The Senate of Acadia University acknowledges that we are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

Dear Member of Senate:

I advise you that a virtual meeting of the Senate of Acadia University using Microsoft Teams will occur from 4:00 p.m. to 6:00 p.m. on Monday 11ᵗʰ April, 2022 using Microsoft Teams due to the COVID pandemic University operations.

The agenda follows:

1. **Approval of Agenda**

2. **Minutes of the Senate Special Meeting of March 2ⁿᵈ 2022** (*circulated separately*)

3. **Minutes of the Senate Meeting of March 14ᵗʰ 2022** (*circulated separately*)

4. **Announcements** (*attached, pages 3-15*)

5. **New Business**

   a. Motion from the Admissions and Academic Standing (Policy) Committee: Proposed modification to the Academic Calendar page 36. **Multiple Course Attempts :** Students can register for an attempted course for a second time without seeking permission. Any additional attempts to register for the same course requires permission from the Head, Director, or Coordinator of the home unit offering the course. Please note that drops or withdrawals do not count as attempts, and only the most recent grade in repeated courses will be included in any GPA calculation.

      Current language:
      A Head/Director may refuse to grant permission for a student to register for a course more than twice. Only the most recent grade in repeated courses will be included in any GPA. (*attached, page 16*) (*D. Keefe*)

   b. Motion from the Awards Committee- Professor Emeritus recommendations (*circulated separately*) (*President Ricketts*)

   c. Motion from the Awards Committee – Honorary Degree nominations (*circulated separately*) (*President Ricketts*)

   d. Nominations for the Chair and Deputy Chair of Senate for 2022-2023, for election in May. (*A. Quéma*)

   e. Motion that Senate approve the proposed Curriculum changes from the College of

Divinity/Faculty of Theology) (*attached, pages 17-50*) (*A. Robbins*)

f. Motion that all curriculum proposals submitted by the faculties and summarized in the Senate Curriculum Committee (Administrative) report be approved. (*attached, pages 51-52*) (*detailed documentation circulated separately*)

g. Discussion item- Faculty of Arts Constitution, as amended at the March 21, 2022 meeting of the Faculty of Arts Council. (*attached, page 53*) (*detailed documentation circulated separately*)

6. **Question Period**

7. **Other Business**

    a. Senate meeting modalities in future years

8. **Adjournment**

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

ANNOUNCEMENTS:

President's Report to Senate

April 8, 2022

Provincial Funding - Deferred Maintenance and Operating Grant

Through CONSUP and also in our direct lobbying to members of the new provincial government, we have been making the case for increased capital funding to address the $1B accumulated deferred maintenance deficit faced by NS universities. In late March, we received some unexpected good news when the Ministry of Advanced Education informed us that Acadia would be receiving $22 million in year-end money to spend on deferred maintenance. This was part of a $65M allocation of deferred maintenance support for rural universities, including Acadia ($22M), St FX ($23.4M), CBU ($14M), and USA ($5.6M). This is the largest single investment in deferred maintenance that anyone can remember, and to put it into context, the last deferred maintenance allocation in 2020 was $27M for the entire system, of which we received $1.75M.

Although we have a long list of deferred maintenance priorities, we will take the opportunity to engage with our employees and students to get their input and suggestions on the infrastructure priorities for use of this money. There is no specific timeline on when the money must be spent but we have to provide a list of projects to the provincial government by November 15 and they will give us their response by December 15. We are still seeking clarification from the Ministry to determine what kinds of projects can be included.

Also, the 2022 Provincial Budget confirmed funding for the 1% increase in university operating grants as per the MOU. For Acadia, this amounts to less than a $320,000 increase in our government operating grant for fiscal year 2022-23.

Student Strike Impact Payment

Following the end of the AUFA strike, I promised that Acadia would provide a financial payment to students in recognition of the impact of the strike on their learning experience. We will be announcing the amount of the strike impact payment early in the week of April 11, but uncertain if it will be out before the Senate meeting.

Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Council

We have completed consultation on the Terms of Reference and composition of the EDIAR Council and we will be announcing it during the week of April 11. We will also be announcing the creation of a new position of Vice-Provost for Equity, Diversity, and Inclusion. More details to come.

Federal Budget 2022

The Government of Canada brought down its 2022 budget on April 7. While this was not an "education" budget, Budget 2022 does make some investments in research through the Canada Excellence Research Chairs; support for universities to address concerns about research security in the face of changing geo-political circumstances; investments in scholarships and fellowships for promising Black student researchers; and other investments in health research, innovation, and zero-emissions agriculture.

A summary of key PSE highlights of the federal budget prepared by Universities Canada is attached below.

U SPORTS National Men's Hockey Championship 2022

Acadia hosted its first major sporting event since the pandemic, with a very successful U SPORTS National Men's Hockey Championships which ran from March 31 to April 3. This was the first time that Acadia had hosted these championships on campus. Originally, they were scheduled to be played at the Scotiabank Centre in Halifax, which was not available when the championships had to be postponed due to the winter COVID lockdown on sports. It is a tribute to the talent and capabilities of our Athletics and Alumni teams who put on these events flawlessly at short notice and under less than ideal circumstances. The event turned into an excellent opportunity to showcase the Andrew H. McCain Arena and the Acadia campus.

Touchdown Atlantic CFL Game

On March 29, I participated in a press conference in Halifax to announce that Acadia University has been chosen as the venue for the 2022 Touchdown Atlantic CFL game on July 16, which will bring 10,000 spectators to Raymond Field for this nationally televised regular season game between the Toronto Argonauts and the Saskatchewan Roughriders. This is the east coast's biggest celebration of football and Nova Scotia' first ever CFL regular season game. Raymond Field will be temporarily expanded to accommodate the 10,000 fans that will attend the game, and the lead-up will include three days of festivities in both Halifax and Wolfville. This will be a major opportunity to showcase Acadia, Wolfville, and the entire region as we will be on the national stage as we host this big event. It will also be a significant economic boom to the town and region after the doldrums of the pandemic, and this event coincides with the 65th anniversary of Axemen Football at Acadia.

Ticket sales to the general public start April 26, and for further information go to the 2022 Touchdown Atlantic website.

New Maple League Website Relaunched

The new Maple League website officially launched this quarter and can be viewed here. It is a
Bold new face for us to show to the world who we are and what we do as Maple League universities, and is already easier to navigate than the original site
.
Respectfully submitted,

Peter Ricketts
President and Vice-Chancellor

2022 Federal Budget
Curation of Announcements Relevant to the PSE Sector
(Numbers in parentheses refer to page number in Budget 2022 document)

Research

- Budget 2022 proposes to provide **$38.3 million over four years**, starting in 2023-24, and **$12.7 million** ongoing for the federal granting councils to add new, internationally recruited **Canada Excellence Research Chairs** in the fields of science, technology, engineering, and mathematics. This will support a further 12 to 25 new **Canada Excellence Research Chairs**— reinforcing Canada's competitive advantage as a destination of choice for world-class researchers. **(77)**

- Budget 2022 announces that the government will explore new ways to better integrate leading university researchers and business partners and further modernize the National Research Council (**NRC)** to better invent, innovate, and prosper. Additional information will be forthcoming alongside further details on the establishment of the new innovation and investment agency. **(78)**

- Budget 2022 proposes to provide **$40.9 million over five years**, starting in 2022-23, and **$9.7 million ongoing t**o the federal granting councils to support targeted scholarships and fellowships for promising Black student researchers. **(78)**

- Budget 2022 proposes to provide **$14.5 million** over five years, starting in 2022-23, with **$8.4 million** in remaining amortization and $2.5 million ongoing, to support the completion and operations of the Canadian High Arctic Research Station **(78)**

- Budget 2022 proposes to provide **$20 million over five years**, starting in 2022-23, for the **Canadian Institutes of Health Research** to support additional research on the long-term effects of COVID-19 infections on Canadians, as well as the wider impacts of COVID-19 on health and health care systems. **(153)**

- Budget 2022 proposes to provide **$20 million over five years**, starting in 2022-23, for the **Canadian Institutes of Health Research** to ramp up efforts to learn more about dementia and brain health, to improve treatment and outcomes for persons living with dementia, and to evaluate and address mental health consequences for caregivers and different models of care. **(153)**

- Budget 2022 proposes to provide **$30 million over three years**, starting in 2022-23, to the **Public Health Agency of Canada,** for the Centre for Aging and Brain Health Innovation to help accelerate innovations in brain health and aging. **(153)**

- Budget 2022 proposes to provide **$100 million over six years**, starting in 2022-23, to the federal granting councils to support post-secondary research in developing technologies and crop varieties that will allow for net-zero emission agriculture. **(93)**

- Budget 2022 proposes to provide **$25.0 million over five years**, starting in 2022-23, to Environment and Climate Change Canada to support the Experimental Lakes Area. **(101)**

- Under the Cyber Security Strategy, Budget 2022 proposes to provide **$17.7 million over five years,** starting in 2022-23, and $5.5 million thereafter until 2031-32 for the Communications Security Establishment (CSE) to establish a **unique research chair program** to fund academics to conduct research on cutting-edge technologies relevant to CSE's activities. Researchers awarded the grants will split their time between peer-reviewed publishable research and classified research at CSE. **(136)**

Research Security

To implement these guidelines fully, Budget 2022 proposes to provide $159.6 million, starting in 202223, and $33.4 million ongoing, as follows:
- **$125 million over five years**, starting in 2022-23, and **$25 million ongoing**, **for the Research Support Fund** to build capacity within postsecondary institutions to identify, assess, and mitigate potential risks to research security; and
- **$34.6 million over five years**, starting in 2022-23, and **$8.4 million ongoing**, to enhance Canada's ability to protect our research, and to establish a Research Security Centre that will provide advice and guidance directly to research institutions. **(76)**

Innovation

- **$47.8 million over five years**, starting in 2023-24, and **$20.1 million** ongoing to Innovation, Science and Economic Development Canada to launch a new national lab-to-market platform to help graduate students and researchers take their work to market; **(75)**

- **$10.6 million over five years**, starting in 2022-23, and **$2 million** ongoing to Innovation, Science and Economic Development Canada to launch a survey to assess the government's previous investments in science and research, and how knowledge created at post-secondary institutions generates commercial outcomes; **(75)**

- Budget 2022 proposes to establish the Canada Growth Fund to attract substantial private sector investment to help meet important national economic policy goals:

  1. To reduce emissions and contribute to achieving Canada's climate goals;

  2. To diversify our economy and bolster our exports by investing in the growth of low-carbon industries and new technologies across new and traditional sectors of Canada's industrial base; and

  3. To support the restructuring of critical supply chains in areas important to Canada's future prosperity—including our natural resources sector.

The Canada Growth Fund will be a new public investment vehicle that will operate at arm's length from the federal government. It will invest using a broad suite of financial instruments including all forms of debt, equity, guarantees, and specialized contracts.

- The fund will be initially capitalized at **$15 billion over the next five years**. It will invest on a concessionary basis, with the goal that for every dollar invested by the fund, it will aim to attract at least three dollars of private capital. In standing up the Canada Growth Fund, the government intends to seek expert advice from within Canada and abroad. Following these consultations, details about the launch of the fund will be included in the 2022 fall economic and fiscal update. Funding for the Canada Growth Fund will be sourced from the existing fiscal framework. **(60)**

- Budget 2022 announces the government's intention to create an operationally independent federal innovation and investment agency, and proposes **$1 billion over five years**, starting in 2022-23, to support its initial operations. Final details on the agency's operating budget are to be determined following further consultation later this year. **(62)**

- **Scientific Research and Experimental Development (SR&ED):** The government intends to undertake a review of the program, first to ensure that it is effective in encouraging R&D that benefits Canada, and second to explore opportunities to modernize and simplify it. Specifically, the review will examine whether changes to eligibility criteria would be warranted to ensure adequacy of support and improve overall program efficiency. As part of this review, the government will also consider whether the tax system can play a role in encouraging the development and retention of intellectual property stemming from R&D conducted in Canada. In particular, the government will consider, and seek views on, the suitability of adopting a patent box regime in order to meet these objectives**. (63)**

- Budget 2022 proposes to provide **$750 million over six years**, starting in 2022-23, to support the further growth and development of **Canada's Global Innovation Clusters**. Building on their success to date, these clusters will expand their national presence and will collaborate to deepen their impact, including through joint missions aligned with key government priorities, such as fighting climate change and addressing supply chain disruptions. To maximize the impact of this funding and to ensure it corresponds with industry and government needs, it will be allocated between the five clusters on a competitive basis. **(73)**

- The government will also undertake a review of further ways to build innovative companies that support Canada's competitiveness, keep intellectual property in Canada, and attract talent and investment from around the world. In particular, the government will consider and seek views on the suitability of adopting a **patent box regime and other measures to promote the growth of intellectual property and maintain it in Canada**. **(75-6)**

- Budget 2022 proposes to provide a further **$329.4 million** over six years, starting in 2022-23, with $0.6 million in remaining amortization, to triple the size of the Agricultural Clean Technology Program. **(93)**

Infrastructure

- Budget 2022 proposes to provide **$183.2 million over seven years**, starting in 2022-23, with $8.5 million in remaining amortization, and **$7.1 million ongoing** to the National Research Council to conduct research and development on innovative construction materials and to revitalize national housing and building standards to encourage low-carbon construction solutions. **(43)**

- Budget 2022 proposes to provide **$400 million over five years**, starting in 2022-23, to Natural Resources Canada to fund the deployment of ZEV charging infrastructure in sub-urban and remote communities through the Zero-Emission Vehicle Infrastructure Program (ZEVIP). **(92)**

- Budget 2022 provides **$25 million** starting 2022-23, to Natural Resources Canada to establish Regional Strategic Initiatives to work with provinces, territories, and relevant stakeholders to develop net-zero energy plans. **(98)**

Immigration / International Education

- To support the processing and settlement of new permanent residents to Canada as part of Canada's Immigration Levels Plan—including the government's increased commitment to Afghan refugees—the government has committed **$2.1 billion over five years** and **$317.6 million** ongoing in new funding. **(118)**

- Budget 2022 proposes to provide **$385.7 million over five years**, and **$86.5 million ongoing**, for Immigration, Refugees and Citizenship Canada, the Canada Border Services Agency, and the Canadian Security Intelligence Service to facilitate the timely and efficient entry of a growing number of visitors, workers, and students. **(118)**

- Budget 2022 proposes to provide Immigration, Refugees and Citizenship Canada, the Canada Border Services Agency, the Immigration and Refugee Board, and the Canadian Security Intelligence Service with **$1.3 billion over the next five years**, and **$331.2 million ongoing**, to support the long-term stability and integrity of Canada's asylum system. **(118)**

Skills training, reskilling and upskilling, and youth opportunities

- Budget 2022 proposes to provide **$115 million over five years**, with **$30 million ongoing**, to expand the Foreign Credential Recognition Program and help up to 11,000 internationally trained health care professionals per year get their credentials recognized and find work in their field. It will also support projects—including standardized national exams, easier access to information, faster timelines, and less red tape— that will reduce barriers to foreign credential recognition for health care professionals. **(123)**

- TFW Program: **$29.3 million over three years** to introduce a Trusted Employer Model that reduces red tape for repeat employers who meet the highest standards for working and living conditions, protections, and wages in high-demand fields. Further details on this program will be announced in the coming year. **(125)**

- TFW: **$64.6 million over three years** to increase capacity to process employer applications within established service standards. **(125)**

Student Assistance and Scholarships

- To help bring more health care workers to the communities that need them most, Budget 2022 proposes to provide **$26.2 million over four years**, starting in 2023-24, and **$7 million ongoing,** to increase the maximum amount of forgivable Canada Student Loans by 50 per cent. This will mean up to $30,000 in loan forgiveness for nurses and up to $60,000 in loan forgiveness for doctors working in underserved rural or remote communities. **(152)**

- Budget 2022 proposes to provide **$40.9 million over five years**, starting in 2022-23, and **$9.7 million ongoing** to the federal granting councils to support targeted scholarships and fellowships for promising Black student researchers. **(78)**

Indigenous/Equity, Diversity, and Inclusion

- Budget 2022 proposes to provide **$40.9 million over five years**, starting in 2022-23, and **$9.7 million ongoing** to the federal granting councils to support targeted scholarships and fellowships for promising Black student researchers. **(78)**

Other Relevant to Sector

- To ensure sufficient flexibility for charities to carry out their work, Budget 2022 proposes to amend the Income Tax Act to allow a charity to provide its resources to organizations that are not qualified donees, provided that the charity meets certain requirements designed to ensure accountability. This is intended to implement the spirit of Bill S-216, the Effective and Accountable Charities Act, which is currently being considered by Parliament. **(195)**

- Following consultations with the charitable sector in 2021, Budget 2022 proposes to introduce a new graduated disbursement quota rate for charities. For investment assets exceeding $1 million, the rate of the disbursement quota will be increased from 3.5 per cent to 5 per cent. **(196)**

- In Budget 2022, the government proposes to introduce amendments to the *Copyright Act* to extend the general term of copyright protection from 50 to 70 years after the life of the author as agreed under the Canada-United States-Mexico Agreement. The government is committed to ensuring

that the *Copyright Act* protects all creators and copyright holders. As such, the government will also work to ensure a sustainable educational publishing industry, including fair remuneration for creators and copyright holders, as well as a modern and innovative marketplace that can efficiently serve copyright users. **(Annex 3 – Legislative Measures)**

PROVOST AND VICE-PRESIDENT ACADEMIC'S ANNOUNCEMENTS – APRIL 11, 2022

PROGRAM DEVELOPMENT UPDATE

Canadian Athletic Therapists Association Program Accreditation Committee Campus Site Visit
On March 24, 2022, The School of Kinesiology hosted members of the Canadian Athletic Therapists Association Program Accreditation Committee (CATA) for an Acadia Campus site visit. The site visit is the next step in accreditation application process. The site visit feedback was incredibly positive overall and a response to the application is expected in May 2022.

The School of Kinesiology's core athletic therapy faculty have evolved the curriculum, practical experiences, and programmatic evaluation methods from the established SIAM program to align with the competency-based educational model set by CATA. The Bachelor of Kinesiology (Athletic Therapy Option) program option is an excellent fit for Acadia University, as the goals and objectives align with the Acadia 2025 Strategic Plan. The curriculum and purposeful experiential learning opportunities help to inspire students to become critical thinkers, lifelong learners, and engaged citizens. These areas of development are an important aspect of the Acadia student experience.

When the CATA application is successful Acadia University will be recognized as the only CATA-accredited institution in the Atlantic region.

Law and Society
The Office of the Provost is preparing the submission to MPHEC.

EQUITY, DIVERSITY, AND INCLUSION – INSTITUTIONAL GRANT
On 24 March, Acadia was awarded a $50,000 federal government grant (1 year duration) to support ongoing progress with Acadia's Canada Research Chair (CRC) Equity, Diversity, and Inclusion (EDI) Action Plan 2021. EDI Action Plans are a requirement of all Canadian Universities receiving funds for Canada Research Chairs, and present campus-wide actions, both general and specific, to address systemic EDI barriers. Use of the grant funds will focus on EDI awareness and training, and implementation of best practices associated with the recruitment, retention and advancement of employees and trainees who are members of the following designated groups (as per the CRC Program guidelines) – Women, Indigenous Peoples, Visible Minorities, and Persons with Disabilities.

The EDI grant plus supplemental funding from Acadia's Research Support Fund (formerly named Indirect Costs of Research) will support the salary costs of a full-time EDI Coordinator (9-10 months) as well as EDI training of Acadia employees. Training will include on-campus sessions and the use of recognized online training modules. The EDI Coordinator will be involved in a range of activities associated with a new Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Council at Acadia, the Senate EDI Committee, and Acadia's CRC

EDI Action Plan. Coordinator assistance will include: contributions to developing and sharing educational materials; coordinating EDI training and related webinars; contributing to the development and support of an EDI communications plan and website; promoting EDI best practices and processes; identifying and celebrating EDI in teaching, research activities, project partnerships, training, and outreach; tracking of on-campus EDI-related activities; and reporting to the university community and the CRC Program on annual progress.

Associate Vice-President and Dean of Graduate Studies, Dr. Anna Redden, was responsible for the preparation of the application, and deserves thanks and credit for the awarding of this grant.

DEAN, FACULTY OF ARTS
Dr. Laura Robinson has decided to step down as the Dean of Arts effective August 31, 2022.
Laura returned to Acadia in 2019 and has served as Dean through challenging times. I have enjoyed working with Laura and have learned a lot from her over the last three years. After taking an administrative leave, Laura will assume her faculty position in the Department of English and Theatre and the Women's and Gender Studies program and return her focus to our students and her research and creative projects. Please join me in thanking Dr. Robinson for her leadership and in wishing her all the best.

DIRECTOR OF OPEN ACADIA
Work is On-going

VICE-PROVOST TEACHING AND LEARNING EXCELLENCE
A call for nominations and expressions of interest was announced April 4, 2022. Please nominate colleagues or encourage them to put their name forward for this significant role.
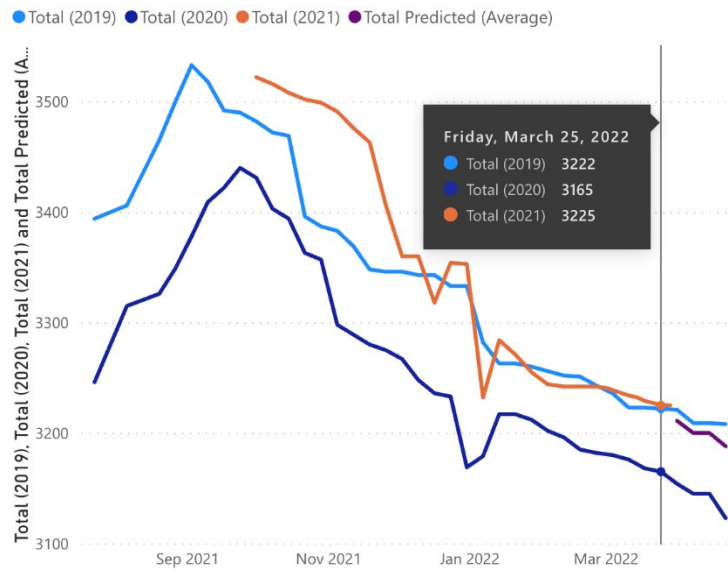
UNIVERSITY REVIEW COMMITTEE
The Committee has concluded its work. Thank you to the faculty committee members who served on the DRCs, LRC and URC for their valuable contributions. A formal announcement of individuals who have been renewed, tenured, or promoted will be made in due course.

ENROLMENT UPDATE
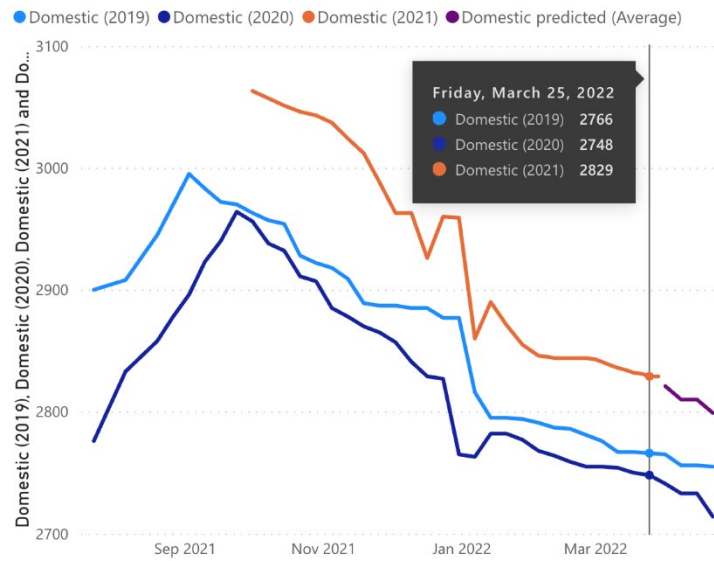**Current Registration Update**
Overall registration as of Friday, March 25, 2022, is at 3,225 students, which is 2% higher than this time last year. Domestic student registration is up 3% while international student registration is down 5%, which is not surprising given the challenges in international recruitment over the last two years.
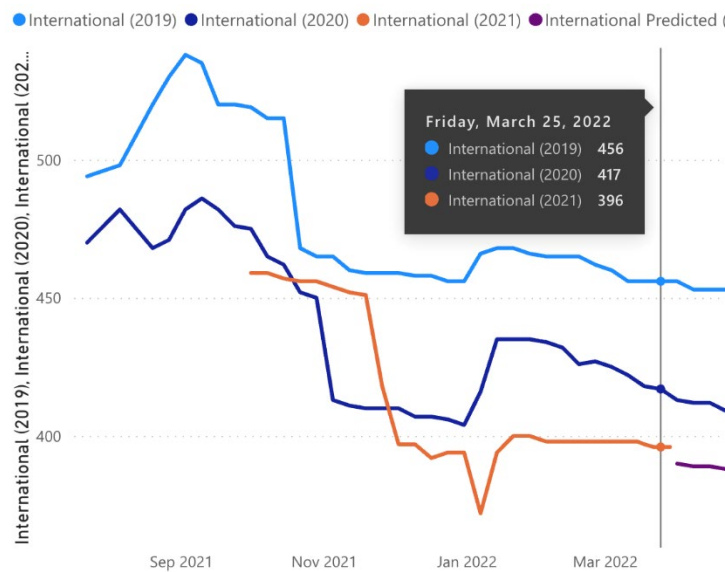
Total Full-Time Enrolment

Total (2019) ● Total (2020) ● Total (2021) ● Total Predicted (A...

Friday, March 25, 2022
● Total (2019) **3222**
● Total (2020) **3165**
● Total (2021) **3225**

3500
3400
3300
3200
3100

Sep 2021   Nov 2021   Jan 2022   Mar 2022

Domestic Full-time Enrolment

● Domestic (2019) ● Domestic (2020) ● Domestic (2021) ● Domestic predicted (Average)

Friday, March 25, 2022
● Domestic (2019) **2766**
● Domestic (2020) **2748**
● Domestic (2021) **2829**

3100
3000
2900
2800
2700

Sep 2021   Nov 2021   Jan 2022   Mar 2022

International Full-time Enrolment

● International (2019) ● International (2020) ● International (2021) ● International Predicted (

Friday, March 25, 2022
● International (2019) **456**
● International (2020) **417**
● International (2021) **396**

500
450
400

Sep 2021   Nov 2021   Jan 2022   Mar 2022

Student Recruitment Update

Overall applications are up 17% over last year at 4,295. Overall offers are up 9% at 3,051. However, Admitted and Paid are down 14% at 831. One factor that could explain the gap in Admitted and Paid over this time last year is that Acadia traditionally help first year registration in March, which generated many paid deposits. This year, it will be in June. We could also be seeing effects of the strike in February as we fell behind in Admitted in paid a few weeks into it and have not recovered. We will see a bounce back in June with Registration.

We have had yet another loss in recruitment staff in March, leaving us with one international recruitment staff. We are attempting to fill the vacancies as soon as possible. Staffing has been a challenge over the last three years, having had the Director of Student Recruitment, the Director, Acadia International, five Enrolment Advisors, the Administrative Assistant, two Tour Coordinators, a Marketing Manager and the Marketing and Communications Coordinator leave for other positions, returning to school, or other circumstances. We also had our Manager of Marketing and another Marketing and Communications Coordinator take maternity leave. That is fourteen people in only three years.

Residence Occupancy

Applications from both new and returning students are up as of March 29, 2022. We have 500 completed new applications, up 8%, and 517 returning student applications, up 48%. Having 1,017 completed applications for Fall this early in the process is encouraging.

Applications to March 8 by Year

Year	Complete Applications			Incomplete Applications	Total Applications
	New Applicants	Returning Applicants	Total		
2022-23	426	495	921	118	1039
2021-22	359	293	652	102	754
2020-21	261	555	816	101	917

Applications to March 29 by Year

Year	Complete Applications			Incomplete Applications	Total Applications
	New Applicants	Returning Applicants	Total		
2022-23	500	517	1017	134	1151
2021-22	463	349	812	126	938
2020-21	343	568	911	114	1025

Scholarship Offers

While scholarship offers are up overall, we are trailing slightly in offer acceptance. This is worth monitoring over the coming weeks, as we approach the acceptance deadline.

Offers as of March 16, 2022

March offers	17th	16th	
	2021	2022*	Change
Total final offers	2,023	2,320	12.80
Paper offers	1,724	2,044	15.66
Additional $ offers	593	693	14.43
# still offered	n/a	405	
Total with form/MHST	945	744	-27.02
Accepted on tier alone	n/a	590	
Admitted with FA	710	626	-11.83

LIBRARIES AND ARCHIVES

In March, Vaughan Memorial Library restored its main floor to be a mask-exempt space while seated—ideally two meters apart, with consumption of food and beverages permitted. As of March 21, the public is welcome to both the library and archives. For details about services in the archives, please see https://www.youtube.com/watch?v=C1W1xU2NZvI The library and archives are here for students' resources, but also for their well-being: plans are underway for spring programming in exam week geared to students to reduce stress and raise morale.

Ann Smith, Academic Librarian and Theory & Research Section Editor of *Partnership: the Canadian Journal of Library and Information Practice and Research*, is pleased to announce the latest *Partnership* issue, available at https://journal.lib.uoguelph.ca/index.php/perj/issue/view/426. Included is the article, "Mentoring Library School Interns at a Distance: Insights Gained from a Remote Community of Practice," by Academic Librarian Deborah Hemming and Jackie Phinney.

Respectfully submitted,
C. Dale Keefe, PhD
Provost & Vice-President Academic

ASSOCIATE VICE-PRESIDENT RESEARCH AND DEAN OF GRADUATE STUDIES – APRIL 11TH, 2022

GRANTS TO FACULTY

INTERNAL GRANTS

Petro Canada Innovator Awards
- **Dr. Daniel Blustein** (Psychology) - **$5,000**: *Augmented reality feedback for prosthesis users*
- **Dr. Karen Kendall** (Kinesiology) **- $5,000:** *Implementing tablet-based data collection within community-based exercise programs for older adults*
- **Dr. Mo Snyder** (Earth & Environmental Science) - **$5,000:** *Bridging the gap between complex surficial features and the underlying geology in Nova Scotia*

Acadia Teaching Innovation Awards
- **Dr. Rebecca Casey** (Sociology) - **$3,000:** *Aging (well) in place in Kings County, NS*
- **Dr. Lauren Lattimer** (Kinesiology) - **$3,500:** *Implementing dynamic postural control assessments to inform clinical decision making for athletes with suspected sport related concussions*
- **Dr. Mojtaba Kaviani** (Nutrition & Dietetics)- **$3,500:** *Sports Nutrition in Action*

EXTERNAL GRANTS

Department of Natural Resources and Renewables, Wildlife Division – Provincial Grant - $15,000
Dr. Phillip Taylor (Biology) received $15,000 in funding for the purchase of radio transmitters and receivers to track 50 Bank Swallows from their Nova Scotia breeding grounds. Project title: *Tracking broad scale migration patterns and migratory connectivity of endangered Bank Swallows.*

Department of Seniors and Long-Term Care – Provincial Grant - $10,000
Dr. Rebecca Casey (Sociology) received $10,000 from the Age-friendly Communities Program for her project entitled: *No One Left Behind: Accessibility and Inclusion of Older Adults in New Minas.*

Ducks Unlimited Canada – Grant - $55,000
Dr. Mark Mallory (Biology) received $55,000 in continued support for his research on the Common Eider. This project involves many partners from both Canada and the United States and aims to address knowledge gaps for the species. The primary focus of this work is to assess the breeding propensity of common eiders using telemetry data.

Canada Research Chairs Program - Equity, Diversity & Inclusion Stipend - $50,000
Dr. Anna Redden (Associate VP Research) received notification that her institutional proposal to the Canada Research Chairs Program for a $50,000 Equity, Diversity & Inclusion Stipend 2022-2023 was successful. Funding is being provided to help participating institutions address systemic barriers in their policies, processes, and structures. The EDI requirements and practices are tied to the 2019 Addendum to the 2006 Canadian Human Rights Agreement for the Canada Research Chair Programs.

RESEARCH AGREEMENTS

NRC – Industrial Research Assistance Program (NRC-IRAP) - Contribution Agreement - $80,000
Acadia University signed a Contribution Agreement with NRC-IRAP ($80,000) to provide targeted research services to address the scientific, technical, business and development needs of small and medium enterprises (SMEs) throughout Canada.

Environment and Climate Change Canada (ECCC) – Amended Contract - $18,750
Dr. Mark Mallory's (Biology) ongoing project, *Hotspot analyses of the overlap of key fisheries and susceptible seabird species in the circumpolar Arctic,* received a funding increase from $18,750 to $37,500 with a contract extension to March 31, 2023.

Environment and Climate Change Canada (ECCC) – Amended Contract - $25,000
Dr. Mark Mallory's (Biology) ongoing project, *Artic Loon Bycatch*, received a funding increase from $12,500 to $37,500, with a contract extension to March 31, 2023*.*

Halucenex Life Sciences Inc – Service Agreement - $6,500
Dr. Kathryn Bell (Psychology) received $6,500 for her project entitled: *Investigating the therapeutic effect of psilocybin in treatment-resistant post-traumatic stress disorder*. Dr. Bell will provide advice, support, and assistance to Halucenex during the development and execution of their clinical trials to investigate the effects of psilocybin on treatment-resistant PTSD.

Bishops University – Sub-Agreement - $13,000
Drs. Kirk Hillier (Biology) and **Dave Shutler** (Biology) received $13,000, in collaboration with Dr. Jade Savage from Bishops University, for their project entitled: *Citizen-based surveillance of Ixodes scapularis and other ticks in Canada using a eTick.ca, a web platform dedicated to image-based tick identification.*

Parks Canada - Contribution Agreement (Amendment)
Dr. Kirk Hillier (Biology) had his Contribution Agreement with Parks Canada extended for an additional year for his project entitled: *Research of Hemlock Wooly Adelgid Management Options*. The total value of the project is $116,005 over three years.

Confederation of Mainland Mi'kmaq – Amended Agreement of Service - $20,650
Dr. Trevor Avery (Biology) received an additional $20,650 for his project entitled: *Habitat Assessments, Fish Spatiotemporal Occurrence and Atlantic Tomcod Movement & Behaviour in the Halfway, Cogmagun and Avon Rivers, NS.* The funding was increased from $187,359 to $208,009.

Nova Scotia Department of Natural Resources and Renewables – Contribution Agreement - $50,000
Dr. Alain Belliveau (E.C. Smith Herbarium) received $50,000 to develop and implement field protocols for Species at Risk (SAR) plant and lichen monitoring, including baseline data collection, site collection, training and ongoing field support.

Atlantic Canada Opportunities Agency (ACOA) - Innovative Communities Fund (ICF) - Data Analytics Pilot Advisory Support (DAPAS) Program
Under the DAPAS Program, **Dr. Andrew McIntyre (AIDA)** was awarded **$1,000** to collaborate with Rx Security Inc. on a project entitled: *Investigation into Data Extraction and Modeling Potential at Rx Security.*

INDUSTRY ACTIVITIES

Acadia Laboratory for Agri-food & Beverage (ALAB) – Update
On March 14, 2022, **Hayley Craig-Barnes** (ALAB) and **Katrin Sommerfeld** (ICE) participated in a Product Testing Training Workshop for Nova Scotia Liquor Corporation (NSLC) employees. This internal employee workshop was held to educate NSLC staff on the services ALAB is providing under the NSLC Product Testing Program and to gain a deeper understanding of the program details.

Tissue Culture Research - Canadian Grapevine Certification Network (CGCN)
On March 24, 2022, **Dr. Robin Browne**, Research Scientist, KC Irving Centre & Adjunct Faculty (Biology), presented his tissue culture micropropagation techniques and research to CGCN's industry members -grape growers, grapevine rootstock nurseries and wineries from across Canada.

UPCOMING RESEARCH FUNDING PROGRAMS AND SUBMISSION DATES
Internal
- SSHRC Institutional Grants (SIG, up to $3000): TBA in April
- Harrison McCain Foundation Program grants: TBA in April

External
- SSHRC Partnership Engage Grants - June 15, September 15, December 15
- SSHRC Connection Grants - May 1, August 1, November 1
- SSHRC Insight Grants - October 1
- NSERC Discovery Grant - Notification of Intent - August 1; Application - November 1
- NSERC Research Tools and Instruments - October 25
- NSERC Alliance (partnership) Grants – Open Call
- MITACS (student and post-doc internships; various programs) – Open Call

Thesis submission:
Honours – April 21 ([extension available via request form](#))
Masters – April 29 (possible extension of a few days via email request to the Dean of Graduate Studies)

ACADIA STUDENTS' UNION ANNOUNCEMENTS

No announcements received by April 4, 2022.

COLLEGE OF DIVINITY / FACULTY OF THEOLOGY ANNOUNCEMENTS

No announcements received by April 4, 2022.

Meeting of Senate, April 11, 2022
Admissions and Academic Standing Committee (Policy)

Motion:
Proposed modification to the Calendar page 36

Multiple Course Attempts
Students can register for an attempted course for a second time without seeking permission. Any additional attempts to register for the same course requires permission from the Head, Director, or Coordinator of the home unit offering the course. Please note that drops or withdrawals do not count as attempts, and only the most recent grade in repeated courses will be included in any GPA calculation.

Current language:
A Head/Director may refuse to grant permission for a student to register for a course more than twice. Only the most recent grade in repeated courses will be included in any GPA.

Course Descriptions

Approved by the ADC Senate on October 4, 2021

PROPOSED MOTION: That the course descriptions be amended as proposed.

BIBL 2023 Survey of the Bible

Current

This course lays the foundation for advanced study of the Bible by helping students acquire knowledge of the basic contents and narrative of the Bible.

Proposed

This course lays the foundation for advanced study of the Bible by helping students acquire knowledge of the basic contents and narrative of the Bible. This course may not be used for credit toward the Bachelor of Theology program or the Certificate in Christian Studies program. (BIBL 2023 is intended for non-credit Certificate students.)

EVAN 6063 / EVAN 3063 Leading Healthy and Effective Churches
LEDR 6063 / LEDR 3063 Leading Healthy and Effective Churches

Current

A study of healthy, growing churches in Atlantic Canada will consider congregations in rural, small-town, and urban settings. Students will discuss a variety of church models, observe ministries, and listen to pastors. Students will learn from congregations that have developed vibrant children's ministries and are successfully integrating young families into the congregation; have effective discipleship ministries; exhibit consistent numerical growth, including by baptism; have effective team ministries; are effectively reaching and integrating young adults; and have a significant social impact on their communities. Effective local church pastors and leaders will provide input and answer questions about their ministries. Students will reflect together on the experience and consider how to apply the lessons and principles learned. *Recommended prior study:* EVAN 5013/3013

Proposed

This study of principles and practice for effective leadership will focus on ways to lead congregations in rural, small-town, and urban settings. Students will learn about a variety of local church models and congregational dynamics. Effective local church pastors and leaders will provide input and answer questions about their ministries. Students will be taught how to incorporate diverse groups of people in the church, how to lead consistent numerical and spiritual growth, how to build effective team ministries, how to provide wise financial leadership for the congregation, how to resolve conflict effectively, and how to lead significant social impact in the community. *Recommended prior study:* EVAN 5013/3013

LEDR 6043 / LEDR 3043 The Practice of Leadership in Contemporary Ministry

Current

The course will explore the application of contemporary leadership theory to local church and other ministry settings. Students will reflect on, and seek to contextualize and apply, principles learned from speakers at the Global Leadership Summit.

Proposed

Based on Biblical models and principles of leadership, students will learn how to lead in times of change to integrate a Biblical understanding of Christian leadership with the realities of contemporary society. Students will consider the characteristics of good leaders (from both Biblical and sociological perspectives) and the congregational dynamics that must be understood and applied by an effective leader. The challenges of Christian leadership in the contexts of bureaucratization, institutionalization, and secularization will be addressed, as well as why leaders fail and how to respond appropriately in times of failure or stress.

THEO 7053 Holy Spirit

Current

Seminar in the doctrine of the Holy Spirit that first plumbs the theological history of discussion of the person and work of the Holy Spirit. Key biblical texts will be addressed. This will include early church, medieval, Radical Reformation, and contemporary Pentecostal and Charismatic contributions. Attention will be given to the fruit and gifts of the Holy Spirit, the Spirit in the nurture of believers (sanctification), spirituality in the Church, the Spirit's work in human culture, and overall in creation and consummation. Contemporary literature that will orient student work include: L.S. Chafer; G. Fee; J. Dunn; D. Bloesch; D. Dayton; H. Cox; W. Pannenberg; C. H. Pinnock; G. Atter; J. Wimber; and W. and J. Menzies. Prerequisite: Completion of, or concurrent enrolment in, THEO 5013, and BIBL 5023, 5033, or permission of instructor.

Proposed

This course will explore leading contemporary thinkers in pneumatology to understand the doctrine's biblical, historical, and contemporary contours. Emphasis is placed on understanding Free Church contributions, including Baptistic and Charismatic perspectives, as well as balancing local Canadian contributions with Global voices, all to articulate one's theological convictions in light of trends such as the rise of Pentecostalism, liberation theology, feminism, and pluralism. The course will engage specifically pastoral issues such as questions concerning the nature of salvation, the role of experience, the interpretation of Scripture, the nature of spiritual gifts, and phenomena such as Spirit-baptism, spiritual warfare, and healings. *Prerequisite:* Completion of, or concurrent enrolment in, THEO 5013, and BIBL 5023, 5033, or permission of instructor.

Bachelor of Theology Program

Learning Outcomes - New
Approved by ADC Senate on March 28, 2022

PROPOSED MOTION: That the following Bachelor of Theology learning outcomes be added to the ADC Academic Calendar:

The Bachelor of Theology degree is designed to prepare students at an undergraduate level for a variety of ministry settings, while also preparing students for graduate study in the Master of Divinity program.

By the end of this program, students should be able to:

1. Interpret and apply Scripture to Christian faith and practice with informed interpretive skills.

2. Discuss Christian faith and practice with personal integration and theological thinking.

3. Demonstrate the personal and spiritual characteristics required of Christian leaders who will practice ministry in a local cultural context.

4. Demonstrate skills required for the practice of Christian leadership, ministry, and mission.

5. Discuss learning from a select range of other disciplines.

Post-Baccalaureate - Revised
Approved by ADC Senate on March 28, 2022

PROPOSED MOTION: That the Bachelor of Theology listing in the ADC Academic Calendar be amended as proposed.

Current *(page 132 of the current ADC Academic Calendar)*

Bachelor of Theology as a Second Acadia Undergraduate Degree

This program is for students who already hold or expect to graduate with an undergraduate degree from Acadia University. The Bachelor of Theology as a second undergraduate degree is designed to equip those considering leadership, bi-vocational ministry, or other work within a Christian context now or later in their lives. Completion of the degree requires a minimum of 30 credit hours of additional courses at Acadia Divinity College. For Acadia University students who have taken courses at Acadia Divinity College or the Minor in Theology, this program provides an excellent opportunity to gain the Bachelor of Theology degree. Please contact the ADC Director of Undergraduate Studies for further information.

Proposed

Bachelor of Theology – Post-Baccalaureate

Acadia University graduates who have completed a Minor in Theology during their undergraduate degree may be awarded the Bachelor of Theology degree by completing 30 additional credit hours of course work at ADC. The following course requirements must have been completed either as part of the first Acadia degree, or must be completed at ADC during the post-graduation year.

Program Sheets – Revised

Approved by ADC Senate on October 4, 2021

PROPOSED MOTION: That the Bachelor of Theology listing in the Academic Calendar be amended as follows:

1. Remove the words "Bachelor of Theology (Normally for individuals not seeking ordination)"

    and replace with "**Bachelor of Theology**" on page 133 of the ADC Academic Calendar.

2. Remove the words "Bachelor of Theology - Ordination Track (Normally for individuals seeking ordination)"

    and replace with "**Bachelor of Theology - Special Track for CBAC-recommended mature students**" on page 134 of the ADC Academic Calendar.

PROPOSED MOTION: That course choices under Christian Thought for the Minor in Theological Studies be amended to include CHUR 4033 (Women in the Christian Tradition) and THEO 3153 (Theology of Love).

Page 138 of the ADC Academic Calendar would change to:

Minor in Theological Studies

Undergraduate students from the faculties of Pure & Applied Science, Arts, and Professional Studies at Acadia University may choose to minor in Theological Studies. Students pursuing a degree with the Faculty of Pure & Applied Science are required to complete 12 hours and students pursuing a degree with the Faculty of Arts are required to complete 24 hours chosen from the courses in the table below. Students pursuing a degree with the Faculty of Professional Studies must consult their academic advisor to determine the hours required for this minor.

Courses to choose from:

Course Number	Course Title
Biblical Studies	
BIBL 2013	Interpreting the Bible
BIBL 2023	Survey of the Bible
BIBL 3013	Introduction to the Old Testament 1
BIBL 3023	Introduction to the Old Testament 2
BIBL 3033	Introduction to the New Testament 1
BIBL 3043	Introduction to the New Testament 2
GREE 3013	Foundations of New Testament Greek 1
GREE 3023	Foundations of New Testament Greek 2
HEBR 3013	Foundations of Biblical Hebrew 1
HEBR 3023	Foundations of Biblical Hebrew 2
Christian Thought	
CHUR 2033	History of Christianity
CHUR 4033	Women in the Christian Tradition
THEO 3013	Christian Theology 1
THEO 3023	Christian Theology 2
THEO 3033	Christian Ethics

Course Number	Course Title
THEO 3153	Theology of Love

For advice on course selection, students may wish to consult the ADC Registrar or the ADC Director of Undergraduate Studies.

Program Sheet - New
Approved by ADC Senate on March 28, 2022

PROPOSED MOTION: That the program sheet for Bachelor of Theology - Post-Baccalaureate be added to the ADC Academic Calendar as follows:

Bachelor of Theology – Post-Baccalaureate

Course Number	Course Title
Biblical Studies and Christian Thought	
BIBL 2013	Interpreting the Bible
BIBL 3013	Introduction to the Old Testament 1
BIBL 3023	Introduction to the Old Testament 2
BIBL 3033	Introduction to the New Testament 1
BIBL 3043	Introduction to the New Testament 2
Christian Thought	
CHUR 2033	History of Christianity
THEO 3013	Christian Theology 1
THEO 3023	Christian Theology 2
THEO 3033	Christian Ethics
Ministry	
EVAN 3013 or 5013	Evangelism and Mission in Contemporary Society
LEDR XXXX	Theology and Practice of Racial Justice
SPFM 3013 or 5013	Christian Spiritual Formation for Ministry Leaders
	Additional Ministry electives (including up to five courses at the graduate level) to complete 30 credit hours beyond the first baccalaureate degree
Total Credit Hours completed at ADC beyond the first undergraduate degree must equal 30.	

Master of Arts (Theology) Program

Approved by ADC Senate on March 28, 2022

Learning Outcomes – Revised D&E

PROPOSED MOTION: That the third Learning Outcome be replaced with "Integrate learning from both theory and practice", to the approved Learning Outcomes for

- *MA Degree with Thesis: Specialization in Practical Theology*
- *MA Degree with Project: Specialization in Practical Theology*

Rationale:

The MA (Theology) in practical theology seeks to integrate the varieties of theory in areas of practical theology with the actual practices of ministry. This was previously missing from these two sets of approved Learning Outcomes.

D.   MA Degree with Thesis: Specialization in *Practical Theology*

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent and convincing way.
3. ~~Identify, and appraise, significant themes in a chosen area of practical theology.~~ Integrate learning from both theory and practice.
4. Produce an MA-level thesis on a significant issue related to ~~a chosen area of~~ practical theology.

E.   MA Degree with Project: Specialization in *Practical Theology*

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent and convincing way.
3. ~~Identify and appraise significant themes in a chosen area of practical theology.~~
4. Integrate learning from both theory and practice.

5. Produce an MA level project on a significant issue related to ~~a chosen area of ministry practice~~ practical theology.

Learning Outcomes – Revised F

PROPOSED MOTION: That the current Learning Outcomes for the MA Practical Theology degree <u>Course Work</u> be revised and renamed as follows.

Rationale:

Previously agreed upon Learning Outcomes for the MA (Theology) did not encompass current degree programs in chaplaincy and spiritual care, which include clinical pastoral education instead of a thesis or project.

F.   MA ~~Practical Theology~~ Degree ~~Course Work~~ in Chaplaincy and Spiritual Care

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent and convincing way.
3. Identify and appraise ~~significant themes in a chosen area of practical theology~~ key features of the practice of chaplaincy and spiritual care.
4. ~~Display the integration of knowledge and practice to contextual personal and professional practice.~~ Engage in effective prison chaplaincy or clinical pastoral practice.

See Appendix A for a complete list of learning outcomes with proposed revisions.

Program Sheets - Revised

PROPOSED MOTION: That the following MA (Theology) program sheets (60-credit hour and 30-credit hour) replace the existing MA (Theology) program sheets.

Rationale:

The following program sheets build on the Learning Outcomes for the MA (Theology) program (including those proposed above). At the same time, they seek to provide flexibility in the practical theology field, while linking specializations to the areas of expertise in our faculty.

Program Specializations (60-credit)

Biblical Studies

Course Number	Course Title	Credit Hours
CORE COURSES		
IDTH 5010	Orientation (Pass / Fail)	0
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 7113 (or THEO 6013)	Christian Theology in a Pluralistic Context or Christian Ethics	3
XXXX	Elective[1]	3
	core credit hours	*21*
SPECIALIZATION: Students will choose one of the following specializations for guided readings and thesis: Old Testament, Second Temple Judaism, or New Testament		
BIBL 7613 *or* BIBL 7733 *or* BIBL 7633	Guided Readings in Old Testament 1 *or* Guided Readings in 2nd Temple Judaism 1 *or* Guided Readings in New Testament 1	3
BIBL 7623 *or* BIBL 7743 *or* BIBL 7643	Guided Readings in Old Testament 2 *or* Guided Readings in 2nd Temple Judaism 2 *or* Guided Readings in New Testament 2	3
HEBR 5013	Foundations of Biblical Hebrew 1	3
HEBR 5023	Foundations of Biblical Hebrew 2	3
GREE 5013	Foundations of New Testament Greek 1	3
GREE 5023	Foundations of New Testament Greek 2	3
HEBR 6013 *or* GREE 6013	Intermediate Hebrew *or* Intermediate Greek[2]	3
	specialization credit hours	*21*
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - *Cross-disciplinary recommended*	3
BIBL 7916, BIBL 7926	Thesis	6, 6
	thesis credit hours	*18*
	Total Credit Hours	**60**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

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[1] This elective must be Survey of the Bible if the Bible Knowledge Entrance Exam has not successfully been completed.

[2] Students concentrating in Old Testament will take Intermediate Hebrew, students concentrating in New Testament will take Intermediate Greek.

Theology

Course Number	Course Title	Credit Hours
CORE COURSES		
IDTH 5010	Orientation (Pass / Fail)	0
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 7113 (or THEO 6013)	Christian Theology in a Pluralistic Context or Christian Ethics	3
XXXX	Elective[3]	3
	core credit hours	21
SPECIALIZATION		
THEO 7613	Guided Readings in Theology 1	3
THEO 7623	Guided Readings in Theology 2	3
THEO	Theology Elective	3
THEO	Theology Elective	3
THEO	Theology Elective	3
THEO	Theology Elective	3
BIBL or CHUR	Elective	3
	specialization credit hours	21
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - *Cross-disciplinary recommended*	3
THEO 7916, THEO 7926	Thesis	6, 6
	thesis credit hours	18
	Total Credit Hours	**60**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

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[3] This elective must be Survey of the Bible if the Bible Knowledge Entrance Exam has not successfully been completed.

Christian History

Course Number	Course Title	Credit Hours
CORE COURSES		
IDTH 5010	Orientation (Pass / Fail)	0
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 7113 (or THEO 6013)	Christian Theology in a Pluralistic Context or Christian Ethics	3
XXXX	Elective[4]	3
	core credit hours	21
SPECIALIZATION		
CHUR 7613	Guided Readings in Christian History 1	3
CHUR 7623	Guided Readings in Christian History 2	3
CHUR	Christian History Elective	3
CHUR	Christian History Elective	3
CHUR	Christian History Elective	3
CHUR	Christian History Elective	3
THEO or BIBL	Elective	3
	specialization credit hours	21
THESIS		
IDTH 7813	Graduate Research Seminar	3
	Directed Study - *Cross-disciplinary recommended*	3
CHUR 7916, CHUR 7926	Thesis	6, 6
	thesis credit hours	18
	Total Credit Hours	**60**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

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[4] This elective must be Survey of the Bible if the Bible Knowledge Entrance Exam has not successfully been completed.

Practical Theology (Thesis)

Students will choose a specialization for Guided Readings and Thesis in one of the practical theology fields in consultation with the Registrar and MA (Theology) Director.

Course Number	Course Title	Credit Hours
CORE COURSES		
IDTH 5010	Orientation (Pass / Fail)	0
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 7113 *or* THEO 6013	Christian Theology in a Pluralistic Context *or* Christian Ethics	3
XXXX	Elective[5]	3
	core credit hours	*21*
SPECIALIZATION		
XXXX 7613	Guided Readings 1	3
XXXX 7623	Guided Readings 2	3
XXXX	Practical Theology Elective[6]	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
BIBL or CHUR	Elective	3
	specialization credit hours	*21*
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - *Cross-disciplinary recommended*	3
XXXX 7916, XXXX 7926	Thesis	6, 6
	thesis credit hours	*18*
	Total Credit Hours	**60**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

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[5] This elective must be Survey of the Bible if the Bible Knowledge Entrance Exam has not successfully been completed.

[6] EVAN / PAST / DISP / SPFM / NXGN / LEDR / PACC

Practical Theology (Project)

Students will choose a specialization for Guided Readings and Project in one of the practical theology fields in consultation with the Registrar and MA (Theology) Director.

Course Number	Course Title	Credit Hours
CORE COURSES		
IDTH 5010	Orientation (Pass / Fail)	0
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 7113 (*or* THEO 6013)	Christian Theology in a Pluralistic Context *or* Christian Ethics	3
XXXX	Elective[7]	3
	core credit hours	*21*
SPECIALIZATION		
XXXX 7613	Guided Readings 1	3
XXXX 7623	Guided Readings 2	3
XXXX	Practical Theology Elective[8]	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
BIBL or CHUR	Elective	3
XXXX	Elective	3
	specialization credit hours	*27*
PROJECT		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - *Cross-disciplinary recommended*	3
XXXX 7913 / 7923	Project	3,3
	project credit hours	*12*
	Total Credit Hours	**60**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

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[7] This elective must be Survey of the Bible if the Bible Knowledge Entrance Exam has not successfully been completed.

[8] EVAN / PAST / DISP / SPFM / NXGN / LEDR / PACC

Chaplaincy and Spiritual Care

Course Number	Course Title	Credit Hours
CORE COURSES		
IDTH 5010	Orientation (Pass / Fail)	0
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 7113 (or THEO 6013)	Christian Theology in a Pluralistic Context or Christian Ethics	3
XXXX	Elective[9]	3
	core credit hours	21
SPECIALIZATION: Students choose to focus on Prison Chaplaincy (CHAP) or Chaplaincy and Spiritual Care (PACC)		
CHAP 5023	Introduction to Chaplaincy	3
CHAP or PACC	Elective	3
CHAP or PACC	Elective	3
CHAP or PACC	Elective	3
XXXX	Practical Theology Elective[10]	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
BIBL or CHUR	Elective	3
	specialization credit hours	24
PRACTICUM		
CHAP 6013	Personal and Professional Ethics	3
CHAP 7016	Clinical Pastoral Education 1	6
CHAP 7026[11] or CHAP 7103 and CHAP 7113	Clinical Pastoral Education 2 or Prison Ministry Practicum 1 AND Prison Ministry Practicum 2	6 or 3 3
	practicum credit hours	15
	Total Credit Hours	60

Electives and Directed Studies should be chosen in consultation with your program supervisor.

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[9] This elective must be Survey of the Bible if the Bible Knowledge Entrance Exam has not successfully been completed.

[10] Students specializing in Prison Ministry are required to take CHAP 5033

[11] For students specializing in Chaplaincy and Spiritual Care

Without Specialization

Course Number	Course Title	Credit Hours
CORE COURSES		
IDTH 5010	Orientation (Pass / Fail)	0
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 7113 (or THEO 6013)	Christian Theology in a Pluralistic Context or Christian Ethics	3
XXXX	Elective[12]	3
	core credit hours	21
ELECTIVES		
BIBL / GREE / HEBR / ARAM	Biblical Elective	3
BIBL / GREE / HEBR / ARAM	Biblical Elective	3
THEO	Theology Elective	3
THEO	Theology Elective	3
CHUR	Christian History Elective	3
CHUR	Christian History Elective	3
XXXX	Practical Theology Elective[13]	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
XXXX	Elective	3
XXXX	Elective	3
XXXX	Elective	3
XXXX	Elective	3
	course credit hours	39
	Total Credit Hours	**60**

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[12] This elective must be Survey of the Bible if the Bible Knowledge Entrance Exam has not successfully been completed.

[13] EVAN / PAST / DISP / SPFM / NXGN / LEDR / CHAP

Program Specializations (30-credit)

Biblical Studies

Course Number	Course Title	Credit Hours
IDTH 5010	Orientation (Pass / Fail)	0
SPECIALIZATION: Students will choose one of the following specializations for guided readings and thesis: Old Testament, Second Temple Judaism, or New Testament		
BIBL 7613 *or* BIBL 7733 *or* BIBL 7633	Guided Readings in Old Testament 1 *or* Guided Readings in 2nd Temple Judaism 1 *or* Guided Readings in New Testament 1	3
BIBL 7623 *or* BIBL 7743 *or* BIBL 7643	Guided Readings in Old Testament 2 *or* Guided Readings in 2nd Temple Judaism 2 *or* Guided Readings in New Testament 2	3
HEBR 5013 *or* GREE 5013	Foundations of Biblical Hebrew 1 *or* Foundations of New Testament Greek 1	3
HEBR 5023 *or* GREE 5023	Foundations of Biblical Hebrew 2 *or* Foundations of New Testament Greek 2	3
	specialization credit hours	*12*
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - *Cross-disciplinary recommended*	3
BIBL 7916, BIBL 7926	Thesis	6, 6
	thesis credit hours	*18*
	Total Credit Hours	**30**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

Theology

Course Number	Course Title	Credit Hours
IDTH 5010	Orientation (Pass / Fail)	0
SPECIALIZATION		
THEO 7613	Guided Readings in Theology 1	3
THEO 7623	Guided Readings in Theology 2	3
THEO	Theology Elective	3
THEO	Theology Elective	3
	specialization credit hours	*12*
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - *Cross-disciplinary recommended*	3
THEO 7916, THEO 7926	Thesis	6, 6
	thesis credit hours	*18*
	Total Credit Hours	**30**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

Christian History

Course Number	Course Title	Credit Hours
IDTH 5010	Orientation (Pass / Fail)	0
SPECIALIZATION		
CHUR 7613	Guided Readings in Christian History 1	3
CHUR 7623	Guided Readings in Christian History 2	3
CHUR	Christian History Elective	3
CHUR	Christian History Elective	3
	specialization credit hours	*12*
THESIS		
IDTH 7813	Graduate Research Seminar	3
	Directed Study - *Cross-disciplinary recommended*	3
CHUR 7916, CHUR 7926	Thesis	6, 6
	thesis credit hours	*18*
	Total Credit Hours	**30**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

Practical Theology (Thesis)

Students will choose a specialization for Guided Readings and Thesis in one of the practical theology fields in consultation with the Registrar and MA (Theology) Director.

Course Number	Course Title	Credit Hours
IDTH 5010	Orientation (Pass / Fail)	0
SPECIALIZATION		
XXXX 7613	Guided Readings 1	3
XXXX 7623	Guided Readings 2	3
XXXX	Practical Theology Elective[14]	3
XXXX	Practical Theology Elective	3
	specialization credit hours	12
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - *Cross-disciplinary recommended*	3
XXXX 7916, XXXX 7926	Thesis	6, 6
	thesis credit hours	18
	Total Credit Hours	**30**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

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[14] EVAN / PAST / DISP / SPFM / NXGN / LEDR / PACC

Practical Theology (Project)

Students will choose a specialization for Guided Readings and Project in one of the practical theology fields in consultation with the Registrar and MA (Theology) Director.

Course Number	Course Title	Credit Hours
IDTH 5010	Orientation (Pass / Fail)	0
SPECIALIZATION		
XXXX 7613	Guided Readings 1	3
XXXX 7623	Guided Readings 2	3
XXXX	Practical Theology Elective[15]	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
	specialization credit hours	18
PROJECT		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study *Cross-disciplinary recommended*	3
XXXX 7913, XXXX 7923	Project	3, 3
	project credit hours	12
	Total Credit Hours	**30**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

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[15] EVAN / PAST / DISP / SPFM / NXGN / LEDR / PACC

Chaplaincy and Spiritual Care

Course Number	Course Title	Credit Hours
IDTH 5010	Orientation (Pass / Fail)	0
SPECIALIZATION: Students choose to focus on Prison Chaplaincy (CHAP) or Chaplaincy and Spiritual Care (PACC)		
CHAP 5023	Introduction to Chaplaincy	3
CHAP or PACC	Elective[16]	3
CHAP or PACC	Elective	3
CHAP or PACC	Elective	3
XXXX	Practical Theology Elective[17]	3
	specialization credit hours	15
PRACTICUM		
CHAP 6013	Personal and Professional Ethics	3
CHAP 7016	Clinical Pastoral Education 1	6
CHAP 7026[18] or CHAP 7103 CHAP 7113	Clinical Pastoral Education 2 or Prison Ministry Practicum 1 AND Prison Ministry Practicum 2	6 or 3 3
	practicum credit hours	15
	Total Credit Hours	**30**

Electives and Directed Studies should be chosen in consultation with your program supervisor.

[16] Students focusing on Prison Ministry are required to take CHAP 5033

[17] EVAN / PAST / DISP / SPFM / NXGN / LEDR / PACC

[18] For students specializing in Chaplaincy and Spiritual Care

Without Specialization

Course Number	Course Title	Credit Hours
IDTH 5010	Orientation (Pass / Fail)	0
BIBL / GREE / HEBR / ARAM	Biblical Elective	3
BIBL / GREE / HEBR / ARAM	Biblical Elective	3
THEO	Theology Elective	3
THEO	Theology Elective	3
XXXX	Practical Theology Elective[19]	3
XXXX	Practical Theology Elective	3
XXXX	Practical Theology Elective	3
XXXX	Elective	3
XXXX	Elective	3
XXXX	Elective	3
	course credit hours	*30*
	Total Credit Hours	**30**

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[19] EVAN / PAST / DISP / SPFM / NXGN / LEDR / CHAP

Appendix A: Master of Arts (Theology) Learning Outcomes *(with revisions)*

A.   MA Degree with Thesis: Specialization in *Biblical Studies*

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent way.
3. Practice exegetical and hermeneutical interpretation of Scriptural texts with attention to scholarly perspectives and research.
4. Produce a MA-level thesis on a significant Biblical subject.

B.   MA Degree with Thesis: Specialization in *Theology*

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent and convincing way.
3. Identify and appraise with personal engagement, significant theological doctrines and themes.
4. Produce a MA-level thesis on a significant theological theme.

C.   MA Degree with Thesis: Specialization in *Christian History*

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent and convincing way.
3. Identify, and appraise, significant historical events and themes.
4. Produce a MA-level thesis on a significant issue related to the history of the Christian church.

D.   MA Degree with Thesis: Specialization in *Practical Theology*

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent and convincing way.
3. Integrate learning from both theory and practice.
4. Produce an MA-level thesis on a significant issue related to practical theology.

E.   MA Degree with Project: Specialization in *Practical Theology*

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent and convincing way.
3. Integrate learning from both theory and practice.
4. Produce an MA level project on a significant issue related to practical theology.

F.   MA Degree in *Chaplaincy and Spiritual Care*

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.
2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent and convincing way.
3. Identify and appraise key features of the practice of chaplaincy and spiritual care.
4. Engage in effective prison chaplaincy or clinical pastoral practice.

G.   MA Degree without Specialization

By the end of this program participants should be able to:

1. Engage in critical and analytical theological discussion.

2. Demonstrate skills of writing and research including the collection, evaluation, and presentation of relevant material in a coherent andconvincing way.

3. Identify and appraise significant themes in a range of theological disciplines.

Doctor of Ministry Program
Approved by ADC Senate on March 28, 2022

Option - New

PROPOSED MOTION: That a "portfolio" option be added to the current "thesis" format of the Doctor of Ministry (DMin) "project" with attendant changes to the ADC Academic Calendar.

Rationale

a.   The Association of Theological Schools (ATS), our accreditor, now uses the language of "project" to describe what we refer to as a thesis or a project in the Calendar and this and other language needs standardized.

b.   This change will provide a second main way in which students can fulfil the project element of the DMin program, which is a portfolio of material, instead of an argued thesis.

Learning Outcomes - New

PROPOSED MOTION: That the new Learning Outcomes for a Portfolio-Project be approved and included in policy for the Doctor of Ministry program.

Learning Outcomes

By the end of this project, participants should be able to:

A.   Demonstrate the application of advanced biblical and theological understandings to a particular ministry practice.

B.   Critically integrate theory and practice in the discussion of contextual and culturally appropriate ministry practice.

C.   Display at an advanced level skills and abilities related to producing an applied practical project designed to enable enhanced ministry understanding and practice.

D.   Discuss with analysis and synthesis a ministry practice of personal or professional significance.

E.   Contribute to the understanding and practice of ministry through the completion of a doctoral level portfolio-project that contributes new knowledge and understanding to the practice of ministry.

Academic Calendar - Revised

PROPOSED MOTION: That the ADC Academic Calendar be revised to facilitate the portfolio option and take the opportunity to standardize other language to better reflect current practice. These changes are as follows:

1. On page 129 of the current ADC Academic Calendar, remove word "electives" from grid as they are not really electives and standardize description language with existing Academic Calendar course descriptions (Advanced Biblical Studies for Ministry Practitioners, Advanced Theology for Ministry Practitioners and Advanced Studies in Christian Ministry).

    Proposed grid below

    Program Requirements:

    The program consists of 30 credit hours of course work plus a project:

Course Work	Credit Hours per Course	# of Courses required	Total Credit Hours
Ministry Mentoring and Reflection	3	1	3
~~Biblical Studies electives~~ Advanced Biblical Studies for Ministry Practitioners	3	3	6
~~Theology electives~~ Advanced Theology for Ministry Practitioners	3	2	6
~~Ministry electives~~ Advanced Studies in Christian Ministry	3	3	9
DMin Writing and Research	3	1	3
Candidacy Evaluation	3	1	3
Sub-total		**10**	**30**
Project			12
Total			**42**

2. Remove "Ministry Elective Courses" under "Areas of Concentration" on page 128 and replace with terminology "Advanced Studies in Christian Ministry Courses"

    Areas of Concentration

    This degree requires all participants to take two core courses in both Biblical Studies and Theology. In addition, each student can choose a specific area of focus based on his or her personal ministry interests. Concentrations in ministry may be explored within the program through

    a. ~~Ministry elective courses~~ Advanced Studies in Christian Ministry Courses offered on campus and off;

    b. A Directed Studies Option;

    c. Transfer credits, from other ATS-approved doctoral programs or university graduate programs, provided these are approved by the Director in advance; or

    d. Arrow Leadership Ministries. Acadia has established a doctoral-level relationship with Arrow Leadership Ministries. Students who have completed this program may be eligible for advanced standing in the program.

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3. Replace various terms used throughout for "thesis" or "dissertation", with the term "project" to reflect current ATS terminology.

4. Change summary description of the Candidacy Evaluation course to incorporate the project portfolio model. *(Proposed revisions are in red text.)*

DMIN 8133 Candidacy Evaluation

Admission to DMin candidacy status (thus permitting the student to engage in project research and writing) is dependent upon a successful evaluation of the participant's growth and integration of thought, practice, and scholarship. To achieve candidacy, students will submit two pieces of work: a paper detailing how the program contributed to the understanding and development of their theology of the practice of ministry; and a detailed proposal of their proposed project as laid down in the DMin Handbook. Oral evaluation will be conducted through an online interview normally involving the potential supervisor, a member of the Doctor of Ministry team, and one other faculty member. If an evaluation is unsuccessful the candidacy evaluation committee can recommend that a candidate must re-present their work in a different project format.

5. Designate two new course codes and summary descriptions for Portfolio-Project to mirror the existing Thesis-Project Codes.

Proposed course codes and description below

DMIN 8636 and DMIN 8646   Portfolio-Project

Under the direction of a portfolio-project supervisor, appointed by the Director in consultation with the candidate, the doctoral candidate will design, implement, and report on a major research project.

Academic Integrity Policy – New

Approved by ADC Senate on March 28, 2022

PROPOSED MOTION: That the new Academic Integrity Policy be adopted as circulated and be included in the ADC Academic Calendar.

Acadia Divinity College (ADC) is committed to excellence in higher learning and widely recognized for our academic rigour. We expect all students to uphold our academic standards and to that end, will guide students as they strive to complete all assignments with integrity.

ADC also acknowledges that there may be instances where grievances can arise. In such cases, ADC is committed to addressing complaints in a fair, consistent, and timely manner.

Purpose

The purpose of the Academic Integrity Policy is primarily instructive and remedial, rather than punitive. It is intended to ensure that students learn how to refer to, and appropriately incorporate with integrity, the works of others in their own thinking and writing. This policy provides guidance for Acadia Divinity College faculty and students about what is and is not appropriate when referring to the work of others (from any source). This includes proper citation, understanding when and how it is appropriate to refer to the work of others in an assignment (as either quotations or paraphrases), and why it is important.

ADC recognizes that understandings of plagiarism are related to Western cultural conceptions of intellectual property, which may be conceived differently in some non-Western educational settings. This will be considered when dealing with students and determining the severity of the plagiarism and the remedial steps required.

Definition of Plagiarism

For the purposes of this policy, plagiarism includes:
- the presentation of another's ideas, methods, research, or words without proper acknowledgment, or
- the representation of one's own previously submitted written work in one course as an original submission for credit in a different course; or
- Verbatim, nearly verbatim, or close paraphrasing of a source without acknowledgment.

Whether plagiarism is the result of carelessness, ignorance, laziness, or the deliberate representation of another's work as one's own, this Academic Integrity Policy applies.

Determining Severity

The submission of an essay that is completely plagiarized from another source is far more severe than the neglect of a few citations. When a student has paraphrased another's work to avoid detection, it is more severe than when a student has paraphrased another's work in an attempt to express in their own words that which they have read.

The following are examples of minor instances of plagiarism:
- A direct citation, marked with quotation marks, but lacking a footnote to the source.
- A footnote to the source, but the citation is missing the quotation marks.
- Misattribution of a quotation to an incorrect source.
- Inadequate paraphrasing of footnoted material.
- Short paraphrasing, without attribution, to a source used elsewhere in the paper.

Instances such as these are not reported to the Associate Dean and no grade penalty for plagiarism will be incurred. The instructor is responsible to ensure that the student learns from the mistake so

that it will not be repeated, and may ask the student to make any necessary changes to the assignment.

The following are examples of major instances of plagiarism in order of severity:
- Sources paraphrased without attribution
- Sources quoted verbatim without quotation marking or attribution
- The conglomeration of a number of sources in succession, used with minimal or no attribution
- A completely plagiarized assignment
- An assignment written by someone else for the student

When major instances of plagiarism are found, the procedures below will be followed.

Procedure for Reporting Major Instances of Plagiarism in Courses

1. When an instructor recognizes, on the basis of evidence, that a major instance of plagiarism has occurred, the instructor will document the problem, including the instructor's understanding of the level of severity of the plagiarism.

2. Documentation will be forwarded to the Associate Dean, who will keep a written record of all instances of reported plagiarism. **Such records shall be confidential and available only to the Associate Dean.** The Associate Dean will direct the instructor on which procedure below to follow.

The instructor and the Associate Dean will keep the matter of plagiarism confidential.

Procedures for Responding to Reported Plagiarism

First Reported Occurrence

In keeping with the remedial purpose of this policy, the response to a first reported offence is intended to make sure the student is aware of why their actions have led to a finding of plagiarism, to help them learn from their mistake, and to instruct them towards academic integrity in all future work. The Associate Dean will have been informed of such an occurrence, but is not involved in the response.

1. The instructor will inform the student in writing of the offence (with a copy to the Associate Dean) and will provide an opportunity for the student to respond. Normally, the instructor and the student will discuss the offence to determine its severity and the degree of intentionality.

2. When a student is presented with a first occurrence of plagiarism by the instructor and the student recognizes their error (especially if it seems that it was unintentional, or that the student did not understand what plagiarism means, or if the student's educational background may have contributed to their actions):

   a. The student must amend and re-submit the assignment with proper referencing.
   b. The student will be informed that a record of the offence will be kept by the Associate Dean, and that there will be a penalty for a subsequent occurrence of plagiarism.
   c. The re-submitted paper will be graded without penalty.

First Reported Occurrence (Severe)

Only in severe cases of plagiarism should the response to a first instance of plagiarism be punitive. In such cases, the instructor will work in consultation with the Associate Dean. Based on their agreed decision:

1. The instructor will inform the student in writing of the offence (with a copy to the Associate Dean) and will provide an opportunity for the student to respond. Normally, the instructor and the student will discuss the offence.

2. The instructor will communicate in writing to the student (copy to the Associate Dean) that one of the following penalties will be imposed:
   - The assignment will receive a penalty of one full grade.
   - The assignment will receive a grade of 50%.
   - The assignment will receive a grade of zero.

Subsequent Major Offence(s)

Any repeat offence of a major instance of plagiarism will be dealt with directly by the Associate Dean.

For a second offence, the Associate Dean will inform the student of the penalty. Normally, a second offence results in the assignment receiving a grade of zero. The student will be required to complete a tutorial on proper referencing from the Acadia University Writing Centre, and provide the Associate Dean with confirmation of the tutorial's completion.

For a third offence, the penalty will normally be a grade of zero for the course.

In cases of a fourth offence, the student will normally be dismissed from the program and will not be permitted to re-apply for admission to Acadia Divinity College, unless the Admissions Committee is convinced that the concerns about plagiarism have been adequately addressed.

Plagiarism in a Thesis

Plagiarism in a thesis is a very severe matter. By the time of the writing of the thesis, students should be well aware how to write with academic integrity. Each thesis submitted for examination will be reviewed using plagiarism detection software and the results will be shared with the thesis supervisor. Plagiarism may be detected at two stages of the thesis submission process:

At the initial point of submission (before it is provided to examiners)

1. If plagiarism is detected, the supervisor will intervene to prevent the thesis from moving to the examination stage.

2. In consultation with the program director, a finding of plagiarism will result in a decision either:
   - to dismiss the student from the program for academic misconduct (in cases of severe plagiarism), or
   - in the case of less severe infractions, to permit the student to revise and re-submit the thesis within one year.

3. In the latter case, if the thesis does not pass at the examination or the defence due to issues of academic integrity, a subsequent re-submission of the thesis will not be permitted.

When plagiarism is detected by one of the thesis examiners or if it is detected during the thesis defence, the committee will either decide the thesis:

- Does not pass but may be rewritten and resubmitted within a year (only in cases where the examiners agree the plagiarism is minor or may have been unintentional).

- Fail and may not be rewritten or resubmitted for the degree because of sustained gross academic misconduct.

A student wishing to appeal the finding of plagiarism should follow the ADC Student Complaint Policy outlined in the Academic Calendar.

Student Complaint Policy – New

Approved by the ADC Senate on November 15, 2021

PROPOSED MOTION: That the new Student Complaint Policy be adopted as circulated and be included in the ADC Academic Calendar.

Acadia Divinity College (ADC) is committed to excellence in higher learning and widely recognized for our academic rigour. We strive to provide students, faculty, and staff with a safe learning environment.

ADC expects all students to uphold our academic standards and adhere to the Code of Conduct of Acadia University[20]. ADC also acknowledges that there may be instances where grievances can arise. In such cases, ADC is committed to addressing complaints in a fair, consistent, and timely manner.

Purpose

The Student Complaint Policy indicates ADC's expectations for student behaviour, both academic and non-academic, and procedures to initiate a formal complaint. This Policy also outlines the process for ADC to respond to issues raised by students.

Academic Issues

Academic expectations are outlined on the syllabus for each course. Academic issues include, but are not limited to:

- course content or delivery
- assignments
- grading
- allegations of academic dishonesty
- disclosure of academic information

Procedure

1. Students with complaints about academic matters should first attempt to resolve the matter with the ADC faculty member.

2. If the complaint cannot be resolved, present the complaint in writing to the Associate Dean, for inquiry and decision.

3. Students who believe they have been subjected to unfair treatment by a member of the ADC faculty may complain in writing to the Associate Dean without first contacting the faculty member.

4. The Associate Dean will consult with the Dean of Students without delay to consider the student complaint and faculty response, and recommend a resolution.

5. If the problem cannot be resolved to the satisfaction of the complainant, a written report will be forwarded to the ADC President.

6. If the complaint involves a member of the ADC staff, or the Associate Dean, the complaint should be made in writing to the ADC President.

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[20] Acadia University Student Code of Conduct: https://www2.acadiau.ca/student-life/equity-judicial/judicial.html

7. If the complaint involves the ADC President, the complaint should be made in writing to the Associate Dean.

Appeals

Appeals should be made in writing to the Associate Dean who will forward the appeal to the ADC President for decision. If an ADC student's concern is not adequately addressed by this process, they may follow the "Procedures for Complaints in Academic Matters" which are found in the Acadia University academic calendar. Any complainant may at any time have the assistance of the Vice-President Academic of the Acadia Students' Union.

Non-Academic Issues

As students within the Faculty of Theology of Acadia University, those studying at ADC are subject to the University's "Non-Academic Judicial Student Code of Conduct". Complaints of a non-academic nature include, but are not limited to harassment, discrimination, or inappropriate behaviour by any member of the ADC community (including faculty, staff, and students).

Such complaints will be considered quickly and treated with the utmost seriousness. The immediate concern will be the safety and well-being of the student, and reasonable efforts will be made to ensure the confidentiality of the complainant (including from other faculty and staff) to the extent possible while the complaint is being considered.

Procedure

1. Students should inform the Dean of Students as soon as possible.[21]

2. The Dean of Students will refer the matter to the Associate Dean or ADC President as appropriate for immediate action.[22]

3. A written report will be forwarded without delay to the ADC President for action.

Should the complaint be withdrawn, an investigation may still be pursued to ensure the safety of everyone in the ADC community.

ADC strongly encourages anyone who believes that s/he is a victim of sexual violence to notify the police immediately. Students are also encouraged to contact the Equity, Diversity, and Inclusion Officer of Acadia University for assistance and resources.
Appeals

Appeals should be made in writing to the ADC President, who will then meet separately with the complainant and the respondent and issue a decision.

Should an ADC student's concerns not be adequately addressed by this Policy, or if complaints involve the wider Acadia University campus, university procedures (described in the University Academic Calendar) are available to all ADC students.

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[21] In the case of complaints about the Associate Dean or the Dean of Students, complaints should be forwarded directly to the ADC President. In the case of a complaint about the ADC President, the Associate Dean will refer the matter to the Chair of the Board of Trustees.

[22] Complaints against students will be handled by the Dean of Students; complaints against faculty will be referred to the Associate Dean, and complaints against staff members will be referred to the ADC President.

Reporting

A report regarding the number and general nature of the complaints and their resolution, with identities removed, shall be made to the ADC Senate in the case of Academic complaints, and to the Board of Trustees on other matters, at least annually.

Advanced Standing Policy – Revised

Approved by ADC Senate on March 28, 2022

PROPOSED MOTION: That the Advanced Standing Policy be amended as proposed and be updated in the ADC Academic Calendar.

Current Policy *(page 28 of the current Academic Calendar)*

Students shall register for and pass all courses designated as required for a degree program. After discussion with the instructor, students who have had courses at other institutions which have over 60% of the same content as courses offered in the Acadia program may appeal to the Academic Dean to take an elective in the same department. Students are normally allowed no more than four such exemptions in their program at ADC, and any additional exemptions must be approved by Faculty. Such applications must be made by the end of the first week of classes in each term.

Students in the BTh program who have a CGPA of at least 3.33 after completing 60 credit hours of study and who intend to pursue a Master of Divinity degree at ADC following graduation may, with permission from the Academic Dean, take as many as five graduate-level ADC courses during their final year of study.

Graduates of the Bachelor of Theology degree at Acadia University who apply to the Master of Divinity degree may be eligible for advanced standing with credit for some courses. Also, Acadia Divinity College has signed agreements with Crandall University and with Kingswood University to provide guidelines for advanced standing with credit for their graduates who apply to the Acadia Master of Divinity program. Applicants to the Master of Divinity degree who are graduates of Acadia University, Crandall University, or Kingswood University are encouraged to contact the Registrar for further details.

Proposed Policy

Students from other institutions who have completed courses which have similar content and learning outcomes as courses offered in the Acadia program may appeal to the Associate Dean for advanced standing without credit, up to one-third of the degree being sought. Such requests should be made by the end of the first week of classes in each term.

Students in the BTh program who have a CGPA of at least 3.33 after completing 60 credit hours of study and who intend to pursue a Master of Divinity program at ADC following graduation may, with permission from the Associate Dean, take as many as five graduate-level ADC courses during their final year of study.

Graduates of the Bachelor of Theology degree at Acadia University, and graduates of Crandall University or Kingswood University, who apply to the Master of Divinity program may be eligible for advanced standing with credit for some ADC graduate courses. ADC has signed agreements with Crandall University and Kingswood University that provide guidelines for advanced standing.

Applicants to the Master of Arts (Theology) program who already possess a graduate theological degree or an honours undergraduate degree in the subject in which they wish to specialize may be eligible for the 30-credit-hour MA (Theology) program.

Transfer of Credit Policy – Revised

Approved by ADC Senate on March 28, 2022

PROPOSED MOTION: That the Transfer of Credit Policy be amended as proposed and be updated in the ADC Academic Calendar.

Current *(page 28 of the current ADC Academic Calendar)*

Applicants to degrees and programs may request that up to half of the credit hours required to complete a degree or program at Acadia Divinity College be transferred from an approved institution. For a course to be eligible for transfer, students must have earned at least a C- (60%) on the course. No more than 15 of these credit hours can be earned via internet-based courses.

The applicant must submit to the Registrar the appropriate course description(s) along with the official transcript. If the Academic Dean and the Registrar deem the course(s) to be acceptable for transfer, the Registrar will provide written approval.

Once enrolled in a program at Acadia Divinity College, students who are interested in registering for a course offered by another recognized university or seminary may submit to the ADC Registrar a request for Transfer Credit and the appropriate course description and course code. If the Academic Dean and the Registrar deem the course acceptable for transfer, the Registrar will issue a Letter of Permission to transfer to the host school.

Proposed

Applicants for admission from another approved educational institution may request that up to half of the credit hours required to complete a degree or program at Acadia Divinity College be transferred. An official transcript must be sent directly from that institution for evaluation. Transfer credits will typically be given for individual courses which are applicable to the intended program of study and meet the minimum grade requirement of at least a C- (60%). Students must meet the standard admission requirements for each program.

The applicant must submit to the Registrar the appropriate course description(s) along with the official transcript. If the Associate Dean and the Registrar deem the course(s) to be acceptable for transfer, the Registrar will provide written approval.

Once enrolled in a program at Acadia Divinity College, students who are interested in registering for a course offered by another recognized university or seminary may submit to the ADC Registrar a request for Transfer Credit and the appropriate course description and course code. If the Associate Dean and the Registrar deem the course acceptable for transfer, the Registrar will issue a Letter of Permission to transfer to the host school.

Senate Curriculum Committee (Administrative)

2021-2022 Curriculum Change Proposals

Report to Senate

1 April 2022

Committee Members: Mark Bishop (Registrar), Shawna Singleton (Associate Registrar), Roxanne Seaman (Chair SCC Policy), Heather Saunders (Library), Sonia Hewitt (FA), Kait Pinder (Co-Chair, FA), Igor Semenenko (FPS), Michael Corbett (Co-chair, FPS), Andrew Mitchell (P&AS), Rob Raeside (P&AS), Chris Killacky (Theology), Student Rep (position currently unfilled)

Thirty-three curriculum change proposals were received by the Senate Curriculum Committee (Administrative) following the large roster of proposals we sent to Senate on 4 March 2022. The SCCA met to review these proposals which are summarized below. The Committee returned one proposal for clarification and response to suggested amendments. The suggested revisions have now been made to the proposal.

Summary Listing of Curriculum Proposals – FPAS

CASTL – New Minors and Options
 FORM 5A: New Program Proposal (MPHEC approval not required)
 - Biotechnology Minor
 - Science and Business of Beverage Option
 - Science and Business of Biopharma Option

 FORM 1: New Course Proposal
 - BIOT 2013: Research Methods in Biotechnology
 - BIOT 3413: Viticulutre and Industry Knowledge
 - BIOT 3423: Biopharma and Industry Knowledge
 - BIOT 3433: Marketing of Beverage

EARTH AND ENVIRONMENTAL SCIENCE
 FORM 4: Proposed Modification to a Program
 - BScH and BSc Environmental Science – adding courses to the list of electives in areas of Environmental Policy and Geology

 FORM 3: Proposed Modification to an Existing Course
 - ENVS 2523 – addition of GEOL 1013 as pre-requisite

BIOLOGY
 FORM 3: Proposed Modification to an Existing Course
 - BIOL 2563: Marine Biology – change in pre-requisites to restrict registration to first or second year students or by instructor permission

 FORM 6: Program Closure
 - Double Major: Biology with Second Major in Kinesiology

FORM 5A: New Program Proposal (MPHEC approval not required)
- BSc Biology with Minor in Kinesiology

Summary Listing of Curriculum Proposals – Arts

ENGLISH

    FORM 1: New Course Proposals
- ENGL 1483: Writing and Reading Critically Part 1
- ENGL 1493: Writing and Reading Critically Part 2
- ENGL 2183: Shakespeare
- ENGL 2193: Shakespeare
- ENGL 2223: Shakespeare Part 1
- ENGL 2233: Shakespeare Part 2
- ENGL 2323: The Romantics Part 1
- ENGL 2333: The Romantics Part 2
- ENGL 2473: Victorian Studies Part 1
- ENGL 2483: Victorian Studies Part 2
- ENGL 2083: Strategies for Reading Part 1
- ENGL 2093: Strategies for Reading Part 2

    FORM 2: Course Deletions
- ENGL 1406: Writing and Reading Critically
- ENGL 2476: Victorian Studies
- ENGL 2386: The Romantics
- ENGL 2286: Shakespeare
- ENGL 2006: Strategies for Reading

    FORM 4: Program Modification
- Update Program Requirements to reflect new courses and course deletions

THEATRE

    FORM 3: Proposed Modification to an Existing Course
- THEA 1001 (Production Credit 1) will become THEA PF00 (Practice: Performance)
- THEA 2002 (Production Credit 2) will become THEA PD00 (Practice: Production)

    FORM 4: Proposed Modification to a Program
- Both Theatre streams updated to reflect changes in production credits listed above

Motion

That all curriculum proposals submitted by the faculties and summarized in the Senate Curriculum Committee (Administrative) report be approved.

Discussion Item - Faculty of Arts Constitution, as amended on March 21, 2022 at the Faculty of Arts Council.

At the Faculty of Arts Council meeting on May 21, 2022, the following motions passed to amend the Faculty of Arts Constitution. The 2019 Faculty of Arts Constitution and the amended Faculty of Arts Constitution have been circulated separately, along with the Constitutions of the Faculty of Professional Studies and Faculty of Pure and Applied Science.

MOTION 1: The By-Laws Committee moves the following specific amendments to the Constitution of the Faculty of Arts Council:
1. Addition of Preamble;
2. Deletion of Old and Addition of New Membership Language;
3. Addition of the Dean and the mandate of the Dean to the Offices of Council;
4. Additions/Deletions to Steering Committee description/membership;
5. Amendment to Senate and PAC Representation of the Faculty of Arts
6. Incorporation of amendments passed in previous meetings of Council: (a) deletion of the Honours Awards Committee and Graduate Research Awards Committee, and (b) addition of the Arts Faculty Awards Committee;
As well as the following general amendments to be presented at the meeting of the motion:
7. Addition of Table of Contents;
8. Changes to Numbering System;
9. Gender-neutral language insertions.

MOTION 2: Whereas the Preamble stipulates that Council's Constitution, and any amendments thereto, are to be approved by Senate', and that 'the Senate may take no other action with respect to this Constitution or any amendments thereto', the By-Laws Committee moves that the Constitution of the Faculty of Arts Council as duly amended by Council be presented to the Senate by the Arts Senators for approval without further amendment at the next meeting of Senate.