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Minutes of the Senate Meeting of Monday April 12<sup>th</sup>, 2021.

A meeting of the Senate of Acadia University occurred on Monday April 12<sup>th</sup>, 2021 beginning at 4:00 p.m., with Chair A. Kiefte presiding and 44 senators present with two guests. The meeting took place virtually using Microsoft Teams due to the COVID pandemic University operations.

**1) Approval of Agenda**

The Chair called the meeting to order, noting that there was quorum at present.

**Motion to approve the agenda. Moved by D. Benoit and seconded by L. Robinson.**

MOTION TO APPROVE AGENDA CARRIED.

**2) Minutes of the Meeting of Monday March 8<sup>th</sup>, 2021**

**Motion to approve the Minutes of Monday March 8<sup>th</sup>, 2021. Moved by M. Robertson and seconded by N. Kennedy.**

MOTION TO APPROVE THE MINUTES CARRIED.

**3) Announcements:**

**a) From the Chair of Senate**

Regrets were received from A. Quema, M. Tajeddin, and J. Colton (leaving early). C. Morley would be joining late.

The Chair noted that S. Maitzen was attending as a guest to discuss agenda item 5) a) ii) and that A. Smith was attending as a guest to discuss agenda item 5) e) Open Educational Resources.

The Chair described the new approach to be used with Microsoft Teams at this meeting. Written instructions had been emailed to all Senators.

**b) From the President**

President Ricketts highlighted the fact that D. Looker had been appointed to serve on SSHRC for a three-year period. He noted that this was a prestigious appointment and that those who were appointed were held in esteem within that community. This also reflected well upon Acadia.

Senators applauded warmly.

President Ricketts hoped that the Atlantic bubble would reopen on April 19<sup>th</sup>, 2021 which would allow students from New Brunswick to travel home without quarantining. He commented about the fact that the University had managed to get through the year with only one case of COVID on campus and two off campus and he thanked everyone that had been involved in a tremendous effort to keep everyone safe. He also thanked the Wolfville community and was pleased that their concerns had been allayed.

President Ricketts particularly thanked B. MacNeil and L. Houck and the ASU team for their tremendous leadership during the last year. The ASU had been fully engaged with the leadership discussions and decisions and he noted that their leadership in the local community had been important and appreciated.

President Ricketts described the Fall planning that was taking place. He and the other University Presidents had recently met with Dr. Strang. Dr. Strang was supportive of the plan for in-person teaching in the Fall and wanted a common model to be used in the Province. He also expected that the Universities could look at returning to double occupancy in the residences.

President Ricketts noted that even if all Nova Scotians had been vaccinated by the end of June there was always the possibility that variants that were present in Canada could derail the best laid plans.

President Ricketts was not certain whether international students would be able to travel in the Fall and discussions were underway to try to have Halifax listed as an entry airport so that students could travel direct.

President Ricketts stated that the University was disappointed not to receive more than a 1% increase to the operating budget for 2021-2022 but noted that the Universities were included in a section of the Provincial budget that identified certain sectors that continued to be impacted financially by COVID. One on one meetings will be held with the Finance department.

President Ricketts reported that additional funding had been received for expansion of the computer science program, which was intended to increase access to the programs for different students.

President Ricketts stated that the Federal budget would be announced on April 19<sup>th</sup>, 2021, and he hoped that there could be infrastructure funding for universities.

President Ricketts stated that Cody Blois, Keith Irving, Mayors from Wolfville and King's County, and representatives from Valley Soccer teams were present to announce funding to replace the artificial turf on the Raymond Field. A total of 1.2 million dollars was provided, which fully covered the cost.

President Ricketts commented that the Town of Wolfville and King's County would be providing financial support to help the University to keep the pool open through the summer and the fall.

President Ricketts noted that budget preparations for 2021-2022 were underway and that a virtual Convocation was being planned. Honorary degree

recipients would be celebrated, and a full slate of Honorary degree recipients would be present.

**c) From the Provost and VPA**

D. Keefe noted that his written report had been circulated and that he was happy to answer any questions about it. He highlighted his thanks to J. Colton for stepping in to fill the position of Acting Dean of Professional Studies for the past four months.

D. Keefe reported that the Dean of Library and Archives search was underway and that a candidate had been interviewed the previous week. He requested that feedback on the presentations and stakeholder meetings be forwarded to the Provost's Office by Wednesday April 14<sup>th</sup>, 2021.

**d) From the President of the ASU**

L. Houck reported that it had been a busy month for the ASU and that positions on the Student Representative Council were filled for the 2021-2022 year and she expected a strong transition over the next few weeks.

L. Houck stated that in late March the ASU Executive and the Women's Centre Coordinator participated in a panel that introduced the newly hired Sexual Violence Prevention Coordinator to Acadia students.

L. Houck commented that they were working with other groups on campus to advocate for a 'women only' gym time which would follow the lead of many other institutions across the country.

L. Houck noted that the ASU continued to examine the challenges to affordability, accessibility, and pedagogy created by the implementation of the overload charge that had been brought in during 2020-21. This created challenges for students whose course credit hours were not distributed evenly throughout the year. She noted that Acadia offered no discount for an underload of courses, and as a result, students with accessibility challenges continued to be unfairly impacted if they took less than a full course load. L. Houck appreciated the accommodations that had been made this year but was concerned for the future. A report was being prepared and the ASU would recommend that these exemptions be continued for a second year or until such time as the University moved to a proper per-course tuition model.

L. Houck extended her appreciation to Senators and faculty for their support of the students over the past year, recognizing that it had not been an easy time.

The Chair thanked B. MacNeil, L. Houck, and all of the student Senators for their exceptional service to Senate and to the student body.

C. Mutlu asked about funding for the Athenaeum because there had been concern that the Athenaeum would be moved to club status.

L. Houck confirmed that this had been brought forward as a discussion item when looking at the various funding streams that the ASU had available, but

she noted that both the Athenaeum and AXE Radio continued to have funding for the following year as an internal organization.

B. MacNeil stated that they were considering strategic funding in support of the Athenaeum. They had encouraged the Editor in Chief to bring their Alumni and interested faculty on board to try to establish a more permanent funding model. He also expected that there could be better ways to benefit the Athenaeum for future growth.

e) **From the College of Divinity**

A. Robbins reported that the College of Divinity had received \$50,000 in funding from the Lilly Pathways for Tomorrow Initiative, to allow them to prepare for a one-million-dollar application relating to two different initiatives. One was to establish a features hub within the Andrew D. MacRae Centre for Christian Faith and Culture, researching and positioning theological education for the future. The second was to establish a sandbox to experiment with methodology and theological education.

4) **Previous Business from March 8<sup>th</sup>, 2021:**

a) **Motion from the Admissions and Academic Standing Committee (Policy) : Proposal for amendment to Part V: Academic Regulations and Policies - Time Limits of Undergraduate Program Requirements**

**Motion from the Admissions and Academic Standing Committee (Policy): Proposal for amendment to Part V: Academic Regulations and Policies - Time Limits of Undergraduate Program Requirements. Moved by D. Keefe and seconded by D. Seamone.**

D. Keefe stated that the background had been provided and took questions.

D. Benoit expressed concerns about the removal of the seven-year limit because in his field the degree needed to be current to the information in the field. Exceptions had previously been made with a student taking longer than seven years to complete their studies, but they were very much the exception. D. Benoit felt that this change would make it difficult for a Head or Director to review the degree and make an exception. He noted that there was the odd student who returned after 20 years to complete a degree and that if that person had not worked in the field in the intervening time, their Acadia degree would be very outdated.

D. Keefe stated that Computer Science had not been specifically considered. Other programs had been considered under item three, where external bodies accredited a program or other external criteria were required.

D. Keefe noted that imposing the latest Calendar requirements on students that needed to take more than seven years was creating undue hardship in some cases.

**MOTION CARRIED. ONE VOTE AGAINST AND THREE ABSTENTIONS.**

5) **New Business**

a) **Notices of Motions from the By-laws Committee**

**Notices of Motions from the By-Laws Committee:**

The Chair noted that these six motions will be debated formally and subsequently voted upon at the May meeting of Senate. She opened the floor to questions or comments regarding clarification of the motions.

C. Mutlu offered to answer any questions regarding each of the six motions.

There were no questions for C. Mutlu.

D. Seamone thanked the Chair of the By-laws committee for providing such a clear presentation.

The Chair also thanked C. Mutlu for the clear presentation and for providing context. The Chair also thanked S. Maitzen for attending.

D. Maitzen left the Senate meeting.

b) **Motion from the Awards Committee: Professor Emeritus Recommendations**  
*(circulated separately)*

**Motion from the Awards Committee: Professor Emeritus Recommendations.**

Senate moved 'In Camera'.

Senate moved out of camera and the Chair congratulated all three nominated Professor Emeriti: A. Dodge, J. MacLeod, and P. Rigg.

c) **Nominations for the Chair and Deputy Chair of Senate for 2021-2022, for election in May**

**Nominations for the Chair and Deputy Chair of Senate for 2021-2022, for election in May.**

The Chair invited M. Robertson to the floor of Senate to announce any nominations that had been received.

M. Robertson announced on behalf of the Senate Nominating Committee that two nominations had been received. The committee nominated A. Kiefte for the position of Chair and D. Seamone for the position of Deputy Chair of Senate.

The Chair called three times from the floor of Senate for any further nominations for Chair or Deputy Chair of Senate.

There being none, the two positions were filled by acclamation.

d) **Motion that the proposed Curriculum changes from the Divinity College be approved by Senate**  
*(attached)*

**Motion that the proposed Curriculum changes from the Divinity College be approved by Senate. Moved by A. Robbins and seconded by S. McMullin.**

S. McMullin noted that the first changes were of a housekeeping nature with respect to courses relating to the MA Theology Indigenous Community

Development. A line of clarification would be added to state that the course was only available to students enrolled in the MA Indigenous Community Development program. This would also apply to the Directed Study notation.

S. McMullin stated that a new course description would be provided for the course Theology of Love.

S. McMullin noted that there was a change of course description for the course Preaching as a Practice and the Practice of Preaching. He stated that this had been redesigned in light of the learning outcomes that had been established.

S. McMullin pointed out that there were policy changes. One was a change from the program accreditor, and one was with respect to students trying to take too many courses in a semester. This change would align the Calendar more closely to the University Calendar.

J. Stanley noted that he was a member of the College of Divinity Senate and stated that these changes had been considered and closely vetted at their Senate.

MOTION CARRIED. FIVE ABSTENTIONS.

e) **Open Educational Resources** (*circulated separately*)

The Chair noted that A. Smith and L. Houck would be making the presentation about Open Educational Resources (OERs) that had been previously circulated to Senators.

L. Houck highlighted the fact that these were free textbooks and other resource materials, which increase affordability and equity for students and provide opportunities for added innovation and collaboration. She noted that the conversion to a more virtual environment had resulted in this timely discussion across the country.

L. Houck reported that a student survey had been conducted during the fall and that a faculty awareness piece had been conducted during the winter semester. Students responded well and were mostly spending more than \$300 a term on textbooks and some were spending over \$500. She noted that students sometimes found themselves purchasing textbooks that were not used very much in courses.

L. Houck noted that students used various strategies to reduce the cost of textbooks. Many students did not purchase the required textbook because of the cost incurred and some others did not register for a course because of the cost of its textbook. Those students having to download free texts were sometimes achieving lower grades and this became an equity issue.

L. Houck reported that students preferred printed material to digital material, and preferred interactive practice questions.

L. Houck discussed a recent repository of OERs that had been established by the Council of Atlantic University Libraries (CAUL-CBUA), an organization

that also provides grants to educators who are seeking to develop or adapt OERs.

L. Houck was also interested in increasing faculty awareness of OERs.

A. Smith provided details about Atlantic OER, which was an initiative of the Atlantic Region. She noted that this was material that was free to use and was openly licensed. She noted that users and creators could retain, reuse, revise, remix and redistribute, but that material was still copyrighted.

A. Smith explained that OERs were any material that used licenses. These were beneficial to faculty because of the flexible course design and delivery. Material could be tailored to a course whereas a textbook often did not draw heavily on Canadian content or was not completely relevant to the course that was being taught. Opportunities were provided for experiential learning and some creators of OERs had created them through their classes, which provided students with an opportunity to both create the material but also learn about and participate in open pedagogy.

A. Smith described the ways in which OERs could benefit students. Apart from saving money for the students, OERs provided students with access to learning and teaching materials right at the start of the term. Students were not forced into making tough decisions between buying groceries or purchasing a textbook.

A. Smith commented that Atlantic OER provided access to Pressbooks, which was a digital authoring and publishing platform, e.g. WordPress.

A. Smith described the ways in which an OER could be created: individuals could find an open textbook from another campus and clone it directly to the Atlantic OER platform, or they could adapt an existing OER. She noted that this was the most common approach but that they could also be created from scratch.

A. Smith noted that there were many places to host an OER in addition to Atlantic OER. Links could be provided on ACORN to link directly to Atlantic OER and the material.

A. Smith explained that there were opportunities for collaborative approaches as faculty could work on a document or textbook at the same time. Cloning could be done within minutes and adapting material could take much longer. In addition to text, Math functions and tables could also be included and programs such as Hypothesis, MathJax, and Table Press could all be integrated into OERs.

A. Smith stated that there were a range of creative commons licenses that fell within OER licensing and she recommended that faculty speak to E. Patterson about copyright or herself about OER overall.

A. Smith commented that this was the first year that Atlantic OER grants were available and that five \$2000 grants had been awarded. Funds could be used to fund events to provide content, support an open textbook, or support ancillary

material such as quizzes. Funding came from CAUL-CBUA which was an organization of libraries of post-secondary institutions in Atlantic Canada.

R. Murphy asked A. Smith to schedule a 'how to' session for the Kinesiology faculty members.

A. Smith agreed to look at offering a hands-on workshop prior to July 1<sup>st</sup> and mentioned that there may be others on campus who could be involved.

R. Murphy believed that there would be adoption in Kinesiology.

The Chair suggested that A. Smith contact J. Banks to see whether the Faculty Support Committee or LTID might engage with these types of workshops.

D. Looker noted that the survey was sent to all students and that 900 had responded. She asked for a breakdown on what information was included in the survey in order to help with interpretation of the results.

L. Houck stated that demographic information had been collected and agreed to follow up.

C. Mutlu discussed a service called Top Hat who were selling what seemed like a similar product to faculty members. He was concerned about how the company was representing itself and promoting itself to faculty.

A. Smith noted that this was not a true OER and provided a different service.

D. Seamone thanked A. Smith and L. Houck for the presentation. She asked whether this was online material and noted that in her experience students' preference was for paper textbooks.

A. Smith responded that although OERs were typically digital and on-line but noted that they recommended having print copies available for those students who preferred. These would be sold to students at cost price, but were still an attractive print product.

H. Teismann asked why an Atlantic option was needed and whether perhaps there would be duplication with similar initiatives in other areas.

A. Smith responded that this initiative was running now in the hope of obtaining Provincial money to support this. Although there was some duplication with other initiatives, she pointed out that there would be a different focus for the Atlantic OER.

G. Whitehall suggested that this topic would be of wider interest to faculty members and suggested that it be brought to Faculty Council.

The Chair asked M. Adam to pass this information on to D. Holmberg in case there was time for this to be a part of the May Faculty Council meeting. D. Holmberg could then follow up with A. Smith and L. Houck.



D. Benoit thanked L. Houck and A. Smith for the information and presentation. He asked whether data had been collected to ascertain where the students purchased their textbooks from because he had found that textbooks purchased online were sometimes half the price of the same book sold in the campus bookstore.

L. Houck stated that this specific question had not been asked in the survey. A. Smith stated that the questions were more focused on what measures a student took to allay the cost of textbooks.

D. Benoit asked that the actual costs of books purchased from the Acadia bookstore be estimated because he expected that these would be very high. D. Benoit supported initiatives that could help reduce costs for students.

The Chair asked President Ricketts and D. Keefe whether they knew if the contract between the company who managed the bookstore and the University had anything in it related to costs of textbooks.

Neither President Ricketts nor D. Keefe were aware of anything of that nature.

The Chair thanked A. Smith and for L. Houck for presenting this item.

## 6) Other Business

M. Adam asked about the Equity, Inclusion, and Diversity work that was taking place across the campus. He asked the leadership how the various groups that were working on EDI issues would be facilitated so that they could come together and knit the information together.

President Ricketts agreed that the goal under the Strategic Plan was to address equity, inclusivity, and diversity so he expected that information would be coordinated through the Strategic Plan, and he noted that D. Keefe and C. Callbeck would be the executive leads for that.

M. Adam felt that the language through the Strategic Plan was aspirational but not specific to helping with curriculum planning, curriculum design, and course design. He hoped that over the summer there would be some solid resources that would help faculty to make foundational changes.

## 7) Adjournment

Motion to adjourn at 6:00 p.m. Moved by D. Benoit.

The Chair thanked Senators for their attendance and wished all those that were teaching and studying this term a positive and successful completion of their courses.

**ORIGINAL SIGNED**

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R. Hare, Recording Secretary

Admissions and Academic Standing Committee (Policy)  
Senate Motion  
April 12, 2021

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**Proposal for amendment to Part V: Academic Regulations and Policies - Time Limits of Undergraduate Program Requirements**

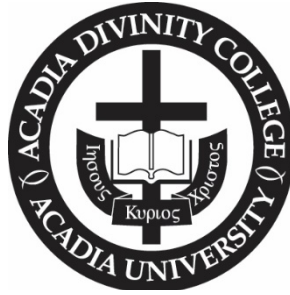
**New Copy: Academic Regulations and Policies - Time Limits of Undergraduate Program Requirements**

Students may fulfill the curriculum for the degree or diploma requirements stated either in the Calendar current when they were accepted to their program or those stated in the Calendar of the year of graduation, except (1) those readmitted following academic dismissal who must fulfill the requirements of the Calendar of the year of readmission or of graduation, and (2) in those programs whose requirements must comply with criteria established by external bodies such as Departments of Education, CDA, etc.

**Background**

Students may fulfill the curriculum for the degree or diploma requirements stated either in the Calendar current when they were accepted to their program or those stated in the Calendar of the year of graduation, except (1) those readmitted following academic dismissal who must fulfill the requirements of the Calendar of the year of readmission or of graduation, and (2) those taking more than seven years to fulfill requirements must fulfill those of the year of graduation, and (3) in those programs whose requirements must comply with criteria established by external bodies such as Departments of Education, CDA, etc.

The proposal is to remove 2 (those taking more than 7 years) from the exception list as it places those students in a potentially very challenging situation. Given that specified courses (names, numbers and curriculum) and program requirements may very well change over 7+ years, for those individuals who for a variety of legitimate circumstances (accessibility of various types, personal circumstances) take longer than 7 years, they may be required to take additional courses beyond their initial requirements, further belaboring their completion. Acadia students in good standing and those dismissed have options which allow them to select the best option to facilitate graduation and it is believed that equitably, those who are working towards completion should as well.



## **Proposed Motions for Changes to Course Descriptions and Policy**

*Approved by Acadia Divinity College Senate on March 29, 2021*

### **Changes to Course Descriptions**

1. That the statement *“This course is normally available only to students enrolled in the MA-INCD program.”* be appended to the following three course descriptions and the Directed Study Courses in the academic calendar:

#### **BIBL 5503 Hebrew Scripture Foundations**

A general introduction to the historical, sociological, and theological context in which the Hebrew Scriptures came into existence, this course will provide the student with an understanding of the major emphases of the texts. In addition, the student will be introduced to themes of community life and praxis in the Hebrew Scriptures that find parallels in historical Indigenous worldviews of creation and Creator. The course will use community understandings, models and paradigms as a basis for comparison. This course is normally taught by an Indigenous instructor. This course is normally available only to students enrolled in the MA-INCD program.

#### **BIBL 5513 New Testament Foundations**

A general introduction to the historical, sociological, and theological context in which the New Testament Scriptures came into existence, this course will familiarize students with the content and structure, distinctive theology, and introductory matters of the New Testament. In addition, the student will be introduced to the nature of the early Christian community, its transitions and changes from a strictly Hebraic construct as found within the Jewish community, and projections made for its future development. This course is normally taught by an Indigenous instructor. This course is normally available only to students enrolled in the MA-INCD program.

**THEO 5503 Theology I: Indigenous Perspectives**

This course is a theological reflection focused on the concept of community. It will examine the Christian doctrines of creation, fall, and redemption, identifying God's community-creating purpose in the world. Other issues examined include evil and the fall in their spiritual and cosmic dimensions, ecology and the cultural mandate. The course will include understandings of the nature and origins of community as portrayed within Indigenous cosmologies and spiritual perspectives. This course is normally taught by an Indigenous instructor. This course is normally available only to students enrolled in the MA-INCD program.

**Directed Study Courses** (*from page 31 of academic calendar*)

Directed Study courses provide students with an opportunity to engage in an area of study and research not specifically covered by the curriculum. Such courses are offered by the instructor's and Academic Dean's consent and only to graduate students.

- Doctor of Ministry students may apply to take up to one (1) Directed Studies.
- Master of Arts (Theology) students may normally apply to take up to two (2) Directed Studies.
- Master of Divinity students may normally apply to take up to two (2) Directed Studies.
- INCD directed studies are normally available only to students enrolled in the MA-INCD program.

For further guidelines on applying for Directed Study courses, contact the Academic Dean. The Directed Study application can be found at <https://acadiadiv.ca/directed-studies/>.

2. That the following new course description be approved and included in the academic calendar:

**THEO 3153 / THEO 7153 Theology of Love**

What is love? Why is it considered the most essential human value for so many? How is it connected to such fundamental facets of the human condition as family, sex, religion, justice, forgiveness, etc.? This course will engage the topic of love as it is related to perennial dimensions of our human experience, and how our humanity can be understood through divine love. This course will set out to define love in its various forms, chart its history from ancient ideas (such as the Epic of Gilgamesh, the Bible, Plato, Aristotle, and Augustine) to modern ones (such as C. S. Lewis and Thomas Jay Oord), and will set out to explore modern contributors to the practice of love (such as Martin Luther King Jr, Desmond Tutu, Mother Teresa).

3. That in light of the new MDiv learning outcomes, the course description for PAST 3053/5053

be revised as follows:

### **PAST 3053 / PAST 5053 Preaching as a Practice and the Practice of Preaching**

In this course, participants will focus upon three sets of skills. First, the interpretation of the Scriptures for preaching. Second, the design of sermons. Third, the delivery of sermons. The first will involve practicing basic exegesis to determine what a Scripture is talking about and what it is saying about what it is talking about. The second will focus on crafting sermon structure and content that enables communicating a clear message according to a predetermined purpose. The third will focus on matters of verbal and non-verbal communication in public speaking and negotiating mediated delivery. Throughout this course, participants will be required to prepare, design, and deliver various messages to be delivered publicly and on which they will receive peer and tutor feedback. In-between classes, participants will be expected to give time and attention to preparation, practice, and rehearsal.

#### For Reference

*This is the current course description: Participants will be introduced to preaching as a central biblical, historical, and theological practice within the Christian Church. Participants will then examine the theology, theory, and practice of designing and delivering sermons in context. With respect to design this will involve consideration of sermon content, purpose, form, illustration, story, and the context of a congregation gathered in worship. Particular attention will be given to designing 'developmental / big idea', and 'narrative' preaching forms. In relation to sermon delivery, there will be a focus on rhetoric, voice, stance, eye contact, and working from a sermon script. In taking this course participants will be expected to design and deliver sermons receiving peer and tutor, group and individual, feedback.*

## **Changes to Policy**

1. That in light of recent policy changes by the Association of Theological Schools (ATS) Board of Commissioners, the following statement be added to the academic calendar:

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.

2. That the following policy change be made to the academic calendar

Undergraduate students who have achieved a sessional grade point average of 3.00 in the previous academic year, with no grade lower than a B-, may register for up to 18 credit hours in a semester in the Bachelor of Theology program. First-year undergraduate students may register in no more than 15 credit hours in the BTh program per semester.

At the graduate level, students normally take a maximum of 15-16.5 credit hours per semester. Graduate students who have achieved a sessional grade point average of 3.33, and have not submitted late work in the previous semester, may request permission from the Academic Dean to register for more than 16.5 credit hours in a semester. Graduate students are not normally permitted to register more than 18 credit hours in one semester. Courses taken above 33 credit hours in a twelve-month period are charged at the per course rate noted in the academic calendar.

For Reference

This is the current wording in our academic calendar (p. 29): *Students who wish to register for more than 33 credit hours in a twelve-month period should contact the academic dean for permission. Courses taken above the 33 credit hours are charged at the per course rate noted in the academic calendar.*

This is the wording in the Acadia University academic calendar regarding undergraduate students: *Students who have achieved a sessional grade point average of 2.50 in the previous academic year may register for 33h. Those who have achieved a sessional grade point average of 3.00 in the previous academic year may register for 36h. First-year students may register in no more than 30h. No student may register for more than 18h in any term.*