respects a culture in which research and other forms of scholarship are clearly defined by class participants, valued by

the shared learning community, supported appropriately, articulated clearly, and integrated into the accepted methods of the doctoral program.

3. Is a course with similar content offered at other universities? Which ones? At what level?

   This course was developed by the Inter-University Doctoral Program Proposal Committee (a subcommittee of the Inter-university Committee on Teacher Education [ICTE]), in full consultation with all three schools or faculties of education at the three partnership universities. Each institution will offer the five required courses for the doctoral program on a rotating schedule, so identical courses exist at our partner institutions, at the same level, but will not be offered in competition with our offering of the course.

4. To what extent has this course proposal been discussed with other academic units? What was the response?

   As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

5. Who will teach the course? How will this course offering be accommodated given existing teaching loads?

   There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure truck faculty member in the School of Education. Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

6. Academic sessions in which the course will usually be offered
   Intersession

7. Frequency of offering

   The course will be offered yearly at one of the three partner institutions.

8. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.
   This course prepares students to be scholars that understand different methodological approaches to research. The intent is to prepare students both to

read and understand educational research and to consider the implications for their own methodological choices, which inform specific methods and analytical approaches and resultant interpretation and application of results. The intellectual integrity, trustworthiness and diversity of educational studies scholarship depends on researchers accounting for the methodological (philosophical) underpinnings of their work. Doctoral students gain an appreciation that drawing on an array of methodological approaches ensures the diversity of the entire body of educational knowledge. To that end, the course surveys a wide range of paradigmatic and methodological approaches to research in educational studies, which may include, but is not limited to: critical feminist research, critical theory, post-structuralism, experimental/positivism, narrative/interpretive (hermeneutics), phenomenology, grounded theory, philosophical analysis, and arts-based inquiry.

This course considers a range of discourses on the nature of knowledge and inquiry that includes a detailed investigation of the *nature of research, knowledge and inquiry* in education. Each of the following are explored: the ontological assumptions of reality underlying educational research; epistemological views of what counts as knowledge; axiological orientations (the role of values and bias), logic orientations, and rhetorical orientations (research reporting structures). These are all key components of educational inquiry. Issues of qualitative and quantitative scholarship as well as positivistic and post-positivistic research paradigms and other orientations are an inherent part of the course.

This course addresses the foundational knowledge needed to understand and ethically conduct educational inquiry and research. The topics of study include methodologies in educational studies (part of the human sciences), the foundations of modern research strategies, and the general classes of research investigations in education, from the perspective of a range of educational thinkers. Building on master's level research literacy courses, this doctoral course reinforces how to paradigmatically understand and critically evaluate and responsibly conduct educational research.

9. Library
   Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question.

   Students will have access to the Novanet Library holdings through the two partner institutions; $10,000 has been dedicated from the doctoral budget for library acquisitions to add to current holdings.

11. Library Technology
    None.
    Computer Facilities: students will use their laptops in WIFI zones, including the library; faculty will use computer facilities normally available in classroom settings

New course proposal

EDUC 8033 - **Doctoral Seminar: Contemporary Educational Theory**
An exploration of how educational philosophy, research paradigms and theories are manifested in contemporary educational research debates and dialogues. Through an intensive examination of a range of theories that inform studies in education, students gain an advanced and comprehensive understanding of contemporary educational theory within the Canadian and international contexts.
Prereq: EDUC 8013, EDUC 8023: Coreq: EDUC 8043

1. Short title for transcripts: Contemporary Educ Theory

2. Reasons for requesting the course.

   This course provides a venue for discussions of theoretical orientations within the educational profession and discipline. Students will have already completed two related courses - EDUC 8013, the Foundations of Educational Research and EDUC 8023, the Methodological Perspectives on Educational Research (research paradigms). EDUC 8033 completes the conventional triad for study within any discipline - philosophy/foundations, research paradigms, and theoretical orientations.

   Students examine and critique the intellectual contributions of founding and leading educational theorists such as Dewey, Bloom and Freire to Hooks, Gardner and Apple. Educational theorists have influenced the course of education through their criticisms of existing practices and their suggestions of new approaches. Educational theories underpin teaching practice through grounding educators' actions and informing their evaluation of intentions, process and outcomes. In this course, students explore how the intellectual contributions of educational theorists are manifesting in contemporary educational contexts.

3. Is a course with similar content offered at other universities? Which ones? At what level?

   This course was developed by the Inter-University Doctoral Program Proposal Committee (a subcommittee of the Inter-university Committee on Teacher Education [ICTE]), in full consultation with all three schools or faculties of education at the three partnership universities. Each institution will offer the five required courses for the doctoral program on a rotating schedule, so identical courses exist at our partner institutions, at the same level, but will not be offered in competition with our offering of the course.

4. To what extent has this course proposal been discussed with other academic units? What was the response?

   As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

5. Who will teach the course? How will this course offering be accommodated given existing teaching loads?

   There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure truck faculty member in the School of Education.   Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

6. Academic sessions in which the course will usually be offered?
   Fall/Winter

7. Frequency of offering

   The course will be offered yearly at one of the three partner institutions.

8. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.

   This course considers a variety of educational theories from a critical perspective and examines how they impact curricula and educational practice. Students may investigate contemporary educational thought from a number of frameworks (appreciating that some of these labels are used to refer to all of philosophy, methodology and theory): traditionalism, progressivism, constructivism, (post)modernism, (post)structuralism, queer theory, feminism, critical pedagogy, phenomenology, interpretivism, neo-conservatism, psychology—child developmental theories, sociology of education, indigenous knowledge (or anti-colonial pedagogy), multicultural/anti-racist education, aesthetic and/or holistic education. Overall, students consider a range of contemporary approaches to educational theory and acquire an overview of the theoretical aspects of the field.

9. Library
   Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question.

   Students will have access to the Novanet Library holdings through the two partner institutions; $10,000 has been dedicated from the doctoral budget for library acquisitions to add to current holdings.

11. Library Technology
    None.
    Computer Facilities: students will use their laptops in WIFI zones, including the library; faculty will use computer facilities normally available in classroom settings

New course proposal

EDUC 8043 -- Focused Educational Studies
A focused exploration of research topics reflective of the current roster of doctoral students. In a seminar setting, individual students study the research and theoretical literature in the educational area(s) that background and inform their research interests.
Prereq: EDUC 8013 and EDUC 8023; Coreq: EDUC 8033

10. Short title for transcripts: Focused Educational Studies

11. Reasons for requesting the course.

    This doctoral seminar provides students an opportunity: (a) to gain the requisite reading and critical analysis skills to place their research interests in terms of the field of educational studies, (b) to refine their focus on their chosen research area, (c) to sharpen their capacities to critique their own and others' perspectives, and (d) to critically evaluate the theoretical and research literature in their area(s) of study.

12. Is a course with similar content offered at other universities? Which ones? At what level?

    This course was developed by the Inter-University Doctoral Program Proposal Committee (a subcommittee of the Inter-university Committee on Teacher Education [ICTE]), in full consultation with all three schools or faculties of education at the three partnership universities. Each institution will offer the five required courses for the doctoral program on a rotating schedule, so identical courses exist at our partner institutions, at the same level, but will not be offered in competition with our offering of the course.

13. To what extent has this course proposal been discussed with other academic units? What was the response?

    As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

14. Who will teach the course? How will this course offering be accommodated given existing teaching loads?

    There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure truck faculty member in the School of Education. Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

15. Academic sessions in which the course will usually be offered?
    Fall

16. Frequency of offering

    The course will be offered yearly at one of the three partner institutions.

17. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.

    In this course, students *focus* their individual efforts within their chosen area(s) of study: curriculum studies, literacies, lifelong learning, inclusive education, education foundations and leadership, and/or psychological aspects of education (see Section 2.2.3 of the doctoral proposal for an overview of the interrelated themes of doctoral studies for students in this Educational Studies program). Then, through collaborative sharing, reflection and dialogue, facilitated by the course instructor, participants share their intellectual insights with the class in a collaborative learning environment. Recurring conversations and sharing of individual learnings serve to situate each student's interests in a wider context thereby enabling him or her to understand and evaluate embedded theoretical assumptions. The course also facilitates their anticipation of, and responses to, critique and constructive criticism from others' perspectives. This shared learning is accomplished both through ongoing dialogue (lead by the course instructor, fellow participants or both) and through more formal, individual presentations of insights gained about respective research topics from focused studies. This course also provides students the opportunity to more deeply explore content-focussed material for their research topics.

    Proposed texts/readings for this course are not known at this time because the nature of the students' foci is not known, although students will engage with ideas housed in the six interrelated themes.

18. Library
    Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question. Students will have access to the Novanet Library holdings through the two partner institutions; $10,000 has been dedicated from the doctoral budget for library acquisitions to add to current holdings.

19. Library Technology
    What technological assistance, if any, will be required?
    None

New course proposal

EDUC 8053 - Advanced Research Seminar: Focus on Methods
Students gain detailed knowledge and technical expertise related to methods
appropriate to their research question(s), aligned with philosophical and
methodological orientations. Issues related to research design process are
addressed, as they differ from method to method. Prereqs: EDUC 8023 and
EDUC 8023

1. Short title for transcripts: Advanced Research Seminar

2. Reasons for requesting the course.

   The misuse of the term *methodology* obscures an important conceptual distinction
   between the tools of scientific investigation (properly *methods*) and the principles
   that determine how such tools are deployed and interpreted (*methodology*). To
   that end, this course differs from EDUC 8023, the *methodology* course, in that the
   former focuses on research paradigms and assumptions while EDUC 8053
   provides the methods, the techniques and procedures followed to conduct
   research. Methods (sampling, data collection, data analysis and results reporting)
   and the choice of intellectual tools (theories, conceptual frameworks, taxonomies
   and models) are informed by the educational philosophy and the research
   paradigm (methodology).

   Doctoral students need expertise in developing research designs and methods
   appropriate to their respective philosophical and methodological orientations, as
   well as to their specific research topics and questions. EDUC 8013 and 8023
   provide the philosophical and intellectual scaffolding for this course on methods.
   This course (EDUC 8053) is intended to aid doctoral students in developing
   theoretical research-specific expertise sufficient to support their dissertation
   research and any scholarship undertaken beyond their doctoral studies.

3. Is a course with similar content offered at other universities? Which ones? At
   what level?

   This course was developed by the Inter-University Doctoral Program Proposal
   Committee (a subcommittee of the Inter-university Committee on Teacher
   Education [ICTE]), in full consultation with all three schools or faculties of
   education at the three partnership universities. Each institution will offer the five
   required courses for the doctoral program on a rotating schedule, so identical
   courses exist at our partner institutions, at the same level, but will not be offered
   in competition with our offering of the course.

4. To what extent has this course proposal been discussed with other academic
   units? What was the response?

As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

5. Who will teach the course? How will this course offering be accommodated given existing teaching loads?

    There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure truck faculty member in the School of Education. Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

6. Academic sessions in which the course will usually be offered
    Winter

7. Frequency of offering

    The course will be offered yearly at one of the three partner institutions.

8. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.

    This course engages students in a detailed exploration of research methods appropriate to the philosophical/foundational and methodological orientation of *their* dissertation and the appropriateness of those methods to their topic and research question. Educational researchers need to consider (a) the circumstances of their study, and (b) the research questions they intend to study and why, and use these considerations as the guiding factors in deciding how they will design their research; that is, which methods should be applied. Once students are clear on which methodology they chose to embrace for a particular study, they formulate research questions shaped by the four respective axioms associated with the methodology they are employing, and tailor their research design accordingly.

    Course content focuses on identifying appropriate methods in alignment with respective research paradigms and methodologies, including positivistic/post positivistic, qualitative/quantitative and other approaches to labeling paradigms used for research. Each different method employs different sampling procedures, data collection and management techniques, data analysis and interpretation strategies, and results reporting protocols. The particular research paradigm dictates the criteria for intellectual rigour. While positivism uses validity and reliability as tests of rigour, post-positivistic research assumes a different posture. Those functioning in the latter paradigm strive for trustworthiness criteria instead of unbiased criteria: for credibility (instead of internal validity), transferability (instead of external validity), dependability (instead of reliability) and

confirmability (instead of objectivity). Authenticity criteria (fairness, ontological, educative, catalytic and tactical) become paramount when participants are involved in the research design. Through this course, doctoral students gain research design and method savviness, that they can carry with them into their post-doctoral experience educational practice.

9. Library
   Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question.

   Students will have access to the Novanet Library holdings through the two partner institutions; $10,000 has been dedicated from the doctoral budget for library acquisitions to add to current holdings.

11. Library Technology
    None.
    Computer Facilities: students will use their laptops in WIFI zones, including the library; faculty will use computer facilities normally available in classroom settings

New course proposal

EDUC 8063 and EDUC 8073 Special Topics Educational Studies
An exploration of a selected topic in educational studies to provide students with detailed knowledge and further preparation for advanced research.
Prereqs: EDUC 8013 and EDUC 8023

1. Short title for transcripts: Special Topics

2. Reasons for requesting the course.

    EDUC 8063 and EDUC 8073 focus on selected Special Topics in educational studies. They
    provide students with detailed knowledge and further preparation to undertake doctoral research in their particular topic. Normally, these courses would be offered when sufficient student numbers warrant a dedicated Special Topic course. Special Topics courses will be developed and delivered as students' needs are determined during the admission process and perhaps as opportunities allow (for example, visiting scholars).

    The administration of decisions about Special Topics courses will be coordinated by IDAC, comprising faculty members from all three institutions.. IDAC is responsible for approving all students' programs of study and in this process will be able to gain a sense of common areas of interest that could be attended to by a Special Topics course(s) (see next paragraph).

    In some instances, doctoral students may be advised, or choose, to gain access to a topic of special interest for their research by enrolling in an existing topic-related Master's course, augmented with doctoral level analysis and applications. In these instances, they would enrol in EDUC 8083 or 8093, *Independent Study*, on an individual or small group basis.

3. Is a course with similar content offered at other universities? Which ones? At what level?

    This course was developed by the Inter-University Doctoral Program Proposal Committee (a subcommittee of the Inter-university Committee on Teacher Education [ICTE]), in full consultation with all three schools or faculties of education at the three partnership universities. Each institution will offer the five required courses for the doctoral program on a rotating schedule, so identical courses exist at our partner institutions, at the same level, but will not be offered in competition with our offering of the course.

4. To what extent has this course proposal been discussed with other academic units? What was the response?

As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

5. Who will teach the course? How will this course offering be accommodated given existing teaching loads?

   There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure truck faculty member in the School of Education. Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

6. Academic sessions in which the course will usually be offered
   Fall / Winter

7. Frequency of offering

   The course will be offered yearly at one of the three partner institutions.

8. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.

   Special Topics courses are designed to provide flexibility in program delivery and to meet the specific research/intellectual needs of some doctoral students. They enable doctoral students to both (a) study topics in greater depth that are treated more briefly in another graduate course(s) and (b) study a topic not covered in another graduate course(s). They can reflect a student's or faculty member's special interest in a topic that is not part of a program's regular curricular offerings. They enable the doctoral program latitude in course offerings when confronted by special circumstances, or when a topic gains or loses currency. In addition, Special Topics graduate courses can be utilized to test new ventures or address a transition during a change in a graduate program's curriculum. They also provide rich opportunities to take advantage of full-time on-campus, part-time, Adjunct and visiting faculty's expertise.

   Proposed texts/readings for this course are not known at this time because the nature of the students' special topic foci is not known, although students will engage with ideas housed in the six interrelated themes.

9. Library
   Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question.

Students will have access to the Novanet Library holdings through the two partner institutions; $10,000 has been dedicated from the doctoral budget for library acquisitions to add to current holdings.

11. Library Technology
None.
Computer Facilities: students will use their laptops in WIFI zones, including the library; faculty will use computer facilities normally available in classroom settings

New course proposal

EDUC 8083 and 8093 – Independent Study

An Independent Study related to topics in educational studies. The curriculum for this course will be determined by the supervisor of the course in consultation with the student and other faculty members, as necessary. EDUC 8013 and EDUC 8023.

1. Short title for transcripts:　　　　　　　　Independent Study

2. Reasons for requesting the course.

   EDUC 8083 and 8093 enable students to pursue Independent Studies related to topics in educational studies, in particular theoretical or methodological areas of interest. These courses provide students with a means to acquire deeper or wider preparation for undertaking doctoral-level research in their topic area(s). As well, independent study courses provide students the opportunity to work independently of other learners (with close alignment with a particular professor's expertise) so as to gain focus and clarity on some aspect of their topic. These interests could involve foundations, methodology, theory, methods and/or focussed content/processes.

   In some instances, doctoral students may choose to gain access to a topic of special interest for their research by enrolling in an existing topic-related Master's course, augmented with doctoral level analysis and applications. In these instances, they would enrol in EDUC 8083 or 8093, Independent Study, on an individual or small group basis.

3. Is a course with similar content offered at other universities? Which ones? At what level?

   This course was developed by the Inter-University Doctoral Program Proposal Committee (a subcommittee of the Inter-university Committee on Teacher Education [ICTE]), in full consultation with all three schools or faculties of education at the three partnership universities. Each institution will offer the five required courses for the doctoral program on a rotating schedule, so identical courses exist at our partner institutions, at the same level, but will not be offered in competition with our offering of the course.

4. To what extent has this course proposal been discussed with other academic units? What was the response?

   As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

5. Who will teach the course? How will this course offering be accommodated given existing teaching loads?

There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure truck faculty member in the School of Education. Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

6. Academic sessions in which the course will usually be offered
   Fall / Winter

7. Frequency of offering

   The course will be offered yearly at one of the three partner institutions.

8. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.

   By its very nature, it is not possible to provide a course outline for an Independent Study course. This learning arrangement will be formalized and negotiated by the professor in consultation with the student. Each independent study plan will include a course title, description and evaluation scheme.

   These courses are called *independent* because the doctoral student is undertaking studies as an independent scholar, understood to mean self-governing, self-disciplined and self-sufficient. Such courses tend to be uniquely designed by the student to meet his or her research interests. Students take the initiative for deeper and/or wider engagement in material that they cannot or did not receive in a regularly scheduled class(es).

   The normal process involves extensive up-front consultation with the professor(s) with the student working mainly on his or her own, respecting the concept of independent. Normally, the professor does not hold regular classes; rather, the professor is *available* to the student for consultation, with the student teaching him or herself. This is a flexible guideline knowing that some professors prefer to be more involved with independent studies than do others, and some students need or prefer more contact with the professor(s). Periodic check-ins can be prearranged. Academic work can be submitted at the end of the term, or the student may arrange to complete a number of different learning activities, and pass each in as it is completed.

   Sometimes one independent study may be completed by two or three students, using different course numbers. Each student in this multi-student arrangement would complete separate, independent work but around a similar topic of interest. Together, students would create intellectual fusion working with each other but undertake different learning activities around the same topic of interest. It can be a very rich learning experience. If the professor is leading a reading group for the

course, then obviously the professor has to meet with the students. There may or may not be regular class hours.

Proposed Texts/ Short Bibliography

Proposed readings for this course are not known at this time because the nature of the specific Independent Study is not known, although students will engage with ideas housed in the six interrelated themes.

9. Library
Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question.

The nature of the Independent Study is not known at this time. Obviously, library holdings will be considered when designing Independent Study course offerings. Many periodicals that might be needed for these courses are available via Google Scholar and librarian consortiums.

11. Library Technology
None.
Computer Facilities: students will use their laptops in WIFI zones, including the library; faculty will use computer facilities normally available in classroom settings

New course proposal

EDUC 8109 - Comprehensive Examination: Research/Scholarly Portfolio
Develop and orally defend an extensive scholarly portfolio demonstrating
sufficient breadth, depth, creativity and engagement to undertake substantive
research in the field. Comprising 10-15 artifacts, students will demonstrate
knowledge and competence in each of five areas: general, in-depth, research,
professional and collegial, and teaching and instruction (graded Pass/Fail).

1. Short title for transcripts: Comprehensive Examination

2. Reasons for requesting the course.

   In lieu of the traditional Comprehensive Exam for doctoral students, MPHEC
   approved a Comprehensive Portfolio, which is orally defended before formally
   registering in EDUC 899Z, Dissertation. The purpose of the Comprehensive
   Portfolio is to have students document how they have developed their research
   and teaching skills through their experiences in the educational studies doctoral
   program. Students must demonstrate their ability to synthesize prior and emerging
   knowledge into a substantive conceptual and methodological awareness that will
   enable them to succeed with doctoral work. Students will demonstrate advanced
   professional and intellectual proficiencies as well as depth and breadth of
   knowledge about the field and about educational studies. A clear research
   trajectory should be evident. They integrate the knowledge they obtained from
   their courses and other experiences into the materials contained in the portfolio.

   The student will not begin his or her dissertation until the portfolio requirement
   has been completed successfully (contents, written rationale and oral defense),
   thereby demonstrating his or her potential as a scholar through the completion of
   authentic learning experiences and tasks. The portfolio serves as a vehicle for the
   student to demonstrate that she or he has the requisite written, reading and critical
   intellectual ability to successfully pursue the PhD; it is, in effect, a qualifying
   portfolio. The comprehensive portfolio examination provides students with an
   opportunity to demonstrate the extent to which they have synthesized prior and
   emerging knowledge into a substantive conceptual, methodological and analytical
   awareness, which enables them to successfully undertake and complete a research
   study that contributes to and extends scholarship within their academic discipline.

   Seven principles informed the design of the Comprehensive Portfolio and
   examination course (Cobia et al., 2005)1. These principles include the desire for:
   (1) comprehensive evaluations, including both formative and summative methods;
   (2) active involvement of students in decision-making; (3) strong links to
   knowledge-skills-attitudes necessary to be a successful educational researcher and
   leader; (4) flexibility to allow incorporation of emerging professional trends; (5)
   an emphasis on using the evaluation process as a learning tool that provides
   students the (6) opportunities to reflect on and actively influence their own
   learning and that of their community of learners; and, (7) the production of
   meaningful data that might be used to determine the extent to which the program

goals are being met and to guide revision of the program (commensurate with the evergreening principle of the doctoral program).

Table 1 - Overview of 7 Credit Ph.D. Program (may exceed 7 credits if deemed necessary)

Year One (14 months) Supervisory Committee will be constituted by June 30th of the first year. Courses will rotate between universities and will be offered live and concurrently via the inter-university Distance e-Learning Platforms				Entire degree must be completed within 6 years
Summer **Seminar One** *(July start date)*	**Fall Semester**	**Winter Semester**	**Summer** **Seminar Two**	**GEDU 9100** Dissertation and Oral Defense (Pass/Fail) *3 credits*
GEDU 9001 Foundations of Educational Inquiry *.5 credit*	**GEDU 9003** Contemporary Educational Theory *.5 credit*		**GEDU 9010** *1.5 credits* Portfolio and Proposal Workshop	
GEDU 9002 Methodological Perspectives on Educational Research *.5 credit*	**GEDU 9004** Focused Educational Studies *.5 credit*	**GEDU 9005** Focus on Methods *.5 credit*	*Students must submit portfolio for examination by July 1st*	
At time of admission, it will be determined if candidate needs elective courses:			*Comprehensive Portfolio Examination*	
	GEDU 9006 Special Topics or **GEDU 9007** Independent Study *1x.5 credit*	**GEDU 9008** Special Topics or **GEDU 9009** Independent Study *1x.5 credit*	*Proposal Development Workshop* *Have 12 months after Portfolio Exam to prepare and successfully defend Proposal*	
GEDU 9010 *Assembly* of Comprehensive Research/Scholarly Portfolio (in consultation with Supervisor and Supervisory Committee)				

Prerequisites: The doctoral program is designed so that students complete the first five required 18 credits (EDUC 8013, 8023, 8033, 8043 and 8053) and any additional special topics and/or independent studies (EDUC 8063/ 8073 and 8083/ 8093) while generating the contents of their portfolio. The work for this course begins at the time of admission and is completed by the end of the second summer of the doctoral program. Students engage in the work for this course over a span of 12 months (four semesters) (see Table 1). In essence, the 18 credits of the aforementioned concurrent courses are co-requisites for EDUC 8109 (meaning they work in concert with each other but are not pre-requisites). Students must submit their Portfolio for examination by July 1st of the second summer and successfully defend it in order to receive the 9 credits.

3. Is a course with similar content offered at other universities? Which ones? At what level?

   This course was developed by the Inter-University Doctoral Program Proposal Committee (a subcommittee of the Inter-university Committee on Teacher Education [ICTE]), in full consultation with all three schools or faculties of education at the three partnership universities. Each institution will offer the five required courses for the doctoral program on a rotating schedule, so identical courses exist at our partner institutions, at the same level, but will not be offered in competition with our offering of the course.

4. To what extent has this course proposal been discussed with other academic units? What was the response?

   As part of the approval process for the doctoral program a description of this course was presented to the Faculty of Professional Studies and the Acadia University Senate and was approved in those contexts.

5. Who will teach the course? How will this course offering be accommodated given existing teaching loads?

   There is a pool of over 50 faculty members in the tri-university partnership for this doctoral program. Approximately 20 faculty members among the three universities work specifically in the areas of contemporary educational theories. In the provincial budget transfer for the Ph.D. program, already approved, is provision for an additional tenure track faculty member in the School of Education. Currently we have 8 faculty members prepared to participate in the offering of the Ph.D. Program.

6. Academic sessions in which the course will usually be offered
   After successful completion of all course work (required and electives) and successful completion of EDUC 8109, Comprehensive Examination: Research/Scholarly Portfolio

7. Briefly describe the course (teaching format, evaluation, and texts) or attach course outline.

The following information on the course description is taken verbatim from the MPHEC-approved doctoral proposal. The protocol and procedures for this course have already been approved by all three university Senates.

Overview: Throughout the first four semesters of their program, students will assemble a scholarly portfolio that they will submit for examination by their Supervisory Committee before undertaking their dissertation work. Students will compile the elements of this portfolio in negotiation with their supervisor and under the auspices of their Supervisory Committee. Before the end of their second summer, each student will be required to present their portfolio to their Supervisory Committee

for examination. The portfolio may include scholarly papers, research grant submissions, evidence of data analysis, methodological essays, among other pieces of work (see list below). At least half of the artefacts included in the proposal will be generated outside of the context of course work (conference papers, applications for research grants, community-based research initiatives, art installations, dramatic or musical performances, literary works, et cetera).

Students will gather artefacts produced in the first four semesters of the program to demonstrate competence in five principal areas (see Table 2). All elements of the portfolio will be Initiated and completed as part of the doctoral program (work completed prior to the commencement of the program is ineligible). Normally, students will include two or three items from each of the five areas, to a minimum of 10 and a maximum of 15 items (see Table 2).

General Knowledge	In-Depth Knowledge	Research Knowledge and Competencies	Professional and Collegial Competencies	Teaching and Instructional Competencies
broad familiarity with understanding of prominent social scientific and educational theoretical traditions and trends related to educational studies	thorough and detailed knowledge of a range of issues in their specific doctoral focus area (theme(s))	demonstrate research competence and critical analysis of current research and methodological issues	demonstrate a range of professional competencies that will enhance active professional engagement	range of teaching competencies demonstrative of readiness to assume the role of teacher and mentor in academia and other educational/training contexts

Table 2 Five general areas of knowledge and competencies for portfolio

General Knowledge:
Students will be required to demonstrate a broad understanding of prominent social scientific and educational theoretical traditions and trends. Students will include artifacts that demonstrate their wide-ranging familiarity with theories related to educational studies. While specific artifacts will be determined in consultation with the supervisory committee, examples of items in this area might include:
• Article for peer review surveying general trends or themes in educational studies
• Scholarly working paper demonstrating broad historical and conceptual knowledge
• Wide-ranging literature review surveying a significant issue or movement in the social sciences or education
• Conference attendance review
• Annotated bibliography on a broad conceptual topic
• Field/travel report

• Evidence of original/creative contribution to research in the field
• Comprehensive conference paper

In-Depth Knowledge:
Students will demonstrate an in-depth knowledge of a range of issues in their specific doctoral focus area. While specific artifacts will be determined in consultation with the supervisory committee, examples of items in this area might include:
• Article for peer review focused on field of study
• In-depth scholarly working paper focused on field of study
• Literature review leading towards preparation of dissertation proposal
• Annotated bibliography on specific research topic
• Art installation
• Evidence of original/creative contribution to research in the field
• Focused conference paper

Research Knowledge and Competencies:
Students will demonstrate research competence and critical analysis of current research and methodological issues. While specific artifacts will be determined in consultation with the supervisory committee, examples of items in this area might include:
• Review of literature related to issues in research
• Scholarly article on methodological issue
• Submission for ethics review
• Data analysis, including consideration of methodological issues
• Annotated bibliography related to issues in research
• Evidence of original/creative contribution to research in the field

Professional and Collegial Competencies:
To help prepare students for active professional engagement, they will demonstrate a range of professional competencies. While specific artifacts will be determined in consultation with the supervisory committee, examples of items in this area might include:
• Curriculum Vitae
• Proposal for funding to recognized granting council
• Article, essay, or book assessment or review
• Draft of scholarly article for submission
• Conference paper/participation
• Art or performance adjudication
• Evidence of significant support to professional organization
• Evidence of significant contribution to community-based organization

Teaching and Instructional Competencies:
To ensure that students will be prepared to assume the role of teacher and mentor in academia and other educational/training contexts, students will demonstrate a range of teaching competencies. While specific artifacts will be determined in consultation with the supervisory committee, examples of items in this area might include:
• Evidence of undergraduate or graduate teaching

• Academic seminar presentation
• Theatre in education performance
• Arts-based instruction
• Evidence of curriculum development, needs assessment or program evaluation
• Evidence of community teaching, training, tutoring or mentoring

In-Progress Assessment of the Portfolio

The portfolio will be a central organizing feature of the doctoral student's experience and will be developed during course work, before (perhaps during) writing the proposal and before the dissertation. To maintain relevancy and rigour, and to ensure that the exercise aids students in demonstrating readiness to undertake PhD work, both the student and the evaluator(s) will complete an in-progress (formative) assessment of the progress being made on the portfolio, using a form designed for this purpose by the IDAC. This assessment will confirm the providence (originality) of each artifact and help them come to an agreement about the degree of progress to date: (a) exceeds expectations, (b) meets expectations but criteria set out in grading rubric (see below) have to be addressed for some artifacts, or (c) approaching expectations (incomplete or low caliber work). All parties will agree and sign off on what artifacts need further work, what else needs to be done and which ones are complete. This form will be filed with the institutional Doctoral Program Coordinator and entered into the student's file.

Preparing the Portfolio for Submission and Defense

Written Rationale for Portfolio Collection
Along with the In-Progress evaluation form (see above), and the 10-15 knowledge artifacts required for the Portfolio, the student will include a 4,000 word narrative setting out the rationale for how and what material were selected for inclusion in the Comprehensive Portfolio. The narrative will include:

• a summary of the contents of the portfolio (artifacts should be labelled or otherwise identified) and a rationale for the organization,
• a statement of how each artifact meets the five competency areas as set out in Table 2,
• a statement of the student's role in preparing the artifact (individual or multi-authored),
• a statement of the program objective(s) that are being met by each artifact,
• a statement setting out the intellectual synergy reflected in the collection, and
• a reflective statement about the process and how the activities/contents address the student's research goals and professional development goals.

Media for Submission
The medium or media used to submit the Portfolio will depend on the nature of its contents (respecting many ways of knowing and sharing knowledge). It may be presented in a conventional form, such as a binder, but non-traditional venues will also be accepted (art installations, drama, videos, pod casts, and other technologies).

Whatever form the portfolio takes, the exhibits must demonstrate that the student is fulfilling the objectives of the doctoral program (see Table 2).

Submitting the Portfolio

Once the Portfolio has been constructed, the student will submit copies to all Dissertation Committee members and request that they review it over the next few weeks, in preparation for the oral defense. Working through the IDAC, the student and the Committee will arrange a convenient meeting time. Copies of relevant evaluation rubrics and outcomes will be distributed with the Portfolio. Should any Committee member wish the student to revise or address concerns (prior to the Oral), these concerns shall be communicated in writing to the student no later than three weeks prior to the Oral, to enable the student to address them, if the student deems it prudent to do so. Should the student wish to revise or add additional material, they shall undertake these tasks no later than two weeks prior to the Oral Defense, to allow sufficient time for the Committee to review the new material. As well, the 4000 word Narrative described previously will be revised to reflect the changes and then shared with the Committee when the revisions or changes are submitted.

Portfolio Examination Process2

At the defense, the student will present publicly the contents of his or her portfolio to members of the Supervisory Committee, the External Examiner and fellow graduate students during the summer seminar. The student will share relevant information pertaining to the portfolio's content; the examiners will have an opportunity to discuss points of interest with the student. In a private session immediately following the presentation and question period, the External Examiner and Supervisory Committee will decide on the acceptability of the Portfolio defense, using the Rubric designed for this purpose. Students will be informed about the outcome of the Portfolio examination immediately following the Committee decision, on the same day. The IDGC will confirm this outcome in writing within two weeks of the defense date, and the letter will be added to the file and sent to the student.

Mode of Participation during Oral Defense
Parties to the portfolio defense may participate in person or via video or teleconference, if circumstances warrant.

Expectations for Attendance of other doctoral students at the Oral
It will be important that doctoral students in the program make all efforts to attend one another's oral examinations in order to provide mutual support, to benefit from knowledge sharing, and in order to prepare them for what to expect in their own oral examination. Typically, the Doctoral Program Administrative Assistant to the IDAC will post notices via Moodle or email to notify doctoral students when and where a Comprehensive Portfolio examination is taking place.

Grading the Portfolio

The portfolio will be graded as a Pass or Fail, using a rubric designed to evaluate the contents and defense of the portfolio. If the portfolio scores below 3 on a scale of 1-5, the student will be deemed to have failed. This rubric will be developed by IDAC (for approval by the IDGC) and will employ some combination of the following (or additional) criteria, with an attendant performance level scale:

1. contents and scope (contains all required material, especially 2-3 items in each of the fiveareas set out in Table 2);
2. choice of artifacts (collection represents evidence of intellectual progress);
3. relevance (artifacts reflect competency in five areas as set out in Table 2);
4. depth (student's academic stance is supported by rich analysis);
5. academic rigor (meet student outcomes);
6. accuracy (clarity and rigor when using concepts, principles and theories);
7. coherence of organization (logic used to arrange the collection and make intellectual connections);
8. quality of oral presentation (audience engagement and ability to field questions); and,
9. writing mechanics/technical (spelling, grammar or punctuation errors).

Proposed texts/readings for this course are not known at this time because the nature of the specific artifacts in respective students' portfolio is not known, although students will engage with ideas housed in the six interrelated themes.

8. Library

Are current library holdings able to support this course? Indicate additional requirements. Please consult your Faculty librarian when completing this question.

Students will have access to the Novanet Library holdings through the two partner institutions; $10,000 has been dedicated from the doctoral budget for library acquisitions to add to current holdings.

11. Library Technology

None.

Computer Facilities: students will use their laptops in WIFI zones, including the library; faculty will use computer facilities in their offices and in the classroom assigned for the defense. Video conferencing may be necessary for the defense.