

A meeting of the Senate of Acadia University occurred on Monday, 12 December 2011 beginning at 4:00 p.m. with Chair Donna Seamone presiding and 42 present.

- 1) Approval of Agenda
It was moved by J. Eustace and seconded by J. Best *that the agenda be approved.*

MOTION CARRIED.
- 2) Minutes of the Meeting of
14 November 2011
It was moved by B. Anderson and seconded by J. Hennessy *that the minutes of Monday, 14 November 2011 be approved as distributed.*

MOTION CARRIED.
- 3) Announcements
 - a) From the Chair of Senate
Regrets were received from W. Brackney, H. Hemming, K. Power, and M. Snyder.
 - b) From the President and Vice-Chancellor
President Ivany reported that the MOU is likely to be signed by the end of the year. Funding decisions have been removed from the MOU, so the main focus of the agreement has become a description of the process that will transpire over the next three years. Issues to be addressed include a new funding formula and a review of the tuition policy. For 2012-2013, a 3%-4% reduction in the operating grant is expected. Government has indicated a willingness to provide within the MOU an innovation fund to support the cost savings initiatives that institutions are undertaking.
 - c) From the Vice President Academic
G. Whitehall pointed out that Senate passed a motion last year that the budget of the academic sector be presented to Senate by the Vice President Academic. He asked why this had taken place at town hall meetings this fall and not at Senate. T. Herman responded that budget information had been presented at town hall meetings in order to make the information available as widely as possible, however, it could certainly be presented to Senate as well. A. Quéma noted that the time of year when budget information will be presented should be determined.
- 4) Brought Forward from
11 October 2011
 - a) Update: Academic Program Review Committee - Prioritized Recommendations
T. Herman reported that Senate Executive, at its 28 November 2011 meeting, decided to refer this issue to the Academic Program Review Committee. It is on the agenda for the next APRC meeting, to be reported back to Senate.
 - i. Ivan Curry School of Engineering
 - b) Senate Committee Annual Reports
 - i. Academic Program
(**APPENDIX A**) T. Herman listed the updates made to the Academic Program Review Committee Annual Report for 2010-2011:

Review Committee
(Updated)

- Women's and Gender Studies: wording changed to read "Date of review to be determined after APRC updates the schedule for upcoming reviews".
- History and Classics: added to the report after it was inadvertently omitted.

In response to a question from H. Kitchin, T. Herman pointed out that the work of the APRC, as well as that of the TTTCAC, is essential in spite of the current economic climate. Ensuring that programs are well managed, and addressing challenges that programs face, are perhaps even more important in times of scarce resources. As a result of some reviews, there have been innovative approaches that can save resources and improve programs. The cost per review is approximately \$5,000.

B. Jessome pointed out the lack of student representation on the APRC. T. Herman agreed to explore this.

In response to a question from V. Zamlynny, T. Herman reported that the APRC is addressing the issue of timelines for program reviews and hoped to have an answer shortly, depending on when the committee will next be able to meet.

R. Murphy mentioned that Kinesiology recently completed an external review, and suggested linking such reviews with those of the APRC. T. Herman agreed and pointed out that this has been done with other reviews in the past.

In response to a question from D. Holmberg, T. Herman reported that the APRC is awaiting an update on the Psychology report for the two-year follow-up. He added that the reviews for Economics, Philosophy and Political Science were postponed; dates to be determined after the APRC updates the schedule for upcoming reviews. He pointed out that the current APRC Annual Report is for 2010-2011.

5) Business Arising from 14
November 2011

a) Election: New Chair of
Senate

M. Corbett, Chair of the Nominating Committee, reported that a call for nominations for the position of Chair of Senate had been issued to all Senators and all faculty. This is a six-month replacement position commencing 31 December 2011 until 30 June 2012. On behalf of the Nominating Committee, M. Corbett put forward two nominations. The Chair called three times for further nominations from the floor. No additional nominations were forthcoming. An election was held and D. Holmberg was elected to the position.

A. Quéma pointed out that last year, it was suggested that nominees be invited to provide a statement outlining their interest in and experience for the position. The Chair responded that this had not been done in this case, and noted that this should be done at upcoming elections.

The Chair of the Nominating Committee was asked to call elections for the position of Deputy Chair, as well as for a Science Faculty Senator for the Senate Committee for Students with Disabilities that Affect Learning to replace D. Holmberg. A replacement will also be required for D. Holmberg as the FPAS representative on the Academic Planning and Priorities Committee, and as FPAS Senator.

- b) Motion from
Dr. John Eustace,
Associate Professor,
English and Theatre

It was moved by J. Eustace and seconded by R. Cunningham *that the President and Vice President Academic advocate to the Board of Governors for the revitalization of the academic sector and take appropriate measures to guard against the academic sector's deprioritization and diminution in the overall Acadia budget.*

J. Eustace explained that this motion was the result of many concerns expressed by colleagues and students in recent months. This is the second year of a four year agreement between the Board of Governors and AUFA, in which it was agreed that vacancies that occur during the term of the agreement may be left unfilled for the duration of the agreement. The perception is that the decision not to replace faculty when they retire is having a deleterious effect on the academic sector. Programs of all sizes are severely stressed and many people are of the opinion that the academic health of the university is being compromised by the current budgetary allocations. Although all are aware of the budgetary restraints at Acadia and acknowledge that it will take some time to become financially sustainable, care must be taken to preserve the academic integrity of the institution. The motion is a statement by Senate, the body responsible for defending academic integrity and academic health, about the importance of budgeting for the academic sector. He expressed the hope that, as part of the discussion of the motion, other faculty members, students, and community members would register their perceptions of the academic health of the institution so that the various and specific concerns they had about the institution's academic health would be recorded in the (published) minutes.

R. Cunningham spoke in favour of the motion. Although he would not expect the President and Vice President Academic to do otherwise, he saw the motion as an encouragement to the Board to remember that we are not a business, and that making a profit is not more important than delivering an education.

T. Herman reported that, although there was no question that the quality of the education we offer is absolutely key, he would vote against the motion, as no one on the Board would disagree. He expressed three points:

1. The delivery of high quality educational programs is essential, but programs must also be sustainable.
2. There is no evidence of the academic sector's deprioritization and diminution in the overall Acadia budget. On the contrary, data from the past decade show that the proportion of the budget that has been allocated to instruction has increased steadily, in particular over the last four years, and is substantially higher than it was five years or a decade ago. He acknowledged that academic programs are stressed and that faculty are feeling the impact of decreasing resources and increasing enrolment. Data presented at the December 1 town hall meetings, however, show that although student-faculty ratios have increased over the past year, the actual ratios in most units are lower or in some cases on par compared to a decade ago.
3. Decisions concerning the allocation of academic resources are made by the Vice President Academic's office.

R. Cunningham clarified that the motion states that we should guard against the deprioritization and diminution of the academic sector, not that this has been the case in recent history.

President Ivany was supportive of the sentiments underlying the motion, but not supportive of the motion as the issue is one for discussion by Senate, the Vice President Academic, the President and others. He noted that the Board's

goal is not to produce a profit, but to secure a financially sustainable base in order that the academic integrity of the institution can be preserved. A free and open dialogue based on the data analyses may result in a motion with less ambiguity. President Ivany believed the general thrust of the current motion is already addressed on an ongoing basis.

W. Slights spoke in favour of the motion as a reminder to all that the academic sector is the priority.

A. Quéma asked for clarification of what we see as the deprioritization and diminution of the academic sector, and what would contribute to a revitalization of the academic sector.

J. Eustace chose to not use his second opportunity to speak to the motion to answer this question.

B. Jessome also asked for clarification of the motion in terms of what was meant by revitalization and which measures the Board could take to guard against deprioritization and diminution.

The Chair pointed out that if the wording of the motion was deemed inadequate, an amendment to the motion would be required.

B. Jessome noted that it was his experience that the importance of the academic sector is very much on the Board's radar, and that actionables would make it easier to come to decisions.

G. Phillips spoke against the motion. As a representative of the Board on Senate, she noted that the academic sector is front and centre in many Board discussions. The Board has asked its representatives on Senate to provide regular updates on what goes on at Senate. She expressed a wish for more information, perhaps in the form of data as detailed by T. Herman.

P. Doerr pointed out that it is customary to have a paragraph at the beginning of a motion in which the problem is stated, with the "resolved" section at the end in which a solution is proposed. This custom seems not to have been followed in recent years, which has resulted in a series of confusing motions. He strongly supported the spirit of the motion, but urged J. Eustace to consider withdrawing and rewriting it.

S. MacDougall agreed with B. Jessome's comments, and believed that the Board does not need to be told that they need to guard against the academic sector's deprioritization and diminution. She stated that we are not trying to make a profit, we are trying to stop making losses. She suggested that the academic sector create an academic plan to provide guidance to the Board and Administration.

J. Hennessy spoke in favour of the motion and commented on the "Acadia economy", the practice whereby units are allocated operating budgets every year, part of which goes to revenue generating events, e.g. campus events, and represents a loss of a portion of the academic budget provided to the unit. Although not part of the motion, he stated that this relates to not allowing funding to the academic sector to slip.

G. Whitehall spoke in favour of the motion for three reasons:

1. As a reminder to stiffen the resolve to commit to the academic sector.
2. To help direct making choices.

3. As a context for debates on campus.

He expressed concern about the impact of retirements in Political Science on the program and on the human resources during the two years of cuts in the operating budget. The MOU in the 13th Collective Agreement states that vacancies that occur during the term of the agreement may be left unfilled. The academic sector has been asked to take up more work and additional responsibilities and has done so with fewer resources. He was of the opinion that it is incumbent upon Senate to indicate to the Board through the President and Vice President Academic that a change in direction is necessary in order to have a fully functioning university. The Town Hall data will enable Senate to have a broad debate about priorities. He stated that choices the university has to make as a whole should be based on how to maintain the academic sector.

D. Holmberg spoke in favour of the motion, noting that if the Board is already guarding against the academic sector's deprioritization and diminution, it should carry on. She agreed with S. MacDougall's comment that a plan is needed.

G. Poulter spoke in favour of the motion, seeing no harm in reiterating Senate's concerns to the Board. To her, revitalization of the academic sector meant revitalizing courses. She expressed concern about overloading faculty in terms of teaching and committee work, and increasing class sizes.

E. Cochrane noted that students feel the impact of the cuts as well, and expressed concern that increasing class sizes and the expectation of students to not get a full course load will impact enrolment. As a member of the Curriculum Committee, she noticed that about two-thirds of submissions concerned cutting or changing courses due to lack of funding and individuals to teach courses. She supported the motion, and stressed the importance of reiterating to the Board that Senate, as well as students, see this as an important issue.

In response to a question from B. Jessome whether the motion is a directive, J. Eustace pointed out that it is a statement of principle.

J. Whidden spoke in favour of the motion. He noted that Acadia received assistance when financial difficulties were encountered in 1850, the 1980s, the 1930s, and the 1950s, and that assistance may once again be available. He stressed that if Acadia's academic integrity were to be destroyed, it would never be able to get it back.

R. Cunningham was of the opinion that specific recommendations to the Board would be out of balance as it is not Senate's job to tell the Board what to do on the business side. To him, supporting the motion meant supporting the academic mission of the university, and expressing to the Board Senate's concern about the academic integrity of Acadia.

P. Williams found the motion to be confusing, in that revitalization of the academic sector implies that the academic sector is being devitalized. According to data from the Vice President Academic, however, more is being spent on the academic sector now as a percentage of our budget than in the past. He noted that the motion in its current form would not be useful to the Board, and preferred to make a more useful motion based on data on enrolment, class size, number of courses offered, etc.

It was moved by P. Williams and seconded by B. Jessome *that J. Eustace's motion be tabled until adequate information to continue the debate is presented at Senate (at its January meeting).*

A. Quéma supported P. Williams's motion, stating that although she was fully supportive of the principle of J. Eustace's motion, she would prefer a more concrete discussion based on data.

B. Jessome supported the motion to delay the discussion, and reiterated that more concrete information was needed.

R. Cunningham spoke against the motion to delay, stating that no data would convince him to not support the academic sector.

D. Holmberg did not support the motion to delay, stating that if J. Eustace's motion is a directive to carry on with what is already being done, then it is not a problem to support the motion now; if more needs to be done, then the principle to support the academic sector is an important one.

J. Whidden spoke against the motion to delay, stating that, although he would be interested to see a complete financial breakdown, he saw the original motion as a matter of principle.

G. Whitehall stated that although he would not have a problem with a delay, he would vote against P. Williams's motion. He regarded J. Eustace's motion as an opportunity for the President and Vice President Academic to move forward.

S. MacDougall supported the motion to delay in order to have more information available to come up with solutions.

G. Poulter was against a delay. She noted that if data and concrete suggestions were to be provided at the January meeting, we could have another discussion.

A. Quéma spoke in favour of the motion to delay in order to establish a strategy.

A. Smith supported the original motion in principle, but would welcome data at the January meeting.

H. Kitchin would vote against a delay, stating that if the President and Vice President Academic were already advocating for the academic sector, there was no reason for them not to continue to do so. Once more data are made available, the discussion could be continued.

J. Hennessy did not support the motion to delay. He stated that the main idea of the original motion is that Senate makes a resolution expressing its concern about the academic sector.

V. Zamlynny supported the spirit of the original motion, but preferred to base his decision on data.

B. Latta was against a delay and in favour of the original motion.

The Chair called for a vote.

MOTION TO DELAY DEFEATED.

Further discussion of the original motion:

H. Kitchin agreed with D. Holmberg's comment that if the Board is already guarding against the academic sector's deprioritization and diminution, it should carry on.

A. Quéma spoke in favour of the motion, but would like to see a continued, more concrete discussion.

S. MacDougall agreed with A. Quéma, stating that Senate should provide solutions to the Board.

B. Anderson questioned the intended outcome and how to strengthen Senate's message to the Board.

B. Moody regarded the motion as confusing. He wondered whether the directive to take appropriate measures was intended for the President and Vice President Academic or for the Board. He strongly supported the sentiment behind the motion, but was of the opinion that the Board was already well aware of the issue. He would support the motion if meant to encourage and provide support to the President and Vice President Academic to continue what they are already doing and to serve as a reminder to the Board that the academic mission of the university is key; if meant to be critical, he would not support the motion.

President Ivany noted that there was unanimous agreement on the principle of preserving academic integrity and the essence of the institution. He expressed difficulty, however, with an ambiguity embedded in the motion in the expectation that there are options open to the Board that have not been explored. All segments of the university have fewer resources than five years ago. In non-academic sectors, more than sixty positions were eliminated, and staff experienced unpaid furloughs. President Ivany expressed the hope that the debate would be continued, but that it would not become divisive thereby pitting one group against another. In spite of the ambiguity in the motion, he had no difficulty supporting the spirit of the motion and, in the spirit of avoiding unnecessary conflict, he was comfortable abstaining from the vote on the motion.

I. Hutchinson noted he would abstain. He stated that the Faculty Representatives on the Board put this issue in front of the Board regularly, and that the Board is acutely aware of the need to protect the academic sector. He appreciated the spirit of the motion, but preferred presenting priorities and solutions to the Board.

G. Phillips stated that the motion on its own would not provide to the Board the direction where Senate wants to go, and that more substance was needed to inform the Board.

J. Banks expressed a problem with the wording of the motion, in that Senate cannot force people to advocate an opinion. The part of the motion that says "that the President and Vice President Academic advocate to the Board" should be "advocate on behalf of Senate".

The Chair called for a vote, pointing out that the passing of one motion did not prevent another from being brought forward.

MOTION CARRIED.

6) New Business

- a) Notice of Motion from Dr. Paul Doerr, Department Head, History and Classics **(APPENDIX B)** - Tabled.

- b) Timetable, Instruction Hours and Examination Committee - Proposed Calendar Dates for 2012/2013 **(APPENDIX C)** It was moved by T. Herman and seconded by R. Cunningham *that Senate approve the proposed calendar dates for 2012/2013.*

R. Jotcham noted that the proposed dates followed the same pattern as those of the current academic year, with the exception of a Fall Study Day having been added following the Remembrance Day weekend.

MOTION CARRIED.

- c) Faculty of Theology - Proposed New Courses and Program Requirements **(APPENDIX D)** - Tabled.

- d) Motion for Consideration from Graduate Studies Committee re: Curriculum Changes **(APPENDIX E)** - Tabled.

7) Adjournment

On motion of G. Whitehall and seconded by R. Cunningham, the meeting adjourned at 6:15 pm.

ORIGINAL SIGNED

J. Postema, Recording Secretary

ACADEMIC PROGRAM REVIEW COMMITTEE

Annual Report to Senate for 2010-2011

August 30, 2011; Revised November 22, 2011

Committee Members 2010-2011

Dr. Tom Herman, Vice-President Academic (Chair)
 Ms. Rosemary Jotcham, Registrar (Secretary)
 Dr. Heather Kitchin
 Dr. David Piper
 Dr. Sherri McFarland
 Dr. Bryan Hagerman
 Deans of academic unit under review

Purpose of Committee:

- (1) To determine policy and procedures for conducting program reviews;
- (2) To determine annually which academic units are to be reviewed;
- (3) To select the members of each unit review committee;
- (4) To oversee the process of review in each case;
- (5) To make recommendations to Senate on the basis of the findings of each unit review committee
- (6) To deal with such matters as Senate may from time to time entrust to the Committee.

Meeting Dates:

November 9, 2010

November 22, 2010

December 16, 2010

May 31, 2011

Department	Status	Report to Senate
Biology	Date of review to be determined after APRC updates the schedule for upcoming reviews – Tentative review slated for 2011-12	
E&ES	Accreditation Review of Environmental Science successfully completed in Fall of 2010 – unit to meet with APRC; Earth Sciences to be scheduled after APRC updates schedule for upcoming reviews.	
Math & Stats	Review completed in 2010-11; unit to meet with APRC	
Physics	APRC Recommendations sent to Senate	Sept 2011
Psychology		
School of Computer Sci.	Review/Accreditation successfully completed; Unit to meet with APRC.	
School of Engineering	APRC Recommendations sent to Senate	Sept 2011
School of Nutrition & Dietetics	APRC Recommendations sent to Senate	Sept 2011
Economics	Date of review to be determined after APRC updates the schedule for upcoming reviews – tentative review slated for 2011-12.	
English & Theatre	Review completed; unit to meet with APRC	
History & Classics	Review pending 2012/13	
Languages & Literatures	Review completed; unit to meet with APRC	

Philosophy	Date of review to be determined after APRC updates the schedule for upcoming reviews – tentative review slated for 2011-12.	
Political Science	Date of review to be determined after APRC updates the schedule for upcoming reviews – tentative review slated for 2011-12.	
Sociology	APRC Recommendations sent to Senate	Sept 2011
Women's and Gender Studies	Date of review to be determined after APRC updates the schedule for upcoming reviews.	
School of Business	Unit has met with APRC; APRC to prepare recommendations for Senate	
School of Education	Date of review to be determined after APRC updates the schedule for upcoming reviews – tentatively slated for 2011-12.	
SRMK	Review completed; Unit to meet with the APRC	
OPEN Acadia	Date of review to be determined after APRC updates the schedule for upcoming reviews.	
Divinity College	Date of review to be determined after APRC updates the schedule for upcoming reviews.	
Library	Date of review to be determined after APRC updates the schedule for upcoming reviews.	
Research & Graduate Studies	Date of review to be determined after APRC updates the schedule for upcoming reviews.	

Women's & Gender Studies conducted a facilitated self-study with an external facilitator in 2010 which was well received. The APRC will meet with the Coordinator of the program to discuss the outcome of the self-study.

Outstanding: Update of Senate-approved guidelines for Academic Program Review – Senate Executive recommended that the key priorities among the program review recommendations be addressed and this step should be incorporated into the guidelines for the Academic Program Review Committee's consideration.

Respectfully submitted,



Tom Herman, Vice-President Academic
Chair, Academic Program Review Committee

Notice of Motion from Dr. Paul Doerr, Department Head, History and Classics

Whereas Arthur Beauchesne's Rules and Forms in the House of Commons is not suitable for procedures in the Acadia University Senate; therefore be it

Resolved, That Article IV Meetings, item number eight of the Constitution and By-Laws of the Senate of Acadia University be deleted and replaced by the following wording: "Procedure in Senate shall be governed by Robert's Rules of Order (latest edition)".

Calendar Dates for the 2012/2013 - Submission to Senate - November 18th, 2011

2012	
June 18	Classes begin - Intersession 2 (Summer)
July 2	Holiday for Canada Day - no classes
July 27	Classes end - Intersession 2 (Summer)
July 6 and July 27	Examinations - Intersession 2
August 13	Master of Education registration for Fall/Winter begins
August 29	Residences Open for New International Students
August 30	New Student Orientation Activities begin for International Students
August 31	Last day to apply to graduate at Fall Graduation
August 31	Last day to submit Honours theses for Fall Graduation
September 1	Residences open (for all New Students) / New Student Orientation Activities (full schedule for all New Students)
September 3	Residences open - Returning Students
September 4	Graduate Student registration
September 4	New Student Orientation Welcome Week ends
September 5 (Wed.)	Classes begin - Fall Term
September 5	Fee Deadline
September 12	Last day for course additions for Fall and full year courses
September 12	Last day to drop fall or full year courses without a "W"
September 21	Final Exam schedule posted for December Examinations
September 28	Last day to receive grades for Fall Graduation
September 28	Last day to opt out of ASU Health Plan or add dependents
October 1	Deadline for approved Honours and Masters' theses for Fall Graduation
October 1	Last day to decrease Meal Plan for Fall Term
October 8	Thanksgiving Day - no classes
October 9	Senate meeting to approve Fall Graduates
October 12-14	Homecoming
October 26	Last day to drop 3h first term courses without a failing grade "F"
November 12	University closed in lieu of Remembrance Day - no classes
November 13	Fall Study Day - no classes
November 30	Last day for undergrads to apply for Spring Convocation 2013
November 30	Last day of classes before exams

December 1	Study day
December 3	Examinations begin - Fall Term
December 15	Last day of examinations - Fall Term
December 16	Residences close at 12:00 noon
2013	
January 3	Residences Open (Winter Term New Students Only)
January 4-5	New Student Orientation
January 6	Residences Open (all Returning Students)
January 7 (Mon)	Classes begin - Winter Term
January 7	Fee Deadline
January 14	Last day for course additions and dropping Winter courses without a "W"
January 14	Last day to drop full year courses without a failing grade "F"
January 25	Final Exam Schedule posted for April examinations
January 31	Last day to opt out of ASU Health Plan or add dependents - Winter Term Students
January 31	Last day to apply for Spring Convocation 2013 for Graduate Students
February 1	Last day to decrease Meal Plan for Winter Term
February 18-22	Study week
February 28	Last day to drop Winter Term courses without a failing grade "F"
March 15	Last day to submit Honours Theses for Spring Convocation
March 29	Good Friday - no classes
April 8	Last day of classes before exams
April 9	Study day
April 10	Examinations begin - Winter Term
April 19	Deadline for registration - Intersession 1
April 22	Deadline for approved Honours and Masters' Theses for Spring Convocation
April 23	Last day of examinations - Winter Term
April 24	Residences close at 12:00 noon
May 2	Last day to receive grades for Spring Convocation
May 6	Classes begin - Intersession 1 (Spring)
May 7	Faculty Meeting to approve Spring Graduates

May 8	Senate Meeting to approve Spring Graduates
May 12	Baccalaureate Service
May 12-13	Spring Convocation
May 20	Victoria Day - no classes
May 30	Last day to opt out of ASU Health Plan or add dependents - 16-month Bachelor of Education Students
May 31	Deadline for registration - Intersession 2
June 3	Last day to submit an appeal to the Academic Appeals Committee
May 24 and June 14	Examinations - Intersession 1 (Spring)
June 17	Classes begin - Intersession 2 (Summer)
July 1	Canada Day - no classes
July 26	Classes end - Intersession 2 (Summer)
July 5 and July 26	Examinations - Intersession 2 (Summer)

Faculty of Theology
Proposed New Courses and Program Requirements

Approved by the Acadia Divinity College Senate November 24, 2011

1) Proposed New Courses:

A) To enable Master of Arts students focusing in practical disciplines to be able to write a thesis as part of their program (currently there is only a project option):

CHAP 7916, 7926 Thesis

DISP 7916, 7926 Thesis

EVAN 7916, 7926 Thesis

LEDR 7916, 7926 Thesis

PACC 7916, 7926 Thesis

PAST 7916, 7926 Thesis

SPFM 7916, 7926 Thesis

YYAM 7916, 7926 Thesis

B) Elective courses that will be offered on an ongoing basis in future years:

BIBL 7133 Israel Study Tour

A study tour in Israel and the Palestinian Territories (and surrounding areas as possible), designed to introduce the geography of the land and to shed light on events of the Old and New Testaments and the intertestamental period. Some consideration will also be given to the role that Christians and the Church have played in the land in ancient and modern times.

BIBL 3053 Israel Study Tour

A study tour in Israel and the Palestinian Territories (and surrounding areas as possible), designed to introduce the geography of the land and to shed light on events of the Old and New Testaments and the intertestamental period. Some consideration will also be given to the role that Christians and the Church have played in the land in ancient and modern times.

2) Program requirements for MA students in practical disciplines intending to write a thesis:

**Master of Arts with a specialization in Practical Theology
Evangelism and Mission Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ¹	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR, YYAM, or PACC elective	Elective	3
DISP 5013	Transformational Discipleship Ministry	3
EVAN 7613	Guided Reading in Evangelism and Mission 1	3
EVAN 7623	Guided Reading in Evangelism and Mission 2	3
EVAN (elective)	Evangelism and Mission elective	3
EVAN (elective)	Evangelism and Mission elective	3
IDST 6013	Research Methodology and Design	3
EVAN 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective²		
	Elective	3
Total Credit Hours = 60		

¹ Excluding Survey of the Bible (BIBL 5013)

² Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Youth and Young Adult Ministry Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ³	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
EVAN, LEDR, or PACC elective	Elective	3
DISP 5013	Transformational Discipleship Ministry	3
YYAM 7613	Guided Reading in Youth and Young Adult Ministry 1	3
YYAM 7623	Guided Reading in Youth and Young Adult Ministry 2	3
YYAM (elective)	Youth and Young Adult Ministry elective	3
YYAM (elective)	Youth and Young Adult Ministry elective	3
IDST 6013	Research Methodology and Design	3
YYAM 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective⁴		
	Elective	3
Total Credit Hours = 60		

³ Excluding Survey of the Bible (BIBL 5013)

⁴ Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Pastoral Care and Counselling Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ⁵	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
EVAN, LEDR, or YYAM elective	Elective	3
PACC 7613	Guided Reading in Pastoral Care and Counselling 1	3
PACC 7623	Guided Reading in Pastoral Care and Counselling 2	3
PACC 5013	Understanding Pastoral Care and Counselling	3
PACC (elective)	Pastoral Care and Counselling elective	3
PACC (elective)	Pastoral Care and Counselling elective	3
IDST 6013	Research Methodology and Design	3
PACC 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective⁶		
	Elective	3
Total Credit Hours = 60		

⁵ Excluding Survey of the Bible (BIBL 5013)

⁶ Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Leadership and Spiritual Formation Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ⁷	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
EVAN, YYAM , or PACC elective	Elective	3
DISP 5013	Transformational Discipleship Ministry	3
LEDR 7613	Guided Reading in Leadership	3
SPFM 7613	Guided Reading in Spiritual Formation	3
LEDR (elective)	Leadership elective	3
SPFM (elective)	Spiritual Formation elective	3
IDST 6013	Research Methodology and Design	3
LEDR 7916, 7926 or SPFM 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective⁸		
	Elective	3
Total Credit Hours = 60		

⁷ Excluding Survey of the Bible (BIBL 5013)

⁸ Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Discipleship Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ⁹	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
EVAN, LEDR, PACC, or YYAM elective	Elective	3
EVAN, LEDR, PACC, or YYAM elective	Elective	3
DISP 7613	Guided Reading in Discipleship 1	3
DISP 7623	Guided Reading in Discipleship 2	3
DISP 5013	Transformational Discipleship Ministry	3
DISP (elective)	Discipleship elective	3
IDST 6013	Research Methodology and Design	3
DISP 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective¹⁰		
	Elective	3
Total Credit Hours = 60		

⁹ Excluding Survey of the Bible (BIBL 5013)

¹⁰ Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

Master of Arts with a specialization in Practical Theology
Evangelism and Mission Concentration – Thesis Option
(30 Credit Hours)¹¹

Course Number	Course Title	Credit Hours
EVAN 7613	Guided Reading in Evangelism and Mission 1	3
EVAN 7623	Guided Reading in Evangelism and Mission 2	3
EVAN 7916, 7926	Thesis	6,6
EVAN (elective)	Evangelism and Mission elective	3
EVAN (elective)	Evangelism and Mission elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
Total Credit Hours = 30		

¹¹ For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

Master of Arts with a specialization in Practical Theology
Youth and Young Adult Ministry Concentration – Thesis Option
(30 Credit Hours)¹²

Course Number	Course Title	Credit Hours
YYAM 7613	Guided Reading in Youth and Young Adult Ministry 1	3
YYAM 7623	Guided Reading in Youth and Young Adult Ministry 2	3
YYAM 7916, 7926	Thesis	6,6
YYAM (elective)	Youth and Young Adult Ministry elective	3
YYAM (elective)	Youth and Young Adult Ministry elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
	Total Credit Hours = 30	

¹² For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

**Master of Arts with a specialization in Practical Theology
Leadership and Spiritual Formation Concentration – Thesis Option**
(30 Credit Hours)¹³

Course Number	Course Title	Credit Hours
LEDR 7613	Guided Reading in Leadership	3
SPFM 7613	Guided Reading in Spiritual Formation	3
LEDR 7916, 7926 or SPFM 7916, 7926	Thesis	6,6
LEDR (elective)	Leadership elective	3
SPFM (elective)	Spiritual Formation elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
Total Credit Hours = 30		

¹³ For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

Master of Arts with a specialization in Practical Theology
Discipleship Concentration – Thesis Option
(30 Credit Hours)¹⁴

Course Number	Course Title	Credit Hours
DISP 7613	Guided Reading in Discipleship 1	3
DISP 7623	Guided Reading in Discipleship 2	3
DISP 7916, 7926	Thesis	6,6
DISP (elective)	Discipleship elective	3
DISP (elective)	Discipleship elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
	Total Credit Hours = 30	

¹⁴ For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

**Master of Arts with a specialization in Practical Theology
Pastoral Care and Counselling Concentration – Thesis Option**
(30 Credit Hours)¹⁵

Course Number	Course Title	Credit Hours
PACC 7613	Guided Reading in Pastoral Care and Counselling 1	3
PACC 7623	Guided Reading in Pastoral Care and Counselling 2	3
PACC 7916, 7926	Thesis	6,6
PACC (elective)	Pastoral Care and Counselling elective	3
PACC (elective)	Pastoral Care and Counselling elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
	Total Credit Hours = 30	

¹⁵ For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

Master of Arts without specialization (30 credit hours)¹⁶

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL elective	Elective	3
BIBL elective	Elective	3
Christian Thought		
THEO, CHUR, or BAPT elective	Elective	3
THEO, CHUR, or BAPT elective	Elective	3
Ministry Electives		
Elective	Ministry elective	3
Elective	Ministry elective	3
Elective	Ministry elective	3
Biblical Studies, Christian Thought, or Ministry Electives		
	Elective	3
	Elective	3
	Elective	3
Total Credit Hours = 30		

¹⁶ For those with a Masters in a theological discipline.

Curriculum Changes to Graduate Programs for 2012-2013
Submitted by Research and Graduate Studies

MSc in Computer Science

- Course Requirement Deletion

COMP 5923 Research Methods is being removed as a requirement

Reason for requesting this deletion: Beginning in 2012, we will have insufficient human resources to offer this course. The material (literature survey, thesis writing, empirical studies) will be provided on a best effort basis as part of the weekly seminar series in computer science.

Current Calendar wording:

Curriculum

1. COMP 5923 (Research Methods)
2. Three lecture courses (9h) chosen from at least two of the following three areas: theory (COMP 5013, 5023, 5033), applications (5113, 5123, 5133), and systems (5213, 5223, 5233).
3. COMP 5913 (Readings in Computer Science), or another lecture course, or a cross-listed course.
4. COMP 5960 (Thesis)

Proposed new Calendar wording:

Curriculum

1. Three lecture courses (9h) chosen from at least two of the following three areas: theory (COMP 5013, 5023, 5033), applications (5113, 5123, 5133), and systems (5213, 5223, 5233).
2. COMP 5913 (Readings in Computer Science), or another lecture course, or a cross-listed course.
3. COMP 5960 (Thesis)

MSc in Clinical Psychology

- Change in Calendar Description & Change in Prerequisite

Current Calendar wording:

PSYC 5113 Research Design & Statistics 1

The primary focus of this course is an examination of applications of simple and multiple regression in psychological research using a model-comparison approach. The principles of statistical inference and problems in designing research and interpreting results are studied within this context. Student assignments provide practice in using several statistical packages.

PSYC 5123 Research Design and Statistics 2

In this course the model-comparison approach used in PSYC 5113 is extended to analysis of variance and analysis of covariance. Students learn to test if the assumptions of their models are met by their data, and learn to use alternate analysis techniques, including nonparametric statistics, to answer research questions in psychology. Prereq: PSYC 5113.

Proposed new Calendar wording:

PSYC 5113 Research Design and Statistics 1

PSYC 5123 Research Design and Statistics 2 Prereq: PSYC 5113 or permission of the Department.

This course will cover univariate and multivariate statistical procedures used in psychology. Emphasis is placed on the general linear model and how to apply the model as a function of data type, experiment design, and hypothesis testing strategy. Opportunities to apply concepts taught in lectures will be provided through regular assignments.

Reason for modification: The current course descriptions suggest that the first half of the course focuses on regression, while the second focuses on analysis of variance (ANOVA). Recently, the dept has moved from having one instructor teach both half-courses to two instructors, each teaching one half-course. The course is being divided up into a regression half and an ANOVA half; however, it would be good to have the flexibility to cover those two topics in either order, depending on the instructors' other teaching responsibilities. Having a single generic description for both courses gives us that flexibility. In years when the course organization is simple-to-complex, 5113 will be a strict pre-requisite for 5123. In years when the organization is to divide up the course into regression and ANOVA halves, the pre-requisite of 5113 could conceivably be waived, with departmental permission, as the second half of the course does not build as directly on the first half.

MA in Political Science

- Program Modification

The proposed changes are intended to offer greater clarification and structure in course selection for MA students in the Political Science Program.

Reason for requesting this modification: Currently, MA students must take the Master's Colloquium (POLS 5193) plus any five (5) seminar courses. Moreover, there are no guidelines regarding the number of independent reading courses a student may take. The guiding principle of our program is that students take a broad range of seminar courses from the four subfields (Canadian Politics, Comparative Politics, International Relations, and Political Theory) so that their coursework gives them comprehensive training in Political Science as a discipline. However, the vagueness of the program requirements allows students to specialize very narrowly in one or two fields, which contradicts the goal of the coursework component of the program. The proposed changes are intended to give more structure to the course requirements in order to ensure that Master's students receive a more comprehensive disciplinary training.

Current Calendar wording:

Program Requirements

1. Courses: POLS 5193 (Master's Colloquium), and five courses from POLS 5043, 5103, 5183, 5193, 5203, 5243, 5283, 5293, 5303, 5343, 5383, 5403, 5443, 5483, 5543, 5603, 5693, 5743, 5783, 5803, 5883, 5893, 5983, and IDST 5186. Students may also take a course from a cognate department, subject to departmental approval.
2. Thesis: POLS 5960. The thesis may not exceed 40,000 words in length except with the permission of the department. The department encourages students to complete and successfully defend the thesis within 8 months after the completion of course work.

Proposed new Calendar wording:

1. Courses: POLS 5193 (Master's Colloquium) and five additional courses. Of these five:

a) Students must take at least one course in three of the four subfields

i. Canadian Politics: POLS 5103, 5203, 5303, 5403, 5603, 5803

ii. Comparative Politics: POLS 5193, 5293, 5693, 5893

iii. International Relations: POLS 5183, 5283, 5383, 5483*, 5783*, 5883*, 5983*, IDST 5186

iv. Political Theory: POLS 5043, 5243, 5343, 5443, 5743

(*POLS 5483, 5783, and 5883 can be counted as International Relations or Political Theory, but not both. In some years, POLS 5983 may count as Comparative Politics.)

b) Students may take one MA-level directed readings course from a faculty member in any department or one MA-level course from a cognate department, subject to the approval of that faculty member and the graduate coordinator.

2. Thesis: POLS 5960. The thesis may not exceed 40,000 words in length except with the permission of the department. The department encourages students to complete and successfully defend the thesis within 4 months after the completion of course work. (Note to committee: the current program requirements say "8 months after completion..." even though ours is only a 12 month program.)

- Changes in Calendar Descriptions (8 in total):

#1.

Current Calendar Description

POLS 5103 CANADIAN GOVERNMENT AND POLITICS 1

Proposed new Calendar Description

POLS 5103 CANADIAN GOVERNMENT AND POLITICS 1

Special topics course in Canadian government and politics.

#2.

Current Calendar Description

POLS 5183 INTERNATIONAL RELATIONS 1

Proposed new Calendar Description

POLS 5183 INTERNATIONAL RELATIONS 1

Special topics course in International Relations.

#3.

Current Calendar Description

POLS 5193 COMPARATIVE GOVERNMENT 1

Proposed new Calendar Description

POLS 5193 COMPARATIVE GOVERNMENT 1

Special topics course in comparative government and politics.

#4.

Current Calendar Description

POLS 5203 POLITICS IN THE MARITIMES

Proposed new Calendar Description

POLS 5203 POLITICS IN THE MARITIMES

An exploration of political changes in Maritime Canada. Particular attention is paid to regional political cultures, electoral styles, party politics, leadership, federalism, Maritime Union, and public policy.

#5.

Current Calendar Description

POLS 5283 INTERNATIONAL ORGANIZATIONS

Proposed new Calendar Description

POLS 5283 INTERNATIONAL ORGANIZATIONS

This seminar course explores the role of IOs in global politics. It considering their historical origins and evolution, the political, economic, and social forces that impact their operations, and their effectiveness.

#6.

Current Calendar Description

POLS 5303 APPROACHES TO THE STUDY OF CANADIAN POLITICS

Proposed new Calendar Description

POLS 5303 APPROACHES TO THE STUDY OF CANADIAN POLITICS

This course critically examines theoretical and methodological approaches to issues prominent in the literature on Canadian politics and government. We explore the theoretical and methodological assumptions and policy implications of issues including the role and nature of the Canadian state, national and sub-national political cultures, party competition, and elites.

#7.

Current Calendar Description

POLS 5383 INTERNATIONAL RELATIONS 2

Proposed new Calendar Description

POLS 5383 INTERNATIONAL RELATIONS 2

This course explores the key theories of international relations and world politics. Readings will be selected from classic and contemporary writers.

#8.

Current Calendar Description

POLS 5743 POLITICAL ECONOMY

Proposed new Calendar Description

POLS 5743 POLITICAL ECONOMY

A survey of theories and models which have sought to explain the interrelationships among the state, the society, and the economy of a country, and the relationship between political power and economic and social (under)development in the context of globalization.

Reasons for requesting these 8 modifications: There is currently no course description in the graduate calendar.

- Calendar Description and Course Title Change

Current Course Title and Description

POLS 5543 POLITICAL INQUIRY

Proposed new Course Title and Description

POLS 5543 Directed Readings: Special Topics

Directed readings by MA students under the supervision of an individual faculty member.

Reason for requesting this modification: We currently use POLS 5543 (Political Inquiry) as our directed readings course number. This change is to make the title more appropriate and to create a course description.