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Draft Minutes of the Senate Meeting of Monday April 11th, 2022.

A meeting of the Senate of Acadia University occurred on Monday April 11th, beginning at 4:00 p.m., with Chair A. Kieffe presiding and 42 Senators plus one guest. This was a Teams meeting due to the University pandemic operations.

1) Approval of Agenda

The Chair called the meeting to order, noting that there was quorum at present and thanked Senators for meeting virtually.

Motion to approve the agenda. Moved by D. Benoit and seconded by R. Seale.

The Chair stated that the remainder of the Senate meetings for this academic year would be held on Teams, a decision made by the Senate Executive. Voting would be by electronic show of hands unless there was a reason for a secret ballot to be conducted. Senators could also request that a vote be conducted by secret ballot for any motion.

The Chair introduced S. McMullin, a guest from the College of Divinity.

The Chair requested that Item 5)e) be moved forward in the agenda to Item 2).

MOTION TO APPROVE AGENDA AS REVISED CARRIED.
UNANIMOUS.

2) Motion that Senate approve the proposed Curriculum changes from the College of Divinity/Faculty of Theology)

Motion that Senate approve the proposed Curriculum changes from the College of Divinity/Faculty of Theology). Moved by A. Robbins and seconded by L. Robinson.

A. Robbins noted that under the guidance of the Registrar they were including changes that were being made to the College Calendar for Senate approval. These curriculum and Calendar changes had already been approved by the ADC curriculum committee, ADC Faculty, and ADC Senate, before coming to the Acadia Senate.

S. McMullin explained that the large number of changes were a result of the changes to accreditor standards in 2020, followed by new guidelines to be applied. The College of Divinity received a renewal of accreditation in 2021 for a ten-year period. All academic programs needed to be in keeping with these standards.

D. Looker questioned the relationship between the College of Divinity and Acadia University, since it was both an affiliated College and a Faculty. She asked whether these curriculum changes should just be accepted by Senate, rather than approved, and felt that the wording of the motion should be changed.

D. Looker also asked why there was a separate Academic Integrity procedure from the main Acadia procedure because the Academic Integrity committee had a mandate to ensure that there were consistent policies across the campus. She did not feel that it was appropriate for an individual Faculty to have its own academic integrity policies.

The Chair cited the Act of Incorporation of the Acadia Divinity College from 1993 that outlines some aspects of the relationship between the College and the University, including the fact that degrees are granted by Acadia University. Traditionally Senate had always approved these curriculum changes.

The Chair noted that in much of the work that Senate did, sub-committees carried out work and brought it to Senate through motions and reports and that sometimes items were referred back to the sub-committees. The same process applied for the College of Divinity/Faculty of Theology, in that the Senate could refer topics back to the ADC Senate or other ADC committees.

A. Robbins agreed. She noted that when the Acadia Divinity College was founded, the Faculty of Theology found its home there. The Act of Incorporation made it clear that they enjoyed a Senate to Senate relationship. She noted that when documents came to Senate from the Divinity College, they had been thoroughly vetted. However, they were aware that Acadia degrees were being awarded and she noted that Senate had asked rigorous questions in the past, as they would expect.

A. Robbins did not have strong feelings as to whether 'accept' or 'approve' was used in the motion.

A. Robbins did not feel that the Academic Integrity wording conflicted with what was done at Acadia. Various departments and faculty had their own procedures. She had liaised with the Registrar and understood that anything going into their Calendar needed to come through the University Senate.

S. McMullin agreed.

The Chair noted that plenty of detail had been provided for Senators to review.

D. Seamone pointed out that in the past the Bachelor of Theology program was aimed at second career students but now appeared to be aimed at younger students.

S. McMullin agreed that this was correct in that it had only been offered for mature, second career students, until approximately 12 years ago. That change would have come to Senate for approval.

J. Fowles was concerned about differences in the academic integrity approach with respect to cases of plagiarism and how to approach the assignment of a penalty. Recent changes to the Acadia academic integrity process had altered this so that the instructor or professor was not involved with the assignment of a penalty. The professor was only involved in the initial determination of whether an infraction had occurred.

S. McMullin stated that in the case of a first instance the instructor would be involved but only to the extent of using this as a teaching moment. If the infraction was considered serious the Associate Dean would become involved.

J. Fowles accepted this.

President Ricketts stated that the wording of the motion was quite correct and that it was necessary for the Acadia Senate to approve the proposals coming forward from the College of Divinity. He agreed that plenty of information had been provided. Senate always had the option to return proposals to the College of Divinity if desired.

D. Looker asked whether there should be a separate Academic Integrity procedure and policy for the College of Divinity.

The Chair asked whether the College of Divinity had referred to the updated University Academic Integrity policy when they were creating the changes to their policy.

S. McMullin stated that they were not trying to create anything that would be in conflict with the University Academic Integrity policy. Students could appeal to this policy.

D. Benoit commented that under the new policy, the professor only determined whether there was a possibility of academic dishonesty and then the decision was made by a Director/Head or Dean. He felt that it was no longer allowable for a professor to bring a student into the office and suggest that academic dishonesty had occurred, but that they would go easy on the student. This needed to go up the chain, and was written this way in order to take that decision out of the hands of the faculty member.

D. Benoit noted that a faculty member can only decide on the possibility of an infraction. He therefore felt that this policy was inconsistent because it allowed the faculty member to be both the judge and the jury.

S. McMullin felt their approach to be a different one in that it was used as a teaching moment and did not refer to academic dishonestly.

D. Looker requested an amendment to the motion to read: **Motion that Senate approve the proposed Curriculum and Academic Policy Changes from the College of Divinity/Faculty of Theology.**

Both the mover and seconder of the main motion were happy with this change.

J. Fowles stated that there was a conflict between the two Academic Integrity policies. He understood that the intent was to be remedial rather than punitive, but differences remained.

The Chair pointed out that the two policies were not in alignment previously.

A. Robbins agreed that these observations were helpful and offered to look at the wording and bring back to Senate if necessary.

D. Benoit noted that since the policies were not consistent anyway, little would be gained by not approving this new policy. At a later date he would like to have a discussion at Senate to discuss whether Acadia's academic integrity policy should override the College of Divinity policy; or whether they should be able to offer a different policy.

The Chair suggested that the two separate Academic Integrity committees could meet to discuss the relationship between the policies.

A. Robbins pointed out that the College of Divinity had permission of the Province to make their own policies under the Act of Incorporation. She felt that Senate needed to understand what the Act of Incorporation allowed and encouraged, but also for Senate to note that the College of Divinity sought to remain as much in alignment with Acadia's policies as possible, which was why these came forward to Senate.

MOTION APPROVED AS AMENDED. ONE ABSTENTION.

- 3) **Minutes of the Senate Special Meeting of March 2nd, 2022** **Motion to approve the Minutes of the Senate Special Meeting of March 2nd, 2022. Moved by V. Provencal and seconded by A. Quema.**

MOTION TO APPROVE THE MINUTES CARRIED.

- 4) **Minutes of the Senate Meeting of March 14th, 2022** **Motion to approve the Minutes of the Senate Meeting of March 14th, 2022. Moved by M. Robertson and seconded by V. Provencal.**

MOTION TO APPROVE THE MINUTES CARRIED.

5) **Announcements:**

From the Chair

The Chair announced regrets from H. Saunders, J. Dymont, P. Doerr, P. Leonard, Z. Whitman and M. Lukeman. She again announced that S. McMullin had attended as a guest. J. Banks would be arriving late.

The Chair acknowledged the death of R. Prentice, the long serving University Chaplain and more recently Senate Lay Person. R. Prentice was shortly to finish his three-year term on Senate. To acknowledge the sorrow of his passing, to reflect on his life, and to honour R. Prentice, Senate held a minute of silence.

From the President

President Ricketts also recognized the passing of R. Prentice and thanked the Chair for holding a minute of silence. R. Prentice was a very long serving member of the Acadia community and he had also stepped in to assist Acadia after his retirement when he stepped in to serve as the interim Chaplain. President Ricketts noted that R. Prentice showed tremendous loyalty and passion for both the University community and the students.

President Ricketts referred to the notice that had been sent out regarding refunds that will be provided to students as a result of the impacts experienced during the AUFA strike.

President Ricketts noted the large contribution from the Province for deferred maintenance. 22 million dollars was a very large injection of funding and would allow for some particularly urgent projects to take place. Information technology deficits may also be addressed. He pointed out that the Government funding had been provided to all rural universities on this occasion. President Ricketts stated that consultation with staff, faculty, and students would occur in order to determine campus deficiencies that could be addressed with some of these funds. He noted that in addressing deferred maintenance, operating costs could be reduced as a result.

The Chair asked about the formal mechanism for this input.

President Ricketts stated that C. Callbeck would be sending our requests for formal submissions at some point in the future.

A. Quema shared sorrow with the passing of R. Prentice. She pointed out that when the acadia-fyi email was in effect it was possible on occasions such as these for the Acadia community to gather around the event. It was very sad that on this occasion it was not possible to share thoughts and memories about R. Prentice.

D. Looker discussed the recent Federal Budget and noted that although there was money for research, much of it was not given directly to the granting councils. She explained that the granting councils would be lobbying actively to make the point that funding that allowed for intellectual research was essential. It was felt that the Government was focussing efforts on targeted funding.

President Ricketts agreed and was also disappointed that there was no additional funding for the granting councils. New money was targeted at health, research, zero based emissions agriculture and green funding, along with innovation. President Ricketts commented that fundamental research was very important and that it was not possible to apply research without the fundamental basic research.

From the Provost and VPA

D. Keefe highlighted the following three items from his report. The EDI grant had been received from the Federal Government and he thanked A. Redden for her work in submitting the application for this.

D. Keefe stated that the Vice-Provost Teaching and Learning Excellence position was now advertised for internal applicants. It was hoped that the position would be filled by July 1st, 2022.

D. Keefe was sorry to announce that L. Robinson was stepping down as the Dean of the Faculty of Arts. He thanked L. Robinson for her contribution during the last three years.

C. Mutlu asked about staffing challenges in the Recruitment Office as a high turnover had occurred.

S. Duguay stated that most employees had left Acadia to pursue opportunities elsewhere.

**From the Associate VP
Research and Dean of
Graduate Studies**

A. Redden had no further comments about her written report. There were also no questions regarding the report.

**From the President of the
ASU**

G. Saleski reported that the remaining ASU elections had been completed. Results for the Faculty of Science Senator remained pending. G. Saleski reported that the incoming President of the ASU would be Sadie McAlear and that the VP Academic and External would be Danish Mohammed.

**From the Acadia Divinity
College and Faculty of
Theology**

There were no announcements from the ADC.

M. Adam had hoped to hear from D. Keefe about a decision by the BoG Executive regarding a per course fee structure for the University. This greatly affected the curriculum changes that had been put forward by the School of Music.

D. Keefe asked the President to comment on the question as he was not a member of the BoG Executive.

President Ricketts agreed that this had been discussed by the BoG Executive and a good discussion had been held. This will now be taken back to the full BoG meeting to be held on April 22nd, at which point a decision would be reached.

M. Adam had understood that curriculum changes would not be voted upon until this information was finalized. The timing of this was very problematic for the School of Music.

6) New Business:

**a) Motion from the
Admissions and
Academic Standing
(Policy) Committee:**

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

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.**

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. Moved by D. Keefe and seconded by R. Murphy.**

D. Keefe explained that the intent of the motion was just to clarify the language that was already in the Academic Calendar. This would make clear how multiple attempts of a course would play out for a student. Following a second attempt of a course the student would need to seek permission to take it for a third time. If the course was dropped or withdrawn from, this did not count as an attempt.

D. Benoit asked about withdrawals not counting. He noted that most students would withdraw from a course because they felt that they would not be passing the course. If this happened frequently he felt that there were other issues going on that should be discussed.

D. Benoit felt that if withdrawals did not count some students would make multiple attempts and would not try to resolve any issues by talking to the unit Head or Director. Students were provided with their marks a week before the withdrawal date and he felt that a withdrawal ought to count as an attempt at a course.

D. Keefe stated that there was no change to the existing policy intended. This wording was merely to clarify the existing process.

MOTION CARRIED.

b) Motion from the Awards Committee – Professor Emeritus recommendations

Motion from the Awards Committee – Professor Emeritus recommendations.

Senate moved 'In Camera'.

Senate moved out of camera and the Chair congratulated the successful candidates for Professor Emeritus: D. Holmberg and R. Raeside.

Motion to extend the Senate meeting to 6:30 p.m. Moved by M. Adam and seconded by D. Rice.

MOTION TO EXTEND THE MEETING CARRIED.

- c) **Motion from the Awards Committee – Honorary Degree nominations** **Motion from the Awards Committee – Honorary Degree nominations.**
- Senate moved ‘In Camera’.
- Senate moved out of camera.
- President Ricketts thanked Senators and asked Senators to work to identify female candidates to be considered for Honorary Degrees in the future.
- R. Murphy asked that this be brought back to the Faculty Councils for discussion and he recommended that a call for candidates be sent out earlier.
- The Chair congratulated those nominated.
- d) **Nominations for the Chair and Deputy Chair of Senate for 2022-2023** A. Quema reported that two nominations had been received by the Nominating Committee for the position of Chair (A. Kiefte) and Deputy Chair (D. Seamone) of Senate for 2022-2023.
- The Chair called for additional nominations three times. There were no further nominations and A. Kiefte and D. Seamone were elected by acclamation.
- Motion that the Senate meeting be extended to 6:45 p.m. Moved by R. Murphy and seconded by A. Quema.**
- MOTION TO EXTEND THE MEETING CARRIED.
- e) **Motion that all curriculum proposals submitted by the faculties and summarized in the Senate Curriculum Committee (Administrative) report be approved by Senate** **Motion that all curriculum proposals submitted by the faculties and summarized in the Senate Curriculum Committee (Administrative) report be approved by Senate. Moved by K. Pinder and seconded by C. Mutlu.**
- K. Pinder thanked the Curriculum committee members for the work they had carried out, which was extensive, and noted that a summary listing was included for Senators.
- D. Looker asked whether these curriculum changes were just from the Faculty of Arts and the Faculty of Pure and Applied Science.
- The Chair confirmed this.
- MOTION CARRIED.
- f) **Discussion item- Faculty of Arts Constitution, as amended at the March 21, 2022 meeting of the Faculty of Arts Council.** The Chair stated that the Faculty of Arts Council had passed a motion to make changes to their Arts Faculty Constitution. She had overlooked the fact that these changes should then have been forwarded to the By-laws committee of Senate prior to being placed on the Senate agenda.

The Chair noted that other concerns had also been raised. She pointed out that amendments had been made to the preamble which made it consistent with the preamble in the Faculty of Professional Studies Constitution, the Faculty of Pure and Applied Science Constitution, and the Faculty Council preambles; however the Chair believed that part of this preamble text contradicted the Senate Constitution. She was aware of a document of recommendations from 1984 which had led to changes relating to the Faculty Councils and Senate and other governance structures. The Chair felt that contradictions existed and asked whether any Senators were aware of when the changes to the preambles had been made.

The Chair was specifically concerned about the final two lines of the preamble which state “the Senate may take no other action with respect to this Constitution or any amendments thereto”.

V. Provencal pointed out that Senate minutes were not available in digital form as far back as 1984. He could see that Senate had approved amendments to the Faculty of Pure and Applied Science Constitution approximately 10 years earlier.

V. Provencal noted that in the Faculty of Science the Dean was the Chair of their Faculty Council whereas in the Faculty of Arts they did not wish to have the Dean serve as Chair of the Faculty Council. It was important to resolve from the Senate minutes when this language in the preamble had gone through and been voted upon.

V. Provencal did not think that previous Constitutional changes by the Faculties had gone through the By-laws committee.

The Chair noted that the document referred to was entitled “Into the Fourth Quarter: A Report to the Governors of Acadia University” and dated 1984. It was coded Acadiana LE3.A292A5, Volume 3 copy 1, and was in the University Archives.

The Chair stated that there had been Act of Incorporation of Acadia University amendments since that time. Senators were asked to forward information to the Chair relating to this topic.

S. Currie stated that the Faculty of Pure and Applied Science Constitution had last been amended in 2011 but she did not know whether the preamble change predated that.

D. Looker had questions about content in the Faculty of Arts Constitutional changes. She asked why the Honours and Graduate Awards committees were being dispensed with. She also noted that some of the Chairs of committees were acclaimed, but not elected.

The Chair suggested forwarding content questions to V. Provencal and J. Carlson who were the members of the Faculty of Arts By-Laws Committee.

A. Quema stated that she and P. Corkum served on the Senate By-laws committee around 2011 and had noted the discrepancies between the three Faculty Constitutions at that time.

The Chair thanked everyone for remaining in the meeting.

President Ricketts commented that there were serious issues that were contained in the Faculty of Arts Constitution proposals and he felt that they would raise significant constitutional issues between the Senate and the Board of Governors.

The Chair stated that her focus was from a procedural and historical perspective. She expected that this topic would return to Senate as a discussion item in the near future once further research had been done into the historical context of the documents.

V. Provencal suggested that President Ricketts send his concerns to the Faculty of Arts By-Laws Committee for discussion.

The Chair noted that the Faculty of Arts Council had voted in favour of these changes but that at this point Senate had not, therefore the Faculty of Arts would continue to operate under the original Faculty of Arts Constitution.

L. Robinson asked whether these changes would be going to the Senate By-Laws Committee.

The Chair explained that because there were broader concerns beyond these proposals, the changes would not go to the Senate By-laws committee yet.

7) Other Business

There was no other business.

8) Adjournment

Motion to adjourn the meeting at 6:54 p.m. Moved by D. Benoit.

ORIGINAL SIGNED

R. Hare, Recording Secretary

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](#)..... 13

[Bachelor of Theology Program](#)..... 15

[Learning Outcomes - New](#)..... 15

[Post-Baccalaureate - Revised](#) 15

[Program Sheets – Revised](#) 17

[Program Sheet - New](#)..... 18

[Master of Arts \(Theology\) Program](#) 19

[Learning Outcomes – Revised D&E](#)..... 19

[Learning Outcomes – Revised F](#) 20

[Program Sheets - Revised](#)..... 20

[Doctor of Ministry Program](#)..... 36

[Option - New](#) 36

[Learning Outcomes - New](#)..... 36

[Academic Calendar - Revised](#) 37

[Academic Integrity Policy – New](#)..... 39

[Student Complaint Policy – New](#)..... 43

[Advanced Standing Policy – Revised](#) 46

[Transfer of Credit Policy – Revised](#)..... 47

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 Baptist 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

Course Number	Course Title
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
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 Course Work 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
	<i>core credit hours</i>	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 2 nd 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 2 nd 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
	<i>specialization credit hours</i>	21
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - <i>Cross-disciplinary recommended</i>	3
BIBL 7916, BIBL 7926	Thesis	6, 6
	<i>thesis credit hours</i>	18
	Total Credit Hours	60

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

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
	<i>core credit hours</i>	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
	<i>specialization credit hours</i>	21
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - <i>Cross-disciplinary recommended</i>	3
THEO 7916, THEO 7926	Thesis	6, 6
	<i>thesis credit hours</i>	18
	Total Credit Hours	60

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

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
	<i>core credit hours</i>	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
	<i>specialization credit hours</i>	21
THESIS		
IDTH 7813	Graduate Research Seminar	3
	Directed Study - <i>Cross-disciplinary recommended</i>	3
CHUR 7916, CHUR 7926	Thesis	6, 6
	<i>thesis credit hours</i>	18
	Total Credit Hours	60

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

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
	<i>core credit hours</i>	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
	<i>specialization credit hours</i>	21
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - <i>Cross-disciplinary recommended</i>	3
XXXX 7916, XXXX 7926	Thesis	6, 6
	<i>thesis credit hours</i>	18
	Total Credit Hours	60

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

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
	<i>core credit hours</i>	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
	<i>specialization credit hours</i>	27
PROJECT		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - <i>Cross-disciplinary recommended</i>	3
XXXX 7913 / 7923	Project	3,3
	<i>project credit hours</i>	12
	Total Credit Hours	60

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

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
	<i>core credit hours</i>	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
	<i>specialization credit hours</i>	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
	<i>practicum credit hours</i>	15
	Total Credit Hours	60

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

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
	<i>core credit hours</i>	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
	<i>course credit hours</i>	39
	Total Credit Hours	60

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 <i>or</i> BIBL 7733 <i>or</i> BIBL 7633	Guided Readings in Old Testament 1 <i>or</i> Guided Readings in 2 nd Temple Judaism 1 <i>or</i> Guided Readings in New Testament 1	3
BIBL 7623 <i>or</i> BIBL 7743 <i>or</i> BIBL 7643	Guided Readings in Old Testament 2 <i>or</i> Guided Readings in 2 nd Temple Judaism 2 <i>or</i> Guided Readings in New Testament 2	3
HEBR 5013 <i>or</i> GREE 5013	Foundations of Biblical Hebrew 1 <i>or</i> Foundations of New Testament Greek 1	3
HEBR 5023 <i>or</i> GREE 5023	Foundations of Biblical Hebrew 2 <i>or</i> Foundations of New Testament Greek 2	3
	<i>specialization credit hours</i>	12
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - <i>Cross-disciplinary recommended</i>	3
BIBL 7916, BIBL 7926	Thesis	6, 6
	<i>thesis credit hours</i>	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
	<i>specialization credit hours</i>	12
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - <i>Cross-disciplinary recommended</i>	3
THEO 7916, THEO 7926	Thesis	6, 6
	<i>thesis credit hours</i>	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
	<i>specialization credit hours</i>	12
THESIS		
IDTH 7813	Graduate Research Seminar	3
	Directed Study - <i>Cross-disciplinary recommended</i>	3
CHUR 7916, CHUR 7926	Thesis	6, 6
	<i>thesis credit hours</i>	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
	<i>specialization credit hours</i>	12
THESIS		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study - <i>Cross-disciplinary recommended</i>	3
XXXX 7916, XXXX 7926	Thesis	6, 6
	<i>thesis credit hours</i>	18
	Total Credit Hours	30

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

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
	<i>specialization credit hours</i>	18
PROJECT		
IDTH 7813	Graduate Research Seminar	3
XXXX	Directed Study <i>Cross-disciplinary recommended</i>	3
XXXX 7913, XXXX 7923	Project	3, 3
	<i>project credit hours</i>	12
	Total Credit Hours	30

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

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
	<i>specialization credit hours</i>	<i>15</i>
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
	<i>practicum credit hours</i>	<i>15</i>
	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
	<i>course credit hours</i>	30
	Total Credit Hours	30

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 and convincing 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

- ~~Ministry elective courses~~ [Advanced Studies in Christian Ministry Courses](#) offered on campus and off;
- A Directed Studies Option;
- Transfer credits, from other ATS-approved doctoral programs or university graduate programs, provided these are approved by the Director in advance; or
- 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.

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 University²⁰. 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

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

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.
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.

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.

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.

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: Viticulture 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.