



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

Minutes of the Senate Meeting of Monday, April 13, 2026.

A meeting of the Senate of Acadia University occurred on Monday, April 13, 2026, beginning at 9:00 AM, with Chair A. Kiefte presiding. The meeting took place in a hybrid format in the Langley Classroom of the Divinity College and on Zoom.

Chair A. Kiefte welcomed participants and called the meeting to order.

Approval of Agenda

Motion to approve the agenda. Moved by D. Benoit and seconded by S. Fleckenstein.

A. Kiefte announced that the mover of item 4 f) Motion to Strike an ad hoc Senate Committee on Faculty Restructuring had requested that the item be removed.

MOTION TO APPROVE THE AGENDA AS AMENDED CARRIED.

Approval of Senate Meeting Minutes

Motion to approve the Senate Meeting Minutes of March 9, 2026. Moved by E. Curry and seconded by S. Fleckenstein.

MOTION TO APPROVE THE SENATE MEETING MINUTES OF MARCH 9, 2026, CARRIED.

Consent Calendar Items

Motion to receive the consent calendar items. Moved by D. Benoit and seconded by J. Fowles.

Announcements and Communications

Chair

A. Kiefte announced that regrets had been received from Matt Lukeman, Edith Callaghan, and Tove Biskop. She added that Jun Yang was in attendance as a guest from the School of Business.

She noted that she had included written announcements in the Consent Calendar outlining meeting procedures such as time limits per item and per speaker, consistent with the previous meeting. She also highlighted her report from the March 25 Senate Executive meeting and invited questions or comments on the announcements.

J. Sachs asked for clarification on the items identified by Senate Executive for future meetings, noting that the report referenced such items and requested further detail on what had been flagged.

A. Kiefte explained that the items flagged by Senate Executive were standard business matters, such as the upcoming approval of the graduand list and anticipated curriculum items. She noted that this is part of a routine housekeeping practice to identify items for future meetings within the regular Senate cycle.

President And Vice-Chancellor Report to Senate

E. Curry asked why the President had not submitted a report and requested additional detail on the process used to develop the proposal for the final discussion item. She also asked why documents sent to faculty, staff, and students the previous Monday were not included with the agenda materials.

J. Hennessy responded that, given the volume of communications already shared with the campus, he had not included a President's report to avoid duplicating information. He noted, however, that he would be willing to include such duplicated material in future Senate reports if preferred.

Provost and Vice-President Academic Report to Senate

C. Purdome asked a question for the Provost regarding Academic Reviews and Quality Assurance, noting that the Library and Archives did not appear on the list of program reviews and asked for clarification on its status.

A. Cunsolo confirmed that the omission of the Library and Archives from the program review list was an oversight. She noted that the review had taken place, including meetings with APRC and approval of next steps, and indicated that the list would be updated accordingly.

A. Kiefte noted that if this was a confirmed omission, it could be added to the posted approved agenda and minutes, if desired.

Executive Advisor, L'nu Affairs and Indigenization Report to Senate

There were no announcements.

Associate Vice-President EDI-AR Report to Senate

J. Fowles expressed appreciation for Lerato Chondoma's EDI work, particularly the breadth of activities and initiatives outlined in her report. He asked whether a summary of the research and evidence-based outcomes from the Black Student Wellness Retreat would be shared more broadly, noting interest in seeing the results communicated to other bodies, as it would be important for the campus to know.

A. Kieft stated that the L. Chondoma was not yet present and that the question could be communicated to her.

J. Carlson echoed J. Fowles' comments and expressed congratulations to Janique Ellis Panza and Marissa Walter for an exceptional retreat.

Vice-Provost Curriculum & Planning Report to Senate

There were no announcements.

Vice-Provost, Academic Policy and Graduate Studies Report to Senate.

There were no announcements.

Vice-President Student Experience Report to Senate

There were no questions or further announcements.

Acadia Students' Union Report to Senate

There were no announcements.

Acadia Divinity College and Faculty of Theology Report to Senate

There were no announcements.

Other Announcements

E. Curry announced that she had written to the President over the weekend, and noted that though she was not expecting immediate responses, she wanted the questions documented. She outlined her questions as follows: What is the Board's understanding of the academic mission of the University, specifically what type of education Acadia provides and for whom? What Board development work has the President undertaken to ensure a consistent understanding of the Academic Mission, and is this included in onboarding for new Board members? What sectoral lobbying and broader public policy advocacy the President or Board have engaged in? What steps have been taken to support Board engagement in these areas to enhance financial sustainability? What is the name of the consulting firm engaged for the Financial Sustainability Plan and how does that plan relate to the Academic Restructuring Proposal?

CONSENT CALENDAR ITEMS RECEIVED

New Business

Notice of Motions from the Senate Bylaws Committee: Four motions pertaining to incorporation of Vice-Provost Research and Innovation into Senate and Senate Committees

Summary of discussion

- Four Notice of Motions were introduced to reflect the split of a former Dean of Graduate Studies and later Associate Vice-President Research, Innovation, and Graduate Studies role into two new Vice-Provost positions, with updates to committee memberships.
- A discussion took place on representation and voting implications, including whether the new roles should replace or add members and how voting status should be defined (especially for the EDI Committee).
- It was noted that the EDI Committee is currently being reformed/reimagined, with broader concerns raised about clarifying its membership (including outdated ex officio roles) as part of that ongoing review.

A. Kieft introduced the Notice of Motions from the Senate By-Laws Committee. She added that approximately five minutes would be allocated for preliminary questions or comments. She invited J. Carlson to speak about the Notice of Motions.

J. Carlson noted that the motions arose from a change in titles and roles, with the former Dean of Graduate Studies and then Associate Vice-President, Research, Innovation, and Graduate Studies position being divided into two roles: Vice-Provost, Academic Policy and Graduate Studies, and Vice-Provost, Research and Innovation.

E. Curry asked whether the committee assignments of the former position had been distributed between the two new roles, or whether some committees would now have two representatives where previously there had been one.

J. Carlson explained that the first two motions involved replacing the previous position with the Vice-Provost Research and Innovation. He noted that the third motion proposed adding the Vice-Provost Research and Innovation as a non-voting member of Senate, and that the fourth motion proposed adding this role to the membership of the Senate EDI Committee rather than replacing an existing member.

J. Sachs asked whether the Vice-Provost Research and Innovation would be a non-voting member on the Equity, Diversity, and Inclusion Committee, as proposed for Senate, or a voting member on that committee.

J. Carlson responded that the committee does not include language regarding voting status, so this had not been specified, but it could be open to consideration.

J. Sachs asked whether, in the absence of specified voting language, it should be assumed that all committee members are voting, and sought clarification on whether the intent was for this individual to serve as a voting or non-voting member of the committee.

J. Carlson stated that he would leave the matter to Senate, noting that the committee had not taken a position on the voting status.

A. Kiefte noted a point of information, that the EDI Committee has not been active for some time and is currently being reformed and reimagined, which will be brought to Senate. She indicated that the addition of the position would likely be considered as part of that process.

K. Ashley clarified that, following the separation of the roles, she has been continuing to Chair the Senate Research Committee on an interim basis, with P. Ludlow attending as a guest, noting that this arrangement was not sustainable given the shift in responsibilities. She added that the proposed involvement in the EDI Committee likely stems from Acadia's participation in the Dimensions program, which involves collaboration between Research offices and EDI offices, and this is why the request had been made for that role to be included.

J. Hayes followed up on J. Sachs's question, observing that with the role now divided into two positions, there may be implications for voting. He raised whether the intent was for the role to effectively retain a single vote or for the two positions to each hold a vote, noting this as a consideration for Senate.

J. Fowles noted that the change would result in two individuals on the EDI Committee where there had previously been one.

J. Hayes clarified that he was not viewing it as an issue of two votes but rather an increase in representation.

K. Ashley noted that she had not been aware she was on the EDI Committee and clarified that, for the other committees, the intent was to replace her previous position with P. Ludlow's position, rather than having two members.

A. Kiefte encouraged Senators to send any comments to J. Carlson, noting that some matters could be addressed with the Senate By-Laws Committee prior to the formal motions being brought forward.

J. Hooper suggested that the Senate By-Laws Committee review the EDI Committee's membership, noting that several ex officio roles listed may no longer exist and that clarification is needed between those positions and the elected voting members from faculties and student groups.

A. Kiefte noted that these issues were already in discussion with L. Chondoma and Senate Executive, and would be sent to By-Laws following further work, indicating that the concerns about committee membership were known and currently in flux as part of an ongoing review.

J. Hooper noted that, given the role is tied to a position, it would seem appropriate for it to be designated as an ex officio member, consistent with other similar roles.

Motions from the Acadia Divinity College and Faculty of Theology: Motion to approve the Acadia Divinity College and Faculty of Theology curriculum changes as submitted. Moved by A. Robbins and seconded D. Zacharias.

A. Kiefte stated that ten minutes had been allocated for the Acadia Divinity College and Faculty of Theology motions, with the option to extend time if needed.

A. Robbins introduced the proposed changes, noting that some were minor revisions to course titles, descriptions, and prerequisites, while others reflected previously approved changes to the Bachelor of Theology to improve accessibility. She explained that updates also included revisions by new faculty, adjustments to program outcomes for the Master of Divinity as part of a broader redesign, the introduction of new courses and specializations, and changes to mentored ministry and course structures. Some program specializations were being formally closed, and course deletions would be brought forward at a later date to align with the new additions.

D. Zacharias noted a minor error in the document regarding the credit allotment for Mentored Ministry, indicating that it should read 2.5 credit hours.

A. Kiefte asked that the corrected wording be sent to S. Pineo and herself so it could be amended in the final version of the agenda.

K. Ashley commented on the clarity of the documentation and commended the innovative nature of the ADC programming. She asked whether the introduction of courses such as Digital Literacies and Adaptive Leadership was driven by student demand or by faculty-identified curriculum updates.

A. Robbins responded that the inclusion of courses such as Digital Literacy was primarily driven by internal academic considerations, emphasizing the importance of preparing students to engage with tools required in their future work. She noted that this reflects a need to ensure students are equipped for real-world demands.

D. Zacharias agreed, noting that digital topics were increasingly arising in classes and that the new courses provide a proactive space to address them.

MOTION TO APPROVE THE ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY CURRICULUM CHANGES AS SUBMITTED CARRIED.

Motion from the Senate Curriculum Committee: Motion to approve the curriculum changes as submitted. Moved by E. Curry and Seconded by J. Carlson.

A. Kiefte introduced the motions from the Senate Curriculum Committee. She noted that the materials had been circulated twice the previous week, with updated documents

provided on Friday, and clarified that discussion would be based on the most recent versions.

E. Curry noted that the Senate Curriculum Committee had met recently and expressed appreciation to those who submitted curriculum changes early. She explained that some of the items before Senate were minor cleanup issues identified after initial submissions and acknowledged the significant number of changes from the School of Business.

**MOTION TO APPROVE THE CURRICULUM CHANGES AS SUBMITTED
CARRIED.**

Motion from the Admissions and Academic Standing (Policy) Committee: Motion that the amended and new policies contained within the Academic Calendar Policy Package be approved, including eight portions pertaining to the Grading System and Grade Point Averages (GPAs), Incomplete (INC), Individual Course Grade Forgiveness Policy, Academic Standings, Graduation Standing, Program Changes, Re-admission of Dismissed Students, and Overloads. Moved by A. Cunsolo and seconded by C. Haigh.

Summary of discussion

- Proposed GPA policy changes included replacing the S grade with INC, introducing a course forgiveness (AF) option, and lowering the graduation threshold to 1.67; discussion clarified how INC, blank grades, and AF affect GPA and transcripts.
- Significant concerns were raised about clarity and unintended impacts, including use of AF for electives vs. core courses, effects on scholarships and progression, potential misuse, terminology, and the need for clearer Academic Calendar language.
- Broad support for the intent, but due to the number of issues and suggested revisions, the motion was withdrawn and referred back to committee for refinement, with plans to return in May.

Motion withdrawn and referred back to the Committee.

A. Kieft introduced the motion from the Admissions and Academic Standing (Policy) Committee, noting that 20 minutes had been initially allocated for discussion.

A. Cunsolo suggested that the Registrar, M. Bishop also speak, noting his lead role in the work. She commended the Admissions and Academic Standing (Policy) Committee, led by M. Bishop and the Registrar's Office, and reminded Senate that the proposal had been previously discussed and subsequently refined. She emphasized that the revised package is student-focused and improves clarity and administrative processes, and she expressed support for the work.

M. Bishop noted that the proposal reflected Senate's prior discussion and feedback, which had been incorporated into the committee's work. He highlighted two new elements: the introduction of an INC grade to replace the former S grade, and a proposal for individual course grade forgiveness, intended to support students in taking appropriate academic risks.

J. Fowles asked for clarification on the difference between the former S grade and the new INC grade, specifically whether the S grade did not initially impact GPA but became a 0 when converted to an F, whereas the INC grade would carry a 0.0 from the outset.

M. Bishop confirmed that this understanding was correct and added that faculty members may also leave the grade field blank until a final grade is available.

J. Fowles asked how long a grade could remain blank in cases where coursework is still being completed.

M. Bishop responded that there is no defined timeline for how long a grade may remain blank.

J. Fowles asked whether leaving a grade blank is currently an available option, noting that he had not been aware of this practice.

M. Bishop confirmed that leaving a grade blank is currently an available option and has been in practice for some time.

J. Fowles noted that he had not been aware of the option to leave grades blank and raised concerns about the implications for students applying to professional programs, particularly if an INC grade appears as a zero and significantly impacts GPA while coursework is still incomplete.

M. Bishop stated that in such cases faculty have two options: leaving the grade blank, which has no impact on GPA, or assigning an INC grade and later updating it to the final grade once coursework is completed.

J. Fowles asked about the rationale for changing the program GPA requirement from 2.0 to 1.67, noting the difference between a C and C- average. He inquired whether this change was based on alignment with practices at other institutions and whether Acadia had been an outlier.

M. Bishop explained that the change to a 1.67 program GPA was intended to improve consistency in two ways. First, it aligns with practices at other institutions, where thresholds for graduation, good standing, and transfer are typically the same. Second, it ensures internal consistency at Acadia by aligning the definition of good standing with the minimum acceptable grade of C- across various programs.

J. Hayes noted that he also was not aware of the option to leave grades blank. He asked for clarification that, if a grade is left blank, it does not count as a zero in GPA calculations.

M. Bishop confirmed that a blank grade does not count as a zero in GPA calculations.

J. Hayes asked for clarification on the grade forgiveness (AF) provision, specifically whether the limit of four uses applies per degree or over a student's entire academic career.

M. Bishop indicated that the intent was for the limit to apply over a student's time at Acadia.

J. Hayes asked whether the limit would reset for Graduate Studies.

M. Bishop clarified that the provision was intended to apply only to undergraduate studies.

J. Hayes asked whether converting a D+ to an AF grade would still mean the course does not count toward program requirements, seeking confirmation that this could not be used to circumvent the C- minimum requirement.

M. Bishop confirmed that converting a grade to AF would not allow students to bypass program requirements, noting that all grade and program requirements must still be met.

J. Hayes noted the importance of clearly stating in the policy that AF grades do not override program requirements, noting concern that students might otherwise misunderstand and attempt to use it to bypass minimum grade thresholds.

M. Bishop explained that the intent of the AF provision is to ensure students are not unduly impacted by early academic missteps, particularly when taking courses out of interest. He emphasized that it is designed to prevent such grades from affecting long-term academic progress, not to circumvent program or grade requirements.

G. Gibson noted that the Biology department generally supported the policy but raised a concern regarding the individual course grade forgiveness provision. Both faculty and students questioned whether allowing four courses was too many and suggested that limiting it to two might be more appropriate, given concerns about students maintaining a full course load for future academic competitiveness.

M. Bishop responded that the question had not come up in prior committee discussions and explained that the four-course limit aligns with practices at other institutions, often reflecting one use per year of study. He noted that the provision is voluntary and applied retroactively, meaning it does not affect course load requirements for enrollment, awards, or student loans, which would already have been met.

M. Ramsay noted that he also had not been aware of the option to leave a grade blank and asked whether a blank grade would appear in a student's academic record, or whether it would effectively avoid showing a delay in completion.

M. Bishop confirmed that a blank grade does appear on the academic record and transcript, noting that it remains visible until a final grade is entered.

L. Carlsson returned to the AF designation, noting agreement that it should not override program requirements but noted the need for clearer language in the Academic Calendar to ensure consistent advising. She raised concerns about how the policy interacts with course retakes, noting that a course may no longer be eligible for AF once retaken, and highlighted potential confusion for students receiving advice from multiple advisors. She asked whether applying an AF means the course is excluded from GPA calculations and does not count toward the denominator.

M. Bishop confirmed that AF grades are excluded from GPA calculations and clarified that the option applies only to courses outside of core program requirements. He noted that required courses must still be repeated to meet program standards, with the repeat policy applying in those cases.

L. Carlsson asked for clarification on when it would be appropriate to use an INC grade versus leaving a grade blank, noting uncertainty about the distinction from an advising perspective.

M. Bishop explained that a blank grade is used when coursework is still in progress, while an INC is used when it is clear the student will not complete the course.

E. Curry commented that the AF designation could be confusing given existing grade labels and suggested considering a more distinct identifier. She asked how it is determined which courses count toward program GPA and which do not and requested general clarification on transfers between limited-capacity undergraduate programs.

M. Bishop responded that the concept of program GPA is being removed, with the system instead reflecting term GPA and cumulative GPA (CGPA). He reiterated that required courses must be repeated and cannot be addressed through AF and noted that if a course becomes a program requirement following a transfer, the student must still meet the program requirements.

A. Kieft suggested that, if the AF designation were to be reconsidered, a three-letter code such as “FOR” for forgiveness might be a clearer and less ambiguous alternative.

J. Slights asked for clarification on terminology, noting that the proposed grading system refers to term, standing, and Cumulative GPA, while later language references a Sessional GPA, and asked whether Sessional GPA still exists or has been replaced by Standing GPA.

M. Bishop confirmed that the Sessional GPA has been replaced by the Standing GPA.

J. Slights noted the need for consistent terminology throughout the document.

M. Bishop acknowledged the inconsistency, noting that the changes are interconnected and part of a broader package, and agreed that updates in one area will require corresponding changes elsewhere.

J. Slights added that clearer language would support advising and asked for clarification on the eligibility criterion requiring students to be assessed for academic standing, questioning whether this implies a specific standing, such as good academic standing, or applies to all students.

M. Bishop clarified that the requirement refers to a minimum of 18 credit hours attempted.

J. Slights suggested that this be stated explicitly in the policy for clarity, noting that the current wording was unclear.

A. Kiefte asked J. Slights to clarify whether her concern related to the reference to 18 attempted credit hours already included in the document.

J. Slights clarified that her concern was about the usability and clarity of the proposed forgiveness policy language.

M. Bishop agreed that the language could be clarified by adding a note specifying the minimum 18 credit hours requirement and acknowledged that this would also address an inconsistency within the policy.

A. Kiefte asked M. Bishop to confirm that, if the package were approved, references to “Sessional” in the undergraduate section would be updated to “Standing” for consistency.

M. Bishop confirmed this was correct.

J. Colton expressed concern that the Forgiveness Policy may be unclear to students, particularly regarding its inapplicability to core program courses. He suggested that more explicit language be included to clearly state that the policy applies only to electives, to support consistent advising and avoid confusion.

D. Seamone thanked the committee for the work and discussion and noted that she had not been aware of the blank grade option, suggesting that this be communicated more broadly to faculty outside of the policy.

T. McGillivray asked whether there is a communication plan to accompany the revised policy, noting that many were unaware of the blank grade option and suggesting that broader communication would help ensure clarity and understanding.

M. Bishop noted that a Senate summary is typically circulated to faculty and staff and agreed to include information about blank grades in that communication to raise awareness.

A. Kiefte asked M. Bishop whether the proposed changes would take effect immediately or in the 2026–27 academic year.

M. Bishop indicated that the changes would take effect in the next academic year and Academic Calendar, 2026-2027.

A. Kiefte summarized that, for now, communication would focus on existing practices such as the use of S versus blank grades, and that further communication would clarify the new policies once implemented in the next academic year.

J. Fowles supported specifying the 18 credit hour requirement rather than referencing academic standing, recommended clearly stating that the policy does not apply to core courses, and asked whether the four-course limit could be used in a single year or was intended to be spread over time.

M. Bishop confirmed that the four-course forgiveness limit can be used at any time, including all at once, noting that it is simply a maximum of four.

J. Fowles also suggested reconsidering the AF designation, noting that it may be confusing or distracting for students, and proposed using an alternative such as IF.

J. Carlson expressed appreciation for the work and support for the changes, but noted concern with the term “forgiveness,” suggesting it may be overly moralistic and that a more neutral term would be preferable.

L. Carlsson asked whether a student can graduate with blank grades on their record.

M. Bishop indicated that it is technically possible to graduate with a blank grade if all program requirements are otherwise met, but not if the course with the blank grade is required for the degree.

S. Fleckenstein noted that students may experience a full difficult first-year rather than just a single term and questioned whether a maximum of four forgiveness opportunities is sufficient.

A. Kiefte noted that there are other mechanisms to address particularly difficult academic periods, such as petitions to their Dean for retroactive W grades, which can be used in compassionate circumstances.

M. Bishop added that the forgiveness policy is part of a broader suite of supports used at many institutions, including mechanisms such as Dean’s W petitions and course repeat policies. He suggested these could be considered as grouped together as an academic safety net available to students.

E. Curry supported organizing the policies as a suite of academic supports and, referencing J. Carlson’s suggestion, proposed “annulment” as an alternative term, with the abbreviation ANM.

A. Kiefte raised operational questions, asking whether the new designation (forgiveness/annulment) could be included in the grading system table to clarify its

coding and GPA impact. She also asked how existing S grades would be handled, including whether they would be converted to INC automatically and whether faculty could retroactively change them to blanks if that better reflected their original intent.

M. Bishop stated that there would be no automatic conversion of S grades to INC. He noted that S grades would remain as is, and that INC would only be introduced as an option in the 2026–27 academic year, with faculty continuing to use blanks at their discretion.

S. Bishop asked whether the four-course forgiveness limit is intended for four-year programs and whether it should be prorated for shorter programs, such as two-year programs.

M. Bishop noted that prorating the four-course limit had not been discussed and that the number reflects common practice at other institutions. He stated that the option is discretionary, does not eliminate the need to meet program requirements, and remains visible on the transcript alongside the original grade. He also confirmed that the designation would be included in the grading scheme and explained in the transcript key.

S. Bishop asked whether an AF grade could be applied to a core course on a temporary basis, allowing it to remain GPA-neutral until the course is repeated.

M. Bishop responded that it was not the committee's intent for AF to be used temporarily for core courses. He noted that the designation is permanent on the transcript and that required courses should instead be repeated.

S. Bishop asked whether, if a student applied an AF to a core course and later repeated it, the new grade would be used in GPA calculations while the original attempt remained on the transcript as AF.

M. Bishop stated that the repeat policy would result in the new grade being used in GPA calculations, but applying AF to core courses is not intended and that students are better served by simply repeating the course under the existing repeat policy.

S. Bishop raised a concern that the AF provision could be used strategically by Engineering students to temporarily boost their GPA for Dalhousie discipline placement, before repeating the course later.

A. Kiefte suggested that adding language specifying that the policy cannot be applied to courses within a student's current program could address the potential loophole identified, offering it as a possible solution to the concern raised.

A. Kiefte noted that no formal amendments had been made and suggested that, given the number of proposed changes, it may be desirable to refer the item back to committee for further refinement.

D. Benoit noted the importance of clear guidance for faculty on using blank grades in multi-term courses to avoid unintended GPA impacts. He asked whether a student could use AF to remove a low grade affecting scholarship eligibility and have the remaining GPA considered. He sought clarification on whether applying AF to a non-core course, such as an elective with a D, would prevent that course from counting toward graduation requirements.

M. Bishop confirmed that applying AF removes the course's credit value, meaning it would no longer count toward graduation requirements. He noted that in such cases, a student may be better off retaining a D if it is sufficient to meet program requirements. He noted that the impact of AF on scholarship eligibility would depend on timing and the practices of the specific scholarship committee. He explained that while AF removes the GPA impact, the original grade remains visible on the transcript, which may still be considered.

S. Bishop asked whether the overload section should explicitly reference programs with accreditation requirements, such as Engineering, where higher course loads are standard, or whether it is preferable to address these as special cases elsewhere.

M. Bishop stated that language could be added if helpful but noted that Engineering has traditionally operated outside the overload framework, as its higher course load is part of normal program requirements. The policy is intended to address true overload situations rather than required program structures.

S. Bishop indicated that he was comfortable with either approach and that he would follow up with M. Bishop separately if needed.

A. Kiefte asked the Mover and Seconder whether the Motion could be withdrawn and brought back to the May meeting after further committee discussion, and confirmed with the Registrar that the timeline allowed for this prior to the publication of next year's Academic Calendar.

A. Cunsolo indicated that, in her view, the changes discussed were primarily minor wording amendments and noted that she would defer to Senate on how to proceed.

A. Kiefte noted that any changes would need to be formally made as amendments and, given time constraints and remaining agenda items, advised against proceeding to a vote without those amendments in place, as some were substantive.

M. Bishop recommended that the proposal be referred back to committee, noting the number and nature of the suggested changes, and agreed that a revised version could be brought forward at the May meeting.

A. Cunsolo and C. Haigh agreed to withdraw the Motion.

MOTION FROM THE ADMISSIONS AND ACADEMIC STANDING (POLICY)
COMMITTEE WITHDRAWN

Motion from the Faculty Support Committee: Motion that Senate approve revisions to The Syllabus/Course Outline section of the Academic Calendar to take effect beginning Fall 2026. Moved by L. Wilson Finnis and seconded by D. Benoit

Summary of discussion

- The proposed syllabus revisions aimed to improve clarity, accessibility, and learner-centered design, including expectations for attendance, AI use, and rules around major vs. minor syllabus changes.
- Key discussion focused on how to handle major syllabus changes, particularly the feasibility of requiring student votes (two-thirds thresholds), along with concerns about flexibility, low participation, and overly prescriptive language.
- The motion was withdrawn and sent back to committee for further refinement before returning in May.
- Additional feedback highlighted syllabus length, need for templates, and clearer guidance.

Motion withdrawn.

L. Wilson Finnis stated that the proposed syllabus changes stem from several years of work, beginning with a working group focused on improving communication of course modality, technology use, and associated costs. The revisions reflect Faculty Support Committee input, alignment with emerging accessibility standards, and best practices for learner-centred syllabi. Key updates include clearer expectations around attendance and participation, guidance on AI use, and requirements for major syllabus changes, including written communication and two-thirds student consent. She added that the revisions also clarify minor changes and update language around awarding credit, allowing for agreed-upon accommodations.

J. Sachs expressed support for the document and proposed several refinements. He suggested correcting the formal name of the policy on accommodations for students with the disabilities wording to ensure accuracy and consistency. He also raised a concern about requiring consent from two-thirds of registered students, noting that non-responsive students could prevent changes, and indicated he would propose a solution. Additionally, he recommended revising the wording from “minor clarifications” to “minor changes” to better reflect intended flexibility in adjusting course elements.

J. Sachs suggested an amendment to revise the Changes to Syllabus language, proposing that major changes require a vote by registered students, with approval by two-thirds of those voting, and that “minor clarifications” be changed to “minor changes that do not significantly affect workload or evaluation weightings.”

Amendment: Motion to amend the Changes to the Syllabus paragraph to read “After a course has begun, major changes to the syllabus may only be made with clear written communication and a vote by registered students.” Moved by J. Sachs and seconded by E. Curry.

A. Cunsolo expressed support for the concern raised, noting that both requiring two-thirds of registered students and two-thirds of those voting could present challenges. She

highlighted the risk of low participation affecting outcomes and indicated that both approaches may have limitations without a clear solution.

J. Sachs acknowledged the concern about low participation and suggested keeping the language less prescriptive, noting that voting could occur online following clear written communication, while recognizing the limitations of participation levels.

A. Kiefte suggested the possibility of including a participation threshold, such as requiring at least half of registered students to vote, while noting that the amendment was already on the floor for consideration.

L. Wilson-Finnis indicated a preference to take the matter back to committee, noting that the committee had previously determined that 51% of registered students was not a sufficient threshold, and thus these suggestions should be reconsidered by the committee.

A. Kiefte asked J. Sachs to send the wording of the proposed amendment to L. Wilson Finnis for committee consideration if the item is withdrawn and then asked whether the amendment would be withdrawn.

J. Sachs suggested that, if helpful, the amendment could be divided, separating the proposed change regarding “minor changes” from the other elements.

A. Kiefte asked L. Wilson-Finnis, from a procedural perspective, whether she intended to bring the item back to committee given the level of discussion.

L. Wilson-Finnis indicated that she was comfortable taking the matter back to the committee for further consideration.

A. Kiefte asked whether the motion could be withdrawn to allow for further informal discussion, noting that this would remove the need to proceed with formal amendments. She confirmed that both the L. Wilson Finnis and D. Benoit were comfortable withdrawing the motion but continuing the discussion.

MOTION FROM THE FACULTY SUPPORT COMMITTEE WITHDRAWN

J. Hayes supported for the proposed changes but raised concern about syllabus length and potential “syllabus bloat.” He suggested that a standardized syllabus format with familiar, consistent sections could improve usability and reduce the burden on students.

L. Wilson-Finnis responded that the Faculty Support Committee is interested in developing a standardized syllabus template, noting that the current proposal is a first step and that further work on a template could follow based on Senate feedback.

E. Curry expressed support for including learning outcomes in syllabi but noted that faculty may require additional support, suggesting workshops and resources to assist with developing effective learning outcomes, including the “Cutting Edge Course Design” tutorial (<https://serc.carleton.edu/NAGTWorkshops/coursestutorial/index.html>).

She also raised concerns about the level of prescriptiveness in assessment details, particularly in situations requiring course adjustments, such as snow days, and asked whether instructors would need to specify each individual assignment and its weighting in advance.

A. Kiefte reminded Senators that they could also send substantive feedback directly to L. Wilson-Finniss ahead of the May meeting, in addition to raising points during the discussion.

L. Carlsson noted that a syllabus template already exists and has been helpful, and suggested using strategic hyperlinking to reduce syllabus length while still directing students to key policies and resources.

L. Wilson-Finniss noted that tools such as Moodle blocks could be used to link to centralized documents, allowing syllabi to remain streamlined while directing students to relevant policies and resources.

A. Kiefte noted the limited time remaining and asked Senators to keep comments brief while flagging key points for follow-up.

M. Ramsay expressed support for the proposal and interest in a new template but raised concerns about inappropriate changes being made to courses, for example, altering scheduled meeting times. He suggested clarifying in the syllabus that certain elements are not alterable and noted that, in some situations, such as weather disruptions, instructors may need flexibility to act without formal consent thresholds.

D. Seamone asked whether linking to readings through Acorn, rather than listing all materials directly in the syllabus would still be acceptable, noting concerns about excessive length if all items were included.

L. Wilson-Finniss confirmed that linking to readings via Moodle or similar platforms, is appropriate, noting that the syllabus need only indicate how students can access required materials rather than listing them in full.

A. Kiefte encouraged Senators to send any additional comments directly to L. Wilson-Finniss for further development.

Academic Restructuring Proposal- Discussion and Feedback

Summary of discussion

- Concerns were raised about the restructuring proposal’s rationale, timeline, and process, including lack of clear financial evidence, absence of an academic plan, and insufficient consultation.
- Discussion took place on governance and authority, with emphasis that major academic restructuring should proceed through Senate processes with meaningful input and likely formal approval, not just endorsement.
- Students and faculty highlighted uncertainty and risks, including impacts on departments, student experience, the term college, and alignment with ongoing processes like Schedule H.
- It was clarified that the proposal was a starting point and open to feedback, with further consultation planned.

E. Curry expressed strong concerns about the proposal, outlining issues in four areas: financial, structural, discipline-specific, and procedural. She stated that there is no clear evidence the restructuring would improve the financial situation, noting that current challenges stem largely from external factors such as international student restrictions and long-term declines in public funding. She suggested that addressing these issues requires broader public policy advocacy rather than internal restructuring alone.

J. Carlson stated that structural changes to academic units, governance, and curriculum should proceed through Senate processes, including consultation, proposals, and formal approval. This approach would be the most collegial and necessary to secure broad support across the university community.

J. Sachs raised a question for the Deans present asking them to share what they are hearing from faculty and students regarding the proposed changes, including levels of support, concerns, and expectations, as well as their own perspectives given their roles within the institution.

A. Kiefte invited Deans to add themselves to the Speakers List if they wished to respond, noting she did not want the Deans to be put on the spot.

J. Sachs also invited Board representatives to share their perspectives, asking how the Board discussed and approached the request for a proposal that could significantly alter Senate’s composition, and how they view the relationship between the university’s governing bodies in this context.

A. Kiefte stated that if the Board representatives present wish to be on the Speakers List, to please indicate so.

J. Fowles raised a concern about the use of “colleges” in the proposed structure, noting that in Nova Scotia the term is commonly associated with two-year institutions, which may create confusion or resistance. He also asked for clarification on the timeline, specifically whether the June Board meeting represents a firm deadline for restructuring, and how it aligns with the Schedule H milestones of May 30, August 30, and October 15.

J. Slights asked for clarification on Senate's role in the restructuring process, referencing prior communications indicating upcoming discussions. She sought confirmation that Senate would not only discuss but also vote on any major restructuring, given its role as the university's academic policy-making body.

G. Gibson asked whether a longer, more gradual timeline for restructuring could be considered, noting concerns from current and prospective students about potential impacts on their programs.

A. Kiefte noted that all speakers on the list had been heard and invited A. Cunsolo and J. Hennessy to respond, while also noting that Deans and Board representatives could choose to add themselves to the speakers list if they wished.

J. Hennessy stated that the proposal is intended as a starting point for input and refinement from the Acadia Community, encouraging feedback and alternative ideas to help shape a stronger final version. He noted that a revised proposal would be brought back to Senate for discussion, and potentially endorsement, before being presented to the Board at its June meeting, noting that this timeline is driven by Board expectations and financial pressures. He acknowledged concerns about timing, explaining that restructuring is partly a response to ongoing financial challenges and the need to prepare future budgets, while clarifying that the Schedule H process is a parallel but separate requirement with its own deadlines. He recognized concerns about terminology, particularly the use of colleges in the Nova Scotia context, and indicated openness to reconsidering language based on feedback. He reiterated that the proposal is not fixed and is intended to evolve through consultation and collegial input.

A. Kiefte noted that it was now 11:00 a.m. with additional speakers remaining and indicated that extending the meeting would be required to continue the discussion.

Motion to extend the meeting by thirty minutes. Moved by J. Sachs and seconded by J. Fowles.

MOTION TO EXTEND THE MEETING CARRIED

A. Kiefte confirmed that the meeting would be extended, noting that some members may need to leave early, and indicated that discussion would continue with the discussion being captured in the minutes.

T. McGillivray commented from a Board perspective, noting that restructuring discussions are driven in part by financial sustainability concerns and broader provincial context. She emphasized that the institution cannot continue operating with ongoing deficits and that action is required to ensure long-term viability. She further clarified that, under the Acadia University Act, the Board holds responsibility for institutional structure, including the creation or modification of faculties and schools, while Senate retains authority over academic matters such as curriculum and policy. She added that the intent

is to proceed collaboratively between governance bodies, with a focus on outcomes for students and the overall health of the institution.

E. Bettenson relayed concerns from students regarding the proposed restructuring. She noted that students value small departments and are worried about losing personalized opportunities and support, including advising and experiential learning. She raised questions about how transitions would be managed for current students and how supports would be maintained. She also stressed confusion and concern around the use of “college” terminology, with some students fearing it may diminish the perceived value of their degree. She also noted concerns from Arts students about potential marginalization and lack of clarity on how programs would fit within the proposed structure. Overall, she emphasized a need for clearer communication and reassurance, noting that some students are feeling uncertain about remaining at the institution.

M. Ramsay raised concern about the timing of the restructuring, noting that significant feedback from the Schedule H process is still forthcoming and will likely have important implications. He suggested that restructuring decisions should be informed by those outcomes, rather than proceeding ahead of them, given that the process may necessitate difficult trade-offs.

F. Mohammadi conveyed concerns from Arts Faculty regarding both the process and implications of the proposed restructuring. She noted that faculty would like to be involved earlier in proposal development rather than at a later refinement stage. She also raised concerns about potential impacts on the collective agreement, asking how discussions with the faculty association would proceed and what would happen if agreement is not achieved. She questioned the financial rationale for the proposal, asking what evidence supports its effectiveness and how it would positively impact enrollment and revenue, particularly given concerns from students and families about the implications of the “college” model.

J. Carlson argued that, under the Act of Incorporation, Senate holds authority to determine, regulate, and control the educational policy of the university, and that endorsement alone would not meet this standard. He suggested that major academic restructuring should originate within academic units and proceed through Senate for development and formal approval. He also questioned the rationale for shifting from faculties to “colleges,” noting a lack of clear explanation and suggesting the terminology may relate to governance distinctions. He emphasized that the process should not bypass Senate’s authority and maintained that Senate approval should be required for such changes.

A. Kiefte acknowledged a procedural error on her part in allowing J. Carlson a second turn before others had a first opportunity to speak. She apologized to Senate for the error.

D. Seamone expressed strong support for J. Carlson’s articulation of Senate’s role, emphasizing that restructuring should proceed through proper Senate processes and require a formal vote. She raised significant concern about the pace of the proposal, describing the timeline as unreasonable and insufficient for meaningful consultation and

development. She also reiterated concerns about the use of the term “college”, noting its connotation in Nova Scotia and potential implications for perception and tuition expectations. Additionally, she suggested that the halted strategic planning process might have provided a more appropriate foundation for restructuring and warned that the current approach risks creating unnecessary stress and uncertainty among students and faculty.

J. Slights clarified that she is not opposed to change or restructuring in principle but emphasized Senate’s responsibility as the University’s primary academic governing body to ensure decisions are made with careful, thorough analysis. She expressed concern that the current process does not reflect that level of deliberation. She also echoed concerns from students and faculty regarding the use of the term “college” and the proposed naming of the new entities, noting that the terminology lacks clarity and credibility and should be reconsidered.

J. Hayes expressed confusion about the process, noting that Senate had recently been discussing a policy framework for academic restructuring, including how units could be dissolved or changed. He questioned whether that work has been set aside and asked how the current proposal could proceed without such a policy in place.

C. Busse acknowledged the debate around the use of “colleges” but expressed greater concern about the potential loss of academic units. She emphasized that departments play a critical role in maintaining program quality, disciplinary expertise, and student opportunities, including events, research engagement, and curriculum development. She warned that centralizing structures could risk diminishing these strengths, noting that academic units, rather than programs alone, are key drivers of quality and student experience, and should be preserved even within any new model.

E. Curry drew on her experience with leadership and organizational change to express concern that the proposal does not align with a clearly defined academic mission. She argued that restructuring should begin with mission and academic goals, then determine unit and administrative structures, rather than the reverse. She described the proposal as underdeveloped and noted the absence of a clear policy framework for academic unit reorganization. She also highlighted stress and uncertainty among faculty and questioned whether consultation will meaningfully shape the final outcome.

J. Hooper shared that feedback from faculty has been mixed, with some positive responses to the idea of embedded supports within the proposed model, which are seen as beneficial for the academic structure. There are also many questions and concerns, particularly due to a lack of clarity and uncertainty about how units would function. While he sees potential in the proposal, it will be important that faculty can see themselves within the new structure and feel confident it will support both their work and student success.

J. Sachs raised several points and questions. He challenged the interpretation of the Acadia University Act, stating he does not see clear authority for the Board to determine or eliminate faculties, and asked that the legislative basis for such authority be clarified.

He requested clarity from the President on whether the proposal would come to Senate for formal approval, distinguishing this from endorsement. He asked the Provost to address a rumour that certain units may have been informally assured they could be exempt from restructuring, seeking confirmation or clarification.

A. Kiefte noted that it was now 11:29 a.m. and that a decision was required to extend the meeting in order to continue discussion.

A. Cunsolo indicated she needed to leave shortly for a student consultation, while expressing support for continuing the discussion.

A. Kiefte noted there were no additional speakers and highlighted the option of holding a special Senate meeting for further discussion before May.

A. Cunsolo encouraged Senators to attend upcoming feedback and Working Sessions, emphasizing that the proposal is not finalized and that these sessions are an important opportunity to raise questions, share ideas, and contribute to shaping the proposal.

Other Business

There was no other business.

Adjournment

Motion to adjourn by J. Hayes at 11:30 a.m.

S. Pineo,
Recording Secretary of Senate and University Secretary

SENATE CHAIR—April 2026

Senate Chair- Announcements and Communications (April 2026)

Regrets, late arrivals, early departures, and guests will be announced verbally at the meeting.

At this April meeting of Senate, the same approach will be taken as we employed at the March meeting of Senate. Each item will have a certain time limit allocated to it, target end time indicated at the start of each item. Each Senator will have up to two turns per item, time permitting, with up to two minutes per speaking turn. Each Senator will have their first turn on the Speakers' List prior to any Senator having subsequent turns, if their name has been requested to be added to the Speakers' List prior to another Senator's subsequent turn. Additional speaking turns may be permitted if time allows. After all approved business items have been addressed, and if there is still time available for the meeting, items can be revisited if not completed.

Senate Executive met on Wednesday, March 25, 2026. The following is a list of what was discussed, other than typical meeting items such as approval of the agenda, approval of the minutes, and adjournment.

- The Chair outlined changes made to the Senate website.
- Erin Beaudin attended as a guest and presented the Budget Overview to Senate Executive. This presentation was similar to the first part of the presentation made to faculty and staff on March 26 and March 27.
- Senate Meeting Agenda items and Senate Executive Meeting Agenda items for future meetings during this academic year were flagged/identified.

Respectfully submitted,

Anna Kieft

Chair of Senate

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE—APRIL 2026

No announcements received as of April 10, 2026.

PROVOST & VICE-PRESIDENT ACADEMIC REPORT TO SENATE—APRIL 2026

Schedule H & Academic Program Review and Planning

Work continues in earnest on Workstream B (Program Costing Analysis: Template 2) and

Workstream C (Program Categorizations: Templates 3, 4, 5, 6, and 8), both due on May 30, 2026. Thank you to everyone involved for all your hard work and efforts as we go through this process.

- **May 30, 2026:** Program Costing Analysis (Template 2) and Templates for Modernization (3), Revitalization (4), Rationalization (5), No Program Change (6)

As a reminder, the next deadlines are as follows:

- **August 30, 2026:** Template 7: Strategic Prioritization and Implementation Planning & Template 8: New Program Opportunity
- **October 15, 2026:** Template 9: Final Report

Academic Reviews & Quality Assurance

Program Reviews Tracking – April 2026

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. External Reviewers: Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University Internal Reviewers: Dr. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science Dr. Daniel Blustein, Associate Professor, Psychology Stage: APRC to finalize Report to Senate.
Community Development	N/A	Site Visit: March 19-21, 2025. External Reviewers: Dr. Tim O'Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University Internal Reviewers: Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology Stage: APRC to prepare Report to Senate.
Computer Science	CIPS Accreditation	Site visit: March 2-3, 2026. Accreditation Reviewers: Karen Lopez, Industry Representative Gerald Caissy, Director of Accreditation, CIPS Dr. Christian Blouin, Dalhousie University, Professor and Associate Dean, Academic, Faculty of Computer Science Stage: Site visit complete. Awaiting Reviewer's Report.
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto

		<p>Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC Stage: APRC to prepare Report to Senate.</p>
English and Theatre	N/A	<p>Site Visit: February 5-7, 2025. External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University Internal Reviewers: Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures Paula Rockwell, Instructor, School of Music Stage: APRC to finalize Report to Senate.</p>
Graduate Studies	N/A	<p>Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology Stage: APRC to prepare Report to Senate.</p>

Mid-Point Follow-Up Schedule

Department	Date
Economics	2027
Mathematics and Statistics	2027

Respectfully submitted,



Ashlee Cunsolo, PhD (she/her)
Provost and Vice-President Academic

EXECUTIVE ADVISOR, L'NU AFFAIRS AND INDIGENIZATION REPORT TO SENATE—APRIL 2026

No announcements received as of April 10, 2026.

ASSOCIATE VICE-PRESIDENT EQUITY, DIVERSITY, INCLUSION, AND ANTI-RACISM (AVP EDIAR) REPORT TO SENATE—APRIL 2026

The first quarter of 2026 has been one of the busiest and most layered periods our university has navigated. It has unfolded against a backdrop of significant global, national and provincial complexity- geopolitical tensions, shifting policy landscapes, economic pressures, and growing social fractures- all of which have been felt on this campus. At the same time, this term has been marked by an extraordinary amount of meaningful work: community building, institutional development, and ongoing commitment to the EDI-AR values that guide what we do.

Throughout January, February, and March, our campus community held a great deal together, grief and celebration, resilience and fatigue, loss and hope. The sections below offer a summary of the key EDI-AR themes, moments, and work that have shaped the first quarter of this year.

Holding the Weight of the Moment

As we returned in January, we did so with the acknowledgment that the world outside our campus has been heavy. Global socio-political tensions, armed conflict, and displacement continue to be deeply felt; particularly by students, staff, and faculty who come from or have loved ones in affected regions.

The first quarter unfolded against a backdrop of real complexity; globally, provincially, and on our own campus. Geopolitical tensions, rising discrimination, and the loss of 31 colleagues have all shaped the conditions in which we have been doing this work. Locally, Valley Pride made the difficult decision to cancel a February event following a transphobic threat of violence in our community. Through all of it, our office has remained committed to showing up with honesty, care, and intention.

Days of Significance celebrated by our campus community in January to March

- African Heritage Month (February 1–28)
- Black Mental Health Week (February 2–6)
- International Women’s Day (March 8)
- International Day to Combat Islamophobia (March 15)
- Neurodiversity Celebration Week (March 17–22)
- Two-Spirit and Indigenous LGBTQQIA+ Awareness Day (March 20)
- International Day for the Elimination of Racial Discrimination (March 21)
- International Day of Remembrance of Victims of Slavery and the Transatlantic Slave Trade (March 25)

- International Transgender Day of Visibility (March 31)

Portfolio Highlights

African Heritage Month Programming

African Heritage Month at Acadia this year was grounded in the spirit of Ubuntu/Botho the understanding that our flourishing is inseparable. Programming was developed through a student led “For Us, By Us” model, and was a month full of cultural celebration, wellness, intergenerational connection, and critical dialogue.

AHM events this year included:

- The Black Family Cookout
- Friday Movie Nights (February 6–27)
- Silent Disco African Heritage Month Edition
- Budgeting and Credit Workshop
- Black Love Paint Brunch
- Sports Funday Olympics
- Cooking Class with Calypso Bites
- Lock In
- Men’s Barbershop Mental Health Event
- Black Women in Care Together Event
- Breaking Bread
- African Heritage Month Gala

- **Sankofa: Black Student Wellness Retreat**

In March, these two extraordinary leaders Janique Ellis Panza (Office of EDI-AR and Student Services) and Marissa Walter (Counselling Centre and Office of EDI-AR) secured funding from the Mental Health Foundation of Nova Scotia and with it ideated, designed, and brought to life the first-ever Black Student Mental Health Retreat at Acadia. The retreat, titled Sankofa: An Invitation to Return, is a culturally grounded experience hosted at the Black Loyalists Heritage Centre in Shelburne. First of its kind. And from where I'm standing, not the last.

The retreat brought together 55 Black students, staff, and faculty and was designed to create a space not often available within the institution: one centred on Black experience and led by Black mentors, therapists, and educators.

The retreat was informed by Africentric and culturally grounded models of mental health, community psychology and collective care frameworks, and place-based intergenerational learning. Programming included five culturally responsive workshops, psychoeducation, outdoor activities, and creative sessions. Participants are co-developing a Black student wellness toolkit and reflection guide, forming the foundation of a

sustainable, ongoing Black Student Wellness Program at Acadia aligned with the Scarborough Charter.

One participant reflected:

“As Black students attending a university in rural Nova Scotia, we are hypervisible and often combating microaggressions every day we step foot on campus. When my friends and I found out the retreat was only for Black students and would be facilitated by Black mentors and educators, we were exalted... It created a community space that felt a lot like going home and being with family.”

Another participant shared:

“I found myself looking at the parts of introspection I tend to ignore... It wasn't easy. Still, it was necessary, and I'm so thankful I was able to do it in a space full of people that look like me and experience the world like me. It allowed a certain type of vulnerability I wouldn't have on campus and wouldn't find elsewhere.”

The retreat has been submitted as a conference presentation to the 2026 AACUSS Annual Conference, with Acadia presenters Marissa and Janique Panza. The submission, “Sankofa in Student Services: Designing a Culturally Grounded Black Wellness Retreat,” will share this model with student services professionals across Atlantic Canada. A big congratulations to Janique and Marissa.

United Nations Permanent Forum on People of African Descent (UNPFAD)

During African Heritage Month, I co-led consultations across Halifax, the Valley, and Ottawa as part of the United Nations Permanent Forum on People of African Descent's (UNPFAD) official visit to Canada, organized in collaboration with the Black Canadian Civil Society Coalition (BCCSC) and Amnesty International Canada.

These consultations contribute directly to the United Nations Declaration on the Promotion, Protection and Full Respect of the Human Rights of People of African Descent and are building toward a Black Canadian Recognition Framework and a national Charter of Rights for Black Canadians. This work aligns with the Second UN Decade for People of African Descent (2024–2034), Canada's Black Justice Strategy, and anticipated reforms to the Employment Equity Act. The Forum's engagement in Wolfville is especially significant given Nova Scotia's enduring African Nova Scotian communities and their foundational role in Black Canadian history.

Building on this foundation, I will be leading a delegation of six Acadia community members- four students and two staff - to the UNPFAD 5th Session in Geneva, April 13–17, 2026. I am grateful to the Department of African Nova Scotian Affairs and support from Acadia University for making this trip possible. Students will have the

opportunity to submit formal statements and address participants from the floor of the United Nations.

One graduate student will sit on a side-event panel designed and led by the Black Canadian Civil Society Coalition, bringing the Acadia student voice directly into a formal international human rights forum. This delegation reflects Acadia's commitment to global citizenship, Black student leadership, and the advancement of human rights.

Human Rights and Human Rights Education

In her role as Director of Human Rights and Human Rights Education, Allison Smith designs, oversees, and delivers various training, education, and outreach initiatives related to human rights and sexualized violence. In the winter 2026, these have included the following:

Human rights education sessions and trainings:

Training and Education Delivered

- **Moving Beyond the Binary: How to Be Meaningfully Inclusive of Gender Diverse People.** A human rights and inclusion training focused on creating meaningfully inclusive spaces for Two-Spirit, trans, non-binary, and gender-diverse people. Delivered in January for all Acadia Dining Services staff.
- **Rainbow Rights: Human Rights Legal Information for 2SLGBTQIA+ Nova Scotians and Allies.** A workshop series developed in partnership with Valley Pride and the Legal Information Society of Nova Scotia, made possible through a Tegan and Sara Foundation grant. Three sessions delivered in January (online) and March (online and in person at Acadia).
- **BAC Talk: Teaching Queer Human Rights in a Fraught Era.** Part of the Faculty of Arts BAC lecture series. Allison presented on her new LAWS course on human rights law and Canada's queer rights movement, including an overview of key Supreme Court of Canada cases concerning queer and trans rights.
- **Sexual Harassment: What It Is and What We Can Do About It.** A training on sexual harassment, its legal meaning, its impact, and strategies for supporting survivors and building culture change. Delivered in January for students in the School of Nutrition and Dietetics.
- **Understanding Human Rights and Gender-Based Violence in the Workplace.** A session covering human rights law, sexual harassment, how intimate partner violence can show up at work, and strategies for supporting survivors. Delivered in March for all Physical Plant staff.

- **HR Onboarding: Orientation to the Office of EDI-AR.** Now a monthly offering covering the office's mandate, responsibilities, and core EDI and human rights concepts including microaggressions and unconscious bias. Delivered in March and April.

Other Events with a Human Rights Focus

- **Name and Gender Marker Update Clinic.** Held in partnership with Valley Pride, this drop-in clinic supported trans, non-binary, and gender-diverse students, employees, and community members in updating legal names and gender markers on provincial ID. Lawyers and law students from Dalhousie Legal Aid provided on-site support.
- **SCORE Project Focus Group.** SCORE (Sports: Changing Our Role in Education) is a provincially funded, multi-university project initiated at SMU and supported by Acadia's EDI-AR Office, focused on developing educational tools for engaging male varsity athletes in conversations around gender, masculinity, and social conventions. A focus group with Acadia varsity athletes was held in April; findings will inform new resources launching in 2026–27.
- **Trans Day of Visibility Booth.** Held March 31 in the SUB in partnership with the Sexual Health Resource Centre, this drop-in celebrated trans lives and community contributions and offered resources on famous trans Canadians and gender-affirming care.

Sexualized Violence Awareness and Prevention

- **Bystander Intervention Workshop.** A peer-facilitated workshop covering sexual violence on campus, consent and the law, de-escalation strategies, and building consent culture. Delivered in March (and multiple times in the fall semester).
- **Consent Education Pop-Up Booth.** A regular offering timed around major off-campus events, focused on engaging students in conversations about consent. Delivered in February in the BAC.
- **Consent and Pop Culture Trivia Night.** An annual partnership between the EDI-AR Office, Vaughan Memorial Library, and the Sexual Health Resource Centre. Focused on media literacy and critical thinking about consent in film, TV, and music, held in a joyful, community atmosphere. Held in March.

Supporting Residence Life Review: EDI-AR Contributions

This quarter, our office has been engaged in supporting the Vice-President Student Experience and the Residence Life team in the early stages of a Residence Life program review. This work involves lending EDI-AR expertise and an equity lens to questions

relating to the roles, responsibilities, support structures of student Resident Assistants (RAs).

Across the Canadian post-secondary sector, institutions are increasingly grappling with concerns about the sustainability and equity of RA roles. Our office is providing expertise to ensure the review reflects equity principles, that student voices are meaningfully centred, and that outcomes reflect Acadia's commitments to respectful workplace practices and anti-oppressive institutional culture.

Institutional Development

Alongside the programming and community work above, this period has included sustained progress on several institutional priorities:

- Continued development of the EDI-AR portfolio toward a more integrated, preventative, and learning-centred model, including clarifying alignment between EDI-AR, Human Rights, Accessibility, and respectful workplace functions.
- Preparation for the Respectful Workplace Policy coming into effect, including harm-response coordination and developing clearer, more consistent pathways for addressing harm for equity-deserving communities on campus.
- Building a tiered, longitudinal learning framework for Acadia, with foundational learning for all employees and specialized pathways for supervisors, student-facing roles, and academic leadership.
- Ongoing trauma-informed, equity-centred training with Student Services staff, focused on cultural safety, accessibility, and responding to student distress.

This first quarter has been a full and demanding quarter, shaped by both the weight of what the world is asking of us and the extraordinary commitment of this community to showing up for one another. I am grateful for the continued partnership of Senate and look forward to the work ahead.

Ka teboho,

Lerato

VICE-PROVOST CURRICULUM & PLANNING REPORT TO SENATE— APRIL 2026

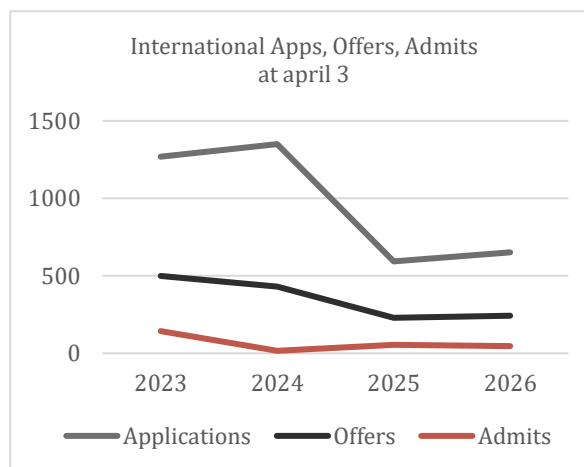
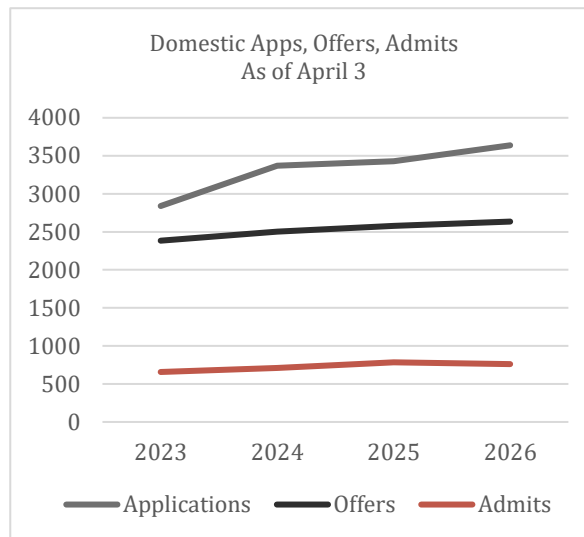
No announcements received as of April 10, 2026.

VICE-PROVOST, ACADEMIC POLICY AND GRADUATE STUDIES REPORT TO SENATE—APRIL 2026

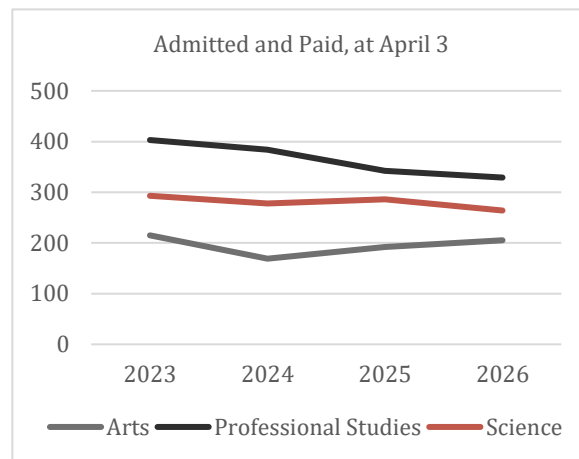
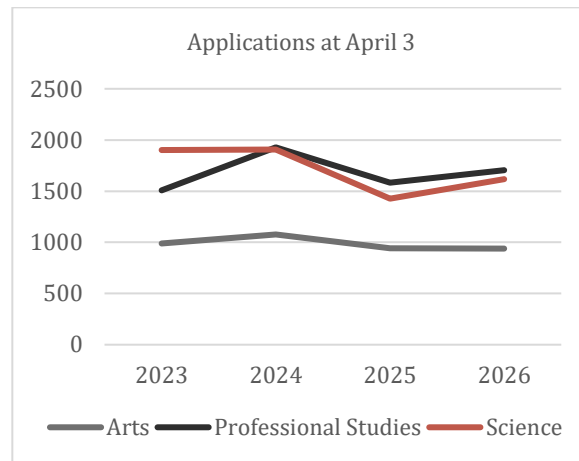
No announcements received as of April 10, 2026.

Total applications have reached 4,289; 3,638 domestic and 651 international. This is a 6.7% increase over the same time last year, even after the loss of the swim program, pausing admitting new students to Theatre and Music Therapy, the discontinuation of the EAP program, and the federal international enrolment cap.

However, Admitted & Paid (students who have confirmed by providing a deposit) have not seen the same increase. At present, 808 students are Admitted & Paid, down from 838 this time last year.



From a program perspective, Arts is down slightly in applications but up slightly in Admitted and Paid. Both Science and Professional Studies are up in total applications, but down in Admitted and Paid.



The number of applicants who ultimately choose Acadia has been declining, a trend that remains concerning. Efforts to support prospective student decision-making in the coming weeks will be important.

ACADIA STUDENTS' UNION REPORT TO SENATE—APRIL 2026

No announcements received as of April 10, 2026.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE—APRIL 2026

No announcements received as of April 10, 2026.

Notice of Motions from the Senate Bylaws Committee:

Notice of Motion 1: Motion to remove The Associate Vice-President Research, Innovation, and Graduate Studies from membership on the Senate Research Committee, to be replaced by the Vice-Provost Research and Innovation.

Rationale: this is to reflect the change in titles and role of the Associate Vice-President Research, Innovation, and Graduate Studies, which is now divided into the two positions and portfolios of Vice-Provost, Academic Policy and Graduate Studies and Vice-Provost Research and Innovation.

Notice of Motion 2: Motion to remove The Associate Vice-President Research, Innovation, and Graduate Studies from membership on the Senate Research Ethics Board, to be replaced by the Vice-Provost Research and Innovation, in a non-voting role, and who will take on the role of acting “as liason to the Senate.”

Rationale: this is to reflect the change in titles and role of the Associate Vice-President Research, Innovation, and Graduate Studies, which is now divided into the two positions and portfolios of Vice-Provost, Academic Policy and Graduate Studies and Vice-Provost Research and Innovation.

Notice of Motion 3: Motion to add the Vice-Provost Research and Innovation to Senate, as a non-voting member.

Rationale: this is to align with the position’s addition to the membership of the Senate Research Ethics Board, in which role the Vice-Provost Research and Innovation will be tasked with acting “as liason to the Senate.”

Notice of Motion 4: Motion to add the Vice-Provost Research and Innovation to the Senate Equity, Diversity, and Inclusion Committee

Rationale: EDI is relevant to research and innovation and therefore the Vice-Provost Research and Innovation should be on this committee.



Curriculum Changes

Summary Table of Curriculum Changes

Course deletions	0
Course modifications	17
New courses	21
Program specialization modifications	7
New program specializations	4
Program specialization deletions	17

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Introduction

Revised course titles and descriptions: Some revisions are the result of previously approved changes to the Bachelor of Theology degree. These changes are intended to make the program more accessible to students without extensive background in Bible, theology, and Christian practice.

Other revisions have been made by newly appointed faculty members to courses they have inherited. Such changes do not change the learning outcomes of the relevant programs.

Revised course titles only have been proposed to be more consistent with the course contents.

Revised course prerequisites have been added or revised to ensure students have adequate background preparation for more advanced courses.

Revised program outcomes for the Master of Divinity degree have been proposed. Current outcomes are also included for comparison.

New courses are introduced as the first group of changes required for a fresh iteration of the Master of Divinity degree. In particular, new courses will support the introduction of new specializations. The credit allotment for Mentored Ministry increases to four courses of 2 credit hours each. Hermeneutics is removed from integration in the Old Testament and New Testament Foundations to become a 2-credit-hour lab. New ministry integration courses are introduced, together with tutorial style leadership labs. Seminary Orientation is given a value of 1 credit hour – currently 0 credit hour.

Revised program specializations are as indicated.

New program specializations are as indicated. Grids show the requirements for each new specialization. Note that highlighted courses are under development and will be brought forward for approval at a later date.

Program specialization closures are as indicated. These specializations have ceased for some time; however, they were not formally removed from the database.

Course deletions to make room for new courses will be brought to Senate in the near future.

Revised course titles and descriptions (7)

That the following seven courses be replaced with the new titles and descriptions, and that any other accompanying documents be updated as necessary to reflect these changes.

1. **Current** SPFM 3013 Christian Spiritual Formation for Ministry Leaders

This course will consider the biblical and theological foundations of Christian discipleship. Students will reflect on the indispensable role that spiritual disciplines have in cultivating deeper Christian spiritual formation. While aimed at those who are called to be leaders in the church, the course will also explore the application of spiritual disciplines to the life of the church as a whole and to its mission in the world.

Revised SPFM 3013 Foundational Christian Practices

Foundational Christian Practices introduces students to foundational spiritual practices of the Christian faith as tools for cultivating their spiritual formation. Students learn practical ways to begin and sustain practices, describe their purpose and basic method in clear language, and identify common obstacles with realistic adaptations for their context. As a spiritual formation course, the goal of the course is not simply doing for doings sake, nor simply understanding the practices, but the work of cultivating and reflecting on one's spirituality.

2. **Current** NXGN 3013 Youth and Family Ministry

3. **Current** NXGN 5013 Youth and Family Ministry

This course will study the application of theology to the youth and family ministry context. Students will investigate current youth and family ministry philosophies and methods while considering the underlying theological and biblical foundations of these approaches. The role of families and the importance of intergenerational connections will also be explored. Students also develop practical ministry skills for ministering to youth and their families.

Revised NXGN 3013 Foundations in Youth Ministry

Revised NXGN 5013 Foundations in Youth Ministry

This course prepares students for contextual ministry with young people and their families. Students will examine biblical and theological foundations for youth ministry, and how identity, belonging, and discipleship are shaped across diverse contexts. Students will explore application of youth ministry models in different contexts, how to foster a culture of leadership development, and reflect on how ministry environments can encourage the spiritual growth and well-being of young people.

4. **Current** PAST 3063 Christian Worship....Now.
5. **Current** PAST 5063 Christian Worship....Now.

Participants will be introduced to the biblical, historical, and theological understandings of gathered Christian ‘worship’. With reference to history and geography the variety of potential approaches will be highlighted before focusing on what is meant by ‘traditional’, ‘contemporary’, ‘blended’ and ‘alternative’ worship. The potential acts and activities that can constitute a worship service and the range of possible service ‘orders’ will be explored. Specific attention will be given to several key practices such as the public reading of Scripture, public prayer, the Lord’s Supper, and Baptism. Through observation, reflection and rehearsal, participants will have the opportunity to design worship services and develop the skills of leading public corporate worship.

Revised PAST 3063 Leading Worshiping Communities

Participants will be introduced to the biblical, historical, and theological understandings of gathered Christian worship. The variety of approaches to corporate worship will be discussed, including the realities of hybrid/online worship. The rhythms, ceremonies, potential acts and activities that can constitute a worship service will be explored, including special services of holiday celebrations, weddings, and funerals. Specific attention will be given to several key practices such as the public reading of Scripture, public prayer, the Lord’s Supper, baptism, and other special acts of worship. Through observation, reflection, rehearsal, and attention to digital tools and technologies, participants will design orders of worship and develop skills for leading pastorally effective gathered worship in a local church setting.

Revised PAST 5063 Leading Worshiping Communities

Participants will be introduced to the biblical, historical, and theological understandings of gathered Christian worship. The variety of approaches to corporate worship will be discussed, including the realities of hybrid/online worship. The rhythms, ceremonies, potential acts and activities that can constitute a worship service will be explored, including special services of holiday celebrations, weddings, and funerals. Specific attention will be given to several key practices such as the public reading of Scripture, public prayer, the Lord’s Supper, baptism, and other special acts of worship. Through observation, critical reflection, rehearsal, and attention to digital tools and technologies, participants will design orders of worship and develop skills for leading pastorally effective gathered worship in a local church setting.

- 6. **Current** DISP 3013 Transformational Discipleship Ministry
- 7. **Current** DISP 5013 Transformational Discipleship Ministry

This course prepares students to be transformational leaders in the discipleship ministries of their local congregations. Based on a biblical understanding of making disciples who will make disciples, the course provides models for transformative change and spiritual growth in the lives of individual believers as well as in the life of the corporate faith community, especially in the midst of a secular social environment.

Revised DISP 3013 Transformational Discipleship

This course explores discipleship as participation in the mission of God rather than mere program delivery or information transfer. Grounded in a biblical theology of discipleship and attentive to contemporary cultural realities, the course examines how people learn and change across generations, cultures, and digital contexts. Students will evaluate congregational discipleship strategies and design lessons that foster spiritual maturity, vocational integration, and reproducible disciple-making. The course culminates in a theological and practical vision for lifelong discipleship that forms resilient, mission-shaped leaders.

Revised DISP 5013 Transformational Discipleship

This course explores discipleship as participation in the mission of God rather than mere program delivery or information transfer. Grounded in a biblical theology of discipleship and with critical engagement with contemporary cultural realities, the course examines how people learn and change across generations, cultures, and digital contexts. Students will critically evaluate congregational discipleship strategies and design lessons that foster spiritual maturity, vocational integration, and reproducible disciple-making. The course culminates in a theological and practical vision for lifelong discipleship that forms resilient, mission-shaped leaders.

Revised course titles only (5)

That the following five courses be replaced with the revised titles, and that any other accompanying documents be updated as necessary to reflect these changes.

#	Course Code	Current Title	Revised Title
1	PACC 5013	Pastoral Care Interventions	Pastoral Care Strategies
2	PACC 3013	Pastoral Care Interventions	Pastoral Care Strategies
3	PAST 5053	Preaching as a Practice and the Practice of Preaching	Introduction to Preaching
4	PAST 3053	Preaching as a Practice and the Practice of Preaching	Introduction to Preaching
5	THEO 3003	Basic Christian Beliefs	Foundational Christian Beliefs

Revised course prerequisites only (5)

That the following five courses include the revised prerequisites, and that any other accompanying documents be updated as necessary to reflect these changes.

#	Course Code	Course Title	Current Prerequisite	Revised Prerequisite
1	BIBL 2043	Journey Through the Christian Scriptures 2	None	Prerequisite: BIBL 2033
2	IDTH 2022	Integration and Formation 2	None	Prerequisite: IDTH 2012
3	CHUR 3023	Baptist Identity	None	Prerequisite or concurrent: CHUR 2043
4	THEO 5023	Christian Theology 2	Recommended prior study THEO 5013	Prerequisite: THEO 5013
5	THEO 7083	Being Human	Prerequisite: THEO 5013, 5023, or permission of instructor	Prerequisite: THEO 5013 and concurrent requisite: THEO 5023

Revised program outcomes for Master of Divinity

That the Program Outcomes for the Master of Divinity program be replaced with those proposed, and that any other accompanying documents be updated as necessary to reflect this change.

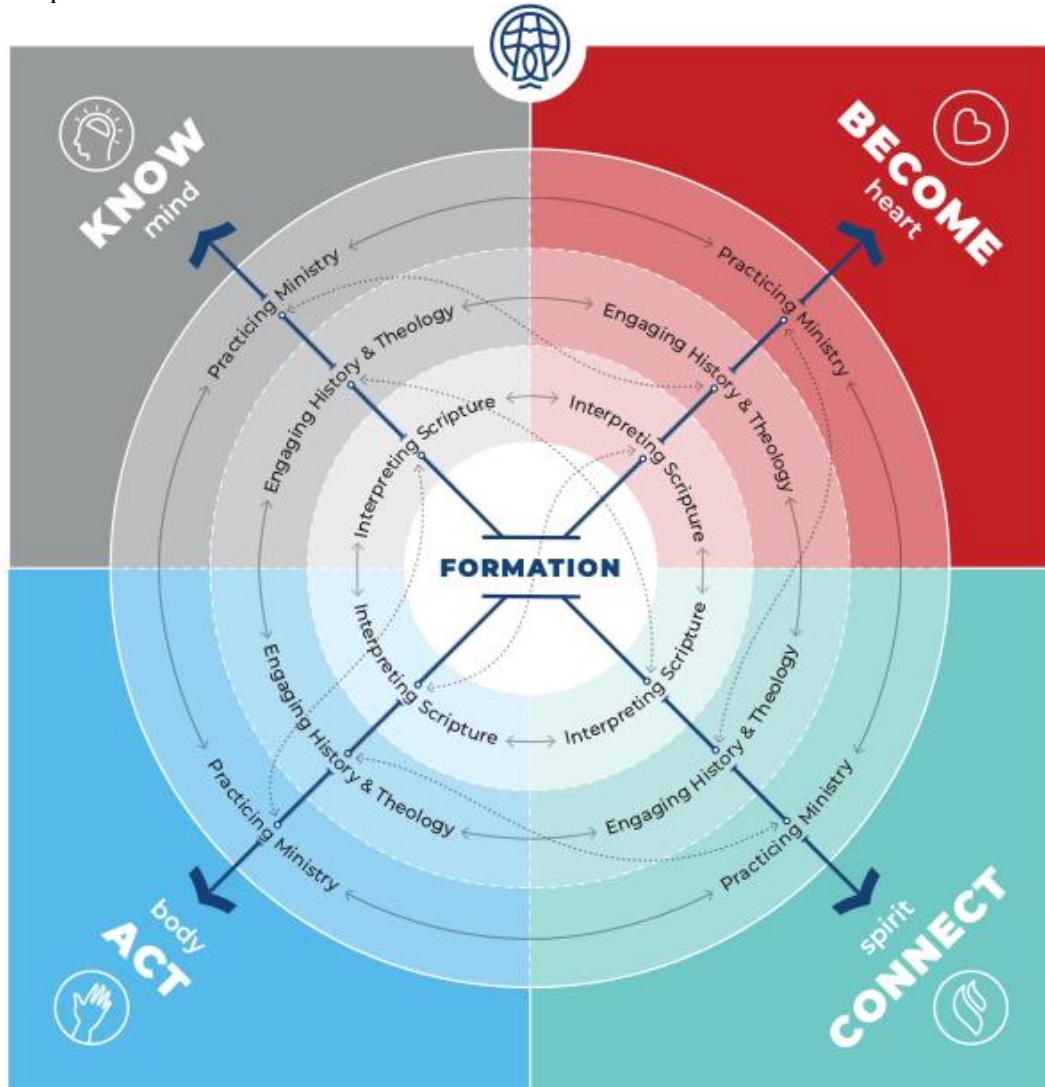
Current: MDiv Program Outcomes

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

1. Interpret and apply Scripture to Christian faith and practice with critically informed exegetical and hermeneutical skills.
2. Critically discuss and defend Christian faith and practice with personal integration and responsible theological thinking.
3. Critically analyse and discuss the global history of the Christian faith with a particular emphasis on the nature of their own tradition.
4. Demonstrate the personal and spiritual characteristics required of Christian leaders who will practice ministry in a local cultural context which is yet part of a global and diverse world.
5. Demonstrate with contextual adaptability a range of skills required for the practice of Christian leadership, ministry, and mission.

Revised MDiv Program Outcomes

The program outcomes of the Master of Divinity engage the growth and formation of the whole person to **Know** (mind), **Become** (heart), **Connect** (spirit), and **Act** (body) so that graduates can serve the mission of God in church and world with transformative impact as the person God has created them to be.



By the end of this program, graduates are formed:

1. **In Scripture** to interpret and communicate the biblical story faithfully and imaginatively across diverse audiences, integrating historical, theological, experiential, and contextual awareness in ways that nurture the formation of Christian communities.
2. **In Christian thought** to articulate and embody Christian faith with depth, humility, generosity, ethical discernment, and charitable critical reflection across differences, engaging within pluralistic society, the global history and theology of Christianity, and our ecclesial tradition.

3. **In character and vocation** for spiritual growth and maturity, emotional and interpersonal health, courage, generosity, and integrity, developing the habits of spiritual discernment in community, reflective practices, lifelong learning, and relational ministry essential for resiliency, compassionate leadership, and pastoral care.
4. **For integral mission and justice** to engage their entire circle of relations to cultivate relationships of hospitality, care, reciprocity, belonging, and intercultural humility, able to engage diverse communities with intergenerational and intercultural competence both locally and globally, with particular focus on the East Coast of Canada.
5. **For ministry practice** to demonstrate practical skills, wisdom, organizational leadership, resource stewardship, and creativity through both coursework and mentored ministry placements as well as reflective and measured assessment in key areas of Christian leadership such as worship, preaching, discipleship, and equipping faith communities for ministry.
6. **For context and future readiness** to discern and respond creatively and faithfully both to their place and to emerging realities in church and society, integrating digital skills and fluency, cultural awareness, critical discernment, and adaptive leadership to guide communities with innovation, grounded in the hope of the gospel.

New courses (21)

That the following 21 new courses be added to the academic calendar, and that any other accompanying documents be updated as necessary to reflect these new courses.

1. IDTH 5001 Seminary Orientation

Seminary Orientation prepares students for seminary study and their ADC program. Through lectures, demonstrations, practice exercises, readings, testing, and an all-day retreat (for Fall admissions), students will be introduced to various expectations, skills, and resources necessary for advancing successfully through their degrees, and they will also begin their preliminary personal testing. A component of this course is a Bible overview seminar as well as introduction and teaching around responsible AI usage in one's education.

2. BIBL 5022 Old Testament Foundations

The Old Testament contains most of the Christian Bible. This course introduces students to the major sections and literary genres of the Old Testament and considers how genre shapes meaning. The course also surveys key aspects of the Old Testament's ancient Near Eastern historical and cultural contexts, highlighting why this background is foundational for responsible interpretation. Throughout, students will develop an awareness of the Old Testament's ongoing relevance for Christian theology and practice. This course assumes knowledge of the contents of the Old Testament and provides a basis for further biblical and theological study.

3. BIBL 5032 New Testament Foundations

The New Testament Foundations course introduces students to the content, central concepts, and basic methods associated with the academic study of the New Testament. Students will survey the New Testament's ancient historical, cultural, and religious contexts, with attention to how this background is foundational for responsible interpretation. The course also examines the major literary genres found in the New Testament and considers how genre shapes meaning and theological claims. Throughout, students will be equipped to describe and discuss key themes, purposes, and distinctive voices within the New Testament, providing a foundation for further study in biblical studies, theology, and ministry.

4. BIBL 6042 Hermeneutics Lab

This is a practice-based course in learning methods for interpreting Scripture for Christian ministry. Students work through scaffolded interpretive exercises across selected primary biblical genres, using relevant secondary literature and common analytical tools in biblical studies. The course also introduces a range of hermeneutical approaches and supports students in applying them to the interpretive process. Prerequisites: BIBL 5022 and 5032.

5. PAST 5011 Ministry Integration 1 – Pastoral Identity

This course introduces students to the nature and responsibilities of pastoral ministry and discernment of personal calling in dialogue with ecclesial affirmation and the Spirit's leading. It also introduces them to the formative ministry portfolio.

6. PAST 5021 Ministry Integration 2 – Pastoral Reflection

This course deepens vocational formation through biblical and theological reflection and ministerial ethics. It prepares students for supervised placements and equips them to evidence emerging ministerial capabilities through reflective practice and a structured portfolio. Prerequisite: PAST 5011.

7. LEDR 5123 Ministry Across Difference

Ministry Across Difference equips students to serve faithfully amidst the richness of cultural, generational, and socio-economic diversity in church and community settings. Students will analyze how power dynamics and various assumptions can shape ministry practice that fosters and celebrates the diversity of the community. The course emphasizes intercultural and intergenerational competence, cultural humility, and respect for diverse ways of knowing and being. Attention is given to adapting one's ministry style to match team needs, cultural contexts, and emerging ministry scenarios. Prerequisite: LEDR 5113.

8. PAST 6013 Organizational Leadership and Administration

This course prepares students for the practical administrative responsibilities of congregational leadership. The course introduces core practices for stewarding church assets. Students learn how congregations govern themselves by examining the purpose and use of governing documents in relation to legal, ethical, and denominational responsibilities. Through case studies, students develop collaborative habits for working on ministry teams, including communication, role clarity, and duty-of-care expectations that support safe-church practice including in the digital sphere. Students also gain competence in reading and preparing basic budgets and financial reports for responsible decision-making and planning.

9. PAST 701a Mentored Ministry 1

Mentored Ministry provides supervised ministry experience in an approved setting, totaling at least 100 hours of practice. Students participate in the day-to-day work of ministry, develop their ministerial capabilities, and receive guidance and feedback through placement supervision and feedback. Structured reflection in a ministry portfolio is a core component, helping students integrate theological learning with ministry practice and growth in vocation, self-awareness, and professional habits for sustainable leadership. Prerequisite PAST 5021.

10. PAST 702a Mentored Ministry 2

Mentored Ministry provides supervised ministry experience in an approved setting, totaling at least 100 hours of practice. Students participate in the day-to-day work of ministry, develop their ministerial capabilities, and receive guidance and feedback through placement supervision and feedback. Structured reflection in a ministry portfolio is a core component, helping students integrate theological learning with ministry practice and growth in vocation, self-awareness, and professional habits for sustainable leadership. Prerequisite or corequisite: PAST 701a

11. PAST 703a Mentored Ministry 3

Mentored Ministry provides supervised ministry experience in an approved setting, totaling at least 100 hours of practice. Students participate in the day-to-day work of ministry, develop their ministerial capabilities, and receive guidance and feedback through placement supervision and feedback. Structured reflection in a ministry portfolio is a core component, helping students integrate theological learning with ministry practice and growth in vocation, self-awareness, and professional habits for sustainable leadership. Prerequisite or corequisite: PAST 702a

12. PAST 704a Mentored Ministry 4

Mentored Ministry provides supervised ministry experience in an approved setting, totaling at least 100 hours of practice. Students participate in the day-to-day work of ministry, develop their ministerial capabilities, and receive guidance and feedback through placement supervision and feedback. Structured reflection in a ministry portfolio is a core component, helping students integrate theological learning with ministry practice and growth in vocation, self-awareness, and professional habits for sustainable leadership. Prerequisite or corequisite: PAST 703a

13. LEDR 501a-LEDR 501b Leadership Labs 1 – Digital Literacies

Digital Literacies is a hands-on lab for discerning and using digital spaces in ministry. Students evaluate platforms and hybrid practices for communication, worship support, pastoral care, and formation, attending to opportunities and risks. The course cultivates theological judgment and ethics for emerging technologies (including AI) through discussion, guided exercises, feedback, and revision. A component of this course is Formation in Groups gatherings through the semester. This course is considered a full year course, and credit can only be obtained if students take both sections in the same academic year. *Prerequisite: PAST 5021.*

14. LEDR 502a-LEDR 502b Leadership Labs 2 – Adaptive Leadership

Adaptive Leadership is a practice-focused lab for leading through changing times. Students learn to name adaptive challenges, test small responses, and adjust leadership approaches through feedback-informed cycles. Attention is given to courageous, hope-shaped leadership and to cultivating innovation as an ongoing discipline so students can guide communities through real transitions. A component of this course is Formation in Groups gatherings through the semester. This course is considered a full year course, and credit can only be obtained if students take both sections in the same academic year. *Prerequisite: PAST 5021.*

15. LEDR 6013 Theo-Futures for Ministry Innovation

Theo-Futures for Ministry Innovation primes Christian leaders with the theological orientation, interpretive discipline, relational attentiveness, and adaptive capacities required to lead faithfully amid cultural, technological, and ecclesial change. The course forms leaders in futures-oriented theological imagination, disciplined sensemaking, empathetic engagement with diverse perspectives on the future, and readiness for faithful innovation in ministry.

16. PAST 3011 Ministry Integration 1 – Pastoral Identity

This course introduces students to the nature and responsibilities of pastoral ministry and discernment of personal calling in dialogue with ecclesial affirmation and the Spirit's leading. It also introduces them to the formative ministry portfolio.

17. PAST 3021 Ministry Integration 2 – Pastoral Reflection

This course deepens vocational formation through biblical and theological reflection and ministerial ethics. It prepares students for supervised placements and equips them to evidence emerging ministerial capabilities through reflective practice and a structured portfolio. Prerequisite: PAST 3011.

18. PAST 401a Mentored Ministry 1

Mentored Ministry provides supervised ministry experience in an approved setting, totaling at least 100 hours of practice. Students participate in the day-to-day work of ministry, develop their ministerial capabilities, and receive guidance and feedback through placement supervision and feedback. Structured reflection in a ministry portfolio is a core component, helping students integrate theological learning with ministry practice and growth in vocation, self-awareness, and professional habits for sustainable leadership. Prerequisite PAST 3021.

19. PAST 402a Mentored Ministry 2

Mentored Ministry provides supervised ministry experience in an approved setting, totaling at least 100 hours of practice. Students participate in the day-to-day work of ministry, develop their ministerial capabilities, and receive guidance and feedback through placement supervision and feedback. Structured reflection in a ministry portfolio is a core component, helping students integrate theological learning with ministry practice and growth in vocation, self-awareness, and professional habits for sustainable leadership. Prerequisite or corequisite: PAST 401a

20. PAST 403a Mentored Ministry 3

Mentored Ministry provides supervised ministry experience in an approved setting, totaling at least 100 hours of practice. Students participate in the day-to-day work of ministry, develop their ministerial capabilities, and receive guidance and feedback through placement supervision and feedback. Structured reflection in a ministry portfolio is a core component, helping students integrate theological learning with ministry practice and growth in vocation, self-awareness, and professional habits for sustainable leadership. Prerequisite or corequisite: PAST 402a

21. PAST 404a Mentored Ministry 4

Mentored Ministry provides supervised ministry experience in an approved setting, totaling at least 100 hours of practice. Students participate in the day-to-day work of ministry, develop their ministerial capabilities, and receive guidance and feedback through placement supervision and feedback. Structured reflection in a ministry portfolio is a core component, helping students integrate theological learning with ministry practice and growth in vocation, self-awareness, and professional habits for sustainable leadership. Prerequisite or corequisite: PAST 403a

Revised program specializations (7)

Master of Arts (Theology) and Master of Divinity

1. Change the program requirements in all specializations as follows:

Remove

BIBL 5023: Interpreting the Old Testament; and
BIBL 5033: Interpreting the New Testament

Add

BIBL 5022: Old Testament Foundations;
BIBL 5032: New Testament Foundations; and
BIBL 6042: Hermeneutics Lab

Master of Divinity

2. Revise the *specialization in Chaplaincy*. **See pages 16-17.**
Note: Title of specialization was entitled: *specialization in Chaplaincy and Spiritual Care*
3. Revise the *specialization in Next Generation Ministry*. **See pages 18-19.**
4. Revise the *specialization in Pastoral Care and Counselling*. **See pages 20-21.**
5. Revise the *specialization in Pastoral Ministry*. **See pages 22-23.**

Bachelor of Theology

6. For the *Crandall-Acadia Partnership Bachelor of Theology*, add NXGN-coded courses to the list of elective options.
7. Revise the *Bachelor of Theology-Special Track for CBAC-recommended mature students*. **See pages 24-25.**

Current

Master of Divinity¹ with a specialization in Chaplaincy and Spiritual Care

Course Number	Course Title	Cr Hrs
IDTH 5010	Orientation (Pass/Fail)	0
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
BIBL (elective)	Biblical Studies elective (Old Testament)	3
BIBL (elective)	Biblical Studies elective (New Testament)	3
BIBL (elective)	Biblical Studies elective (Old Testament or New Testament)	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
THEO 7113	Christian Theology in a Pluralistic Context	3
CHUR (elective)	Christian History elective	3
CHUR <i>or</i> THEO	Christian History elective <i>or</i> Theology elective	3
Ministry		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
PACC 5013	Pastoral Care Interventions	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Preaching as a Practice and the Practice of Preaching	3
PAST 5063	Christian Worship...Now	3
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Area of Specialization		
CHAP 5023	Introduction to Chaplaincy	3
CHAP 6013	Professional and Personal Ethics	3
CHAP 7016	Clinical Pastoral Education 1	6
CHAP 7026	Clinical Pastoral Education 2	6
PACC (elective)	Pastoral Care and Counselling Elective	3
Electives²		
	Elective	3
	Elective	3
Total Credit Hours =		90

¹ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Biblical Studies, Christian Thought, or Ministry Practice)

² Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational requirements.

Revised

Master of Divinity³ with a specialization in Chaplaincy

Course Number	Course Title	Cr Hrs
IDTH 5001	Seminary Orientation	1
Scripture		
BIBL 5022	Old Testament Foundations	2
BIBL 5032	New Testament Foundations	2
BIBL 6042	Hermeneutics Lab	2
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
CHUR 6013	Baptist Identity (or CHUR elective) ⁴	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
CHUR or THEO	Christian History or Theology elective	3
Character and Vocation		
PACC 5013	Pastoral Care Strategies	3
PAST 5011	Ministry Integration 1 - Pastoral Identity	1
PAST 5021	Ministry Integration 2 - Pastoral Reflection	1
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Integral Mission and Justice		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
LEDR 5123	Ministry Across Difference	3
Ministry Practice		
DISP 5013	Transformational Discipleship	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Introduction to Preaching	3
PAST 5063	Leading Worshiping Communities	3
PAST 6013	Organizational Leadership and Administration	3
Context and Future Readiness		
LEDR 501a-501b	Leadership Labs 1 - Digital Literacies	1
LEDR 502a-502b	Leadership Labs 2 - Adaptive Leadership	1
LEDR 6013	Theo-Futures for Ministry Innovation	3
Area of Specialization		
CHAP 5023	Introduction to Chaplaincy	3
CHAP 6013	Professional and Personal Ethics	3
CHAP 7016	Clinical Pastoral Education 1	6
CHAP 7026 or CHAP 7103 & 7113	Clinical Pastoral Education 2 or Prison Ministry Practicum 1 and Prison Ministry Practicum 2	6
CHAP or PACC elec	CHAP or PACC elective	3
Total Credit Hours =		89

³ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Scripture, Christian Thought, or Ministry Practice)

⁴ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

Current

Master of Divinity⁵ with a specialization in Next Generation Ministry

Course Number	Course Title	Cr Hrs
IDTH 5010	Orientation (Pass / Fail)	0
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
BIBL (elective)	Biblical Studies elective (Old Testament)	3
BIBL (elective)	Biblical Studies elective (New Testament)	3
BIBL (elective)	Biblical Studies elective (Old Testament or New Testament)	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
THEO 7113	Christian Theology in a Pluralistic Context	3
CHUR (elective)	Christian History elective	3
CHUR <i>or</i> THEO	Christian History elective <i>or</i> Theology elective	3
Ministry		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
DISP 5013	Transformational Discipleship Ministry	3
LEDR 5113	Theology and Practice of Racial Justice	3
PACC 5013	Pastoral Care Interventions	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Preaching as a Practice and the Practice of Preaching	3
PAST 5063	Christian Worship...Now	3
PAST 6053	Creative Preaching: Beyond the 'Big Idea'	3
PAST 7013	Mentored Ministry 1	3
PAST 7023	Mentored Ministry 2	3
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Area of Specialization		
NXGN (elective)	Next Generation Ministry Elective	3
NXGN (elective)	Next Generation Ministry Elective	3
NXGN (elective)	Next Generation Ministry Elective	3
NXGN (elective)	Next Generation Ministry Elective	3
Electives⁶		
	Elective	3
Total Credit Hours =		90

⁵ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Biblical Studies, Christian Thought, or Ministry Practice)

⁶ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational requirements.

Revised

Master of Divinity⁷ with a specialization in Next Generation Ministry

Course Number	Course Title	Cr Hrs
IDTH 5001	Seminary Orientation	1
Scripture		
BIBL 5022	Old Testament Foundations	2
BIBL 5032	New Testament Foundations	2
BIBL 6042	Hermeneutics Lab	2
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
CHUR 6013	Baptist Identity (or CHUR elective) ⁸	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
CHUR or THEO	Christian History or Theology elective	3
Character and Vocation		
PACC 5013	Pastoral Care Strategies	3
PAST 5011	Ministry Integration 1 - Pastoral Identity	1
PAST 5021	Ministry Integration 2 - Pastoral Reflection	1
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Integral Mission and Justice		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
LEDR 5123	Ministry Across Difference	3
Ministry Practice		
DISP 5013	Transformational Discipleship	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Introduction to Preaching	3
PAST 5063	Leading Worshiping Communities	3
PAST 6013	Organizational Leadership and Administration	3
PAST 701a	Mentored Ministry 1	2.5
PAST 702a	Mentored Ministry 2	2.5
PAST 703a	Mentored Ministry 3	2.5
PAST 704a	Mentored Ministry 4	2.5
Context and Future Readiness		
LEDR 501a-501b	Leadership Labs 1 - Digital Literacies	1
LEDR 502a-502b	Leadership Labs 2 - Adaptive Leadership	1
LEDR 6013	Theo-Futures for Ministry Innovation	3
Area of Specialization		
PAST 6053	Creative Preaching: Beyond the 'Big Idea'	3
NXGN elec	Elective	3
NXGN elec	Elective	3
NXGN elec	Elective	3
Total Credit Hours =		90

⁷ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Scripture, Christian Thought, or Ministry Practice)

⁸ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

Current

Master of Divinity⁹ with a specialization in Pastoral Care and Counselling

Course Number	Course Title	Cr Hrs
IDTH 5010	Orientation (Pass/Fail)	0
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
BIBL (elective)	Biblical Studies elective (Old Testament)	3
BIBL (elective)	Biblical Studies elective (New Testament)	3
BIBL (elective)	Biblical Studies elective (Old Testament or New Testament)	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
THEO 7113	Christian Theology in a Pluralistic Context	3
CHUR (elective)	Christian History elective	3
CHUR <i>or</i> THEO	Christian History elective <i>or</i> Theology elective	3
Ministry		
DISP 5013	Transformational Discipleship Ministry	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
PACC 5013	Pastoral Care Interventions	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Preaching as a Practice and the Practice of Preaching	3
PAST 5063	Christian Worship...Now	3
PAST 7013	Mentored Ministry 1	3
PAST 7023	Mentored Ministry 2	3
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Area of Specialization		
PACC 6013	Professional and Personal Ethics	3
PACC (elective)	Pastoral Care and Counselling Elective	3
PACC (elective)	Pastoral Care and Counselling Elective	3
PACC (elective)	Pastoral Care and Counselling Elective	3
PACC (elective)	Pastoral Care and Counselling Elective	3
Electives¹⁰		
	Elective	3
Total Credit Hours =		90

⁹ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Biblical Studies, Christian Thought, or Ministry Practice)

¹⁰ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational requirements.

Revised

Master of Divinity¹¹ with a specialization in Pastoral Care and Counselling

Course Number	Course Title	Cr Hrs
IDTH 5001	Seminary Orientation	1
Scripture		
BIBL 5022	Old Testament Foundations	2
BIBL 5032	New Testament Foundations	2
BIBL 6042	Hermeneutics Lab	2
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
CHUR 6013	Baptist Identity (or CHUR elective) ¹²	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
CHUR or THEO	Christian History or Theology elective ¹³	3
Character and Vocation		
PACC 5013	Pastoral Care Strategies	3
PAST 5011	Ministry Integration 1 - Pastoral Identity	1
PAST 5021	Ministry Integration 2 - Pastoral Reflection	1
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Integral Mission and Justice		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
LEDR 5123	Ministry Across Difference	3
Ministry Practice		
DISP 5013	Transformational Discipleship	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Introduction to Preaching	3
PAST 5063	Leading Worshiping Communities	3
PAST 6013	Organizational Leadership and Administration	3
PAST 701a	Mentored Ministry 1	2.5
PAST 702a	Mentored Ministry 2	2.5
PAST 703a	Mentored Ministry 3	2.5
PAST 704a	Mentored Ministry 4	2.5
Context and Future Readiness		
LEDR 501a-501b	Leadership Labs 1 - Digital Literacies	1
LEDR 502a-502b	Leadership Labs 2 - Adaptive Leadership	1
LEDR 6013	Theo-Futures for Ministry Innovation	3
Area of Specialization		
PACC 6013	Professional and Personal Ethics	3
PACC elec	Elective	3
PACC elec	Elective	3
PACC elec	Elective	3
Total Credit Hours =		90

¹¹ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Scripture, Christian Thought, or Ministry Practice)

¹² Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

¹³ Students wishing to apply to the embedded certificate should take THEO 7083 Being Human as their THEO elective.

Current

Master of Divinity¹⁴ with a specialization in Pastoral Ministry

Course Number	Course Title	Cr Hrs
IDTH 5010	Orientation (Pass / Fail)	0
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
BIBL (elective)	Biblical Studies elective (Old Testament)	3
BIBL (elective)	Biblical Studies elective (New Testament)	3
BIBL (elective)	Biblical Studies elective (Old Testament or New Testament)	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
THEO 7113	Christian Theology in a Pluralistic Context	3
CHUR (elective)	Christian History elective	3
CHUR <i>or</i> THEO	Christian History elective <i>or</i> Theology elective	3
Ministry		
DISP 5013	Transformational Discipleship Ministry	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
PACC 5013	Pastoral Care Interventions	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Preaching as a Practice and the Practice of Preaching	3
PAST 5063	Christian Worship...Now	3
PAST 6053	Creative Preaching: Beyond the 'Big Idea'	3
PAST 7013	Mentored Ministry 1	3
PAST 7023	Mentored Ministry 2	3
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Area of Specialization		
LEDR (elective)	Leadership Elective	3
PACC (elective) <i>or</i> DISP (elective) <i>or</i> EVAN (elective) <i>or</i> SPFM (elective)	Pastoral Care and Counselling Elective <i>or</i> Discipleship Elective <i>or</i> Evangelism and Mission Elective <i>or</i> Spiritual Formation Elective	3
PACC (elective) <i>or</i> DISP (elective) <i>or</i> EVAN (elective) <i>or</i> PAST (elective) <i>or</i> SPFM (elective)	Pastoral Care and Counselling Elective <i>or</i> Discipleship Elective <i>or</i> Evangelism and Mission Elective <i>or</i> Pastoral Ministry Elective <i>or</i> Spiritual Formation Elective	3
NXGN (elective)	Next Generation Ministry elective	3
Electives¹⁵		
	Elective	3
Total Credit Hours =		90

¹⁴ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Biblical Studies, Christian Thought, or Ministry Practice)

¹⁵ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational requirements.

Revised

Master of Divinity¹⁶ with a specialization in Pastoral Ministry

Course Number	Course Title	Cr Hrs
IDTH 5001	Seminary Orientation	1
Scripture		
BIBL 5022	Old Testament Foundations	2
BIBL 5032	New Testament Foundations	2
BIBL 6042	Hermeneutics Lab	2
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
CHUR 6013	Baptist Identity (or CHUR elective) ¹⁷	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
CHUR or THEO	Christian History or Theology elective	3
Character and Vocation		
PACC 5013	Pastoral Care Strategies	3
PAST 5011	Ministry Integration 1 - Pastoral Identity	1
PAST 5021	Ministry Integration 2 - Pastoral Reflection	1
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Integral Mission and Justice		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
LEDR 5123	Ministry Across Difference	3
Ministry Practice		
DISP 5013	Transformational Discipleship	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Introduction to Preaching	3
PAST 5063	Leading Worshiping Communities	3
PAST 6013	Organizational Leadership and Administration	3
PAST 701a	Mentored Ministry 1	2.5
PAST 702a	Mentored Ministry 2	2.5
PAST 703a	Mentored Ministry 3	2.5
PAST 704a	Mentored Ministry 4	2.5
Context and Future Readiness		
LEDR 501a-501b	Leadership Labs 1 - Digital Literacies	1
LEDR 502a-502b	Leadership Labs 2 - Adaptive Leadership	1
LEDR 6013	Theo-Futures for Ministry Innovation	3
Area of Specialization		
PAST XXXX	Advanced Preaching Elective	3
	NXGN / PACC / LEDR elective	3
	BIBL / THEO / CHUR elective	3
	Open Elective	3
Total Credit Hours =		90

¹⁶ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Scripture, Christian Thought, or Ministry Practice)

¹⁷ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

Current

Bachelor of Theology

Special Track for CBAC-recommended mature students ¹⁸

Course Number	Course Name	Cr Hrs
IDTH 2010	Orientation (Pass / Fail)	0
Biblical Studies		
BIBL 2033	Journey through the Christian Scriptures 1	3
BIBL 2043	Journey through the Christian Scriptures 2	3
BIBL 2053	Introduction to the Christian Bible	3
BIBL 3063	Interpreting the Bible	3
BIBL 3013	Introduction to the Old Testament 1	3
BIBL 3023	Introduction to the Old Testament 2	3
BIBL 3033	Introduction to the New Testament 1	3
BIBL 3043	Introduction to the New Testament 2	3
Christian Thought		
CHUR 2033	Introduction to Christian History 1	3
CHUR 2043	Introduction to Christian History 2	3
CHUR 3023 ¹⁹	Baptist Identity	3
THEO 3003	Basic Christian Beliefs	3
THEO 3013	Introduction to Christian Theology 1	3
THEO 3023	Introduction to Christian Theology 2	3
THEO 3033	Christian Ethics	3
Practical Theology		
DISP 3013	Transformational Discipleship Ministry	3
EVAN 3013	Evangelism and Mission in Contemporary Society	3
LEDR 2113	Theology and Practice of Racial Justice	3
NXGN elective	Next Generation elective	3
PACC 3013	Pastoral Care Interventions	3
PAST 3053	Preaching as a Practice and the Practice of Preaching	3
PAST 3063	Christian Worship...Now	3
SPFM 3013	Christian Spiritual Formation for Ministry Leaders	3
Mentored Ministry		
PAST 4013	Mentored Ministry 1	3
PAST 4023	Mentored Ministry 2	3
PAST 4033	Mentored Ministry 3	3
PAST 4043	Mentored Ministry 4	3
Electives (Arts, Professional Studies, Pure & Applied Science)		
	Elective	3
	Elective	3
	Elective	3
Total Credit Hours =		90

¹⁸ Individuals seeking ordination within the Canadian Baptists of Atlantic Canada should note that those under 35 years of age are required to complete a Master of Divinity degree to be approved for ordination.

¹⁹ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 3023). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

Revised

Bachelor of Theology

Special Track for CBAC-recommended mature students ²⁰

Course Number	Course Name	Cr Hrs
IDTH 2010	Orientation (Pass / Fail)	0
Biblical Studies		
BIBL 2033	Journey through the Christian Scriptures 1	3
BIBL 2043	Journey through the Christian Scriptures 2	3
BIBL 2053	Introduction to the Christian Bible	3
BIBL 3063	Interpreting the Bible	3
BIBL 3013	Introduction to the Old Testament 1	3
BIBL 3023	Introduction to the Old Testament 2	3
BIBL 3033	Introduction to the New Testament 1	3
BIBL 3043	Introduction to the New Testament 2	3
Christian Thought		
CHUR 2033	Introduction to Christian History 1	3
CHUR 2043	Introduction to Christian History 2	3
CHUR 3023 ²¹	Baptist Identity	3
THEO 3003	Foundational Christian Beliefs	3
THEO 3013	Introduction to Christian Theology 1	3
THEO 3023	Introduction to Christian Theology 2	3
THEO 3033	Christian Ethics	3
Practical Theology		
DISP 3013	Transformational Discipleship	3
EVAN 3013	Evangelism and Mission in Contemporary Society	3
LEDR 2113	Theology and Practice of Racial Justice	3
NXGN Elective	Next Generation elective	3
PACC 3013	Pastoral Care Strategies	3
PAST 3053	Introduction to Preaching	3
PAST 3063	Leading Worshiping Communities	3
SPFM 3013	Foundational Christian Practices	3
Mentored Ministry		
PAST 3011	Ministry Integration 1 – Pastoral Identity	1
PAST 3021	Ministry Integration 2 – Pastoral Reflection	1
PAST 401a	Mentored Ministry 1	2.5
PAST 402a	Mentored Ministry 2	2.5
PAST 403a	Mentored Ministry 3	2.5
PAST 404a	Mentored Ministry 4	2.5
Electives (Arts, Professional Studies, Pure & Applied Science)		
	Elective	3
	Elective	3
	Elective	3
Total Credit Hours =		90

²⁰ Individuals seeking ordination within the Canadian Baptists of Atlantic Canada should note that those under 35 years of age are required to complete a Master of Divinity degree to be approved for ordination.

²¹ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 3023). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

New program specializations (4)

Master of Divinity

1. Add new *specialization in Indigenous Studies*. **See page 27.**
2. Add new *Bridging specialization*. **See page 28.**
3. Add new *specialization in Church Futures*. **See page 29.**

Three courses listed under “Area of Specialization” are currently under development and will be submitted for approval at a later date.

4. Add new *specialization in Intercultural Ministries*. **See page 30.**

One course listed under “Area of Specialization” is currently under development and will be submitted for approval at a later date.

New

Master of Divinity²² with a specialization in Indigenous Studies

Course Number	Course Title	Cr Hrs
IDTH 5001	Seminary Orientation	1
Scripture		
BIBL 5022	Old Testament Foundations	2
BIBL 5032	New Testament Foundations	2
BIBL 6042	Hermeneutics Lab	2
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
CHUR 6013	Baptist Identity (or CHUR elective) ²³	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
CHUR or THEO	Christian History or Theology elective	3
Character and Vocation		
PACC 5013	Pastoral Care Strategies	3
PAST 5011	Ministry Integration 1 - Pastoral Identity	1
PAST 5021	Ministry Integration 2 - Pastoral Reflection	1
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Integral Mission and Justice		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
LEDR 5123	Ministry Across Difference	3
Ministry Practice		
DISP 5013	Transformational Discipleship	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Introduction to Preaching	3
PAST 5063	Leading Worshiping Communities	3
PAST 6013	Organizational Leadership and Administration	3
PAST 701a	Mentored Ministry 1	2.5
PAST 702a	Mentored Ministry 2	2.5
PAST 703a	Mentored Ministry 3	2.5
PAST 704a	Mentored Ministry 4	2.5
Context and Future Readiness		
LEDR 501a-501b	Leadership Labs 1 - Digital Literacies	1
LEDR 502a-502b	Leadership Labs 2 - Adaptive Leadership	1
LEDR 6013	Theo-Futures for Ministry Innovation	3
Area of Specialization		
	NAIITS cross-listed course	3
	NAIITS cross-listed course	3
	NAIITS cross-listed course	3
	NAIITS cross-listed course	3
Total Credit Hours =		90

²² Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Scripture, Christian Thought, or Ministry Practice)

²³ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

New

Master of Divinity²⁴ with Bridging specialization²⁵

Course Number	Course Title	Cr Hrs
IDTH 5001	Seminary Orientation	1
Scripture		
BIBL 5022	Old Testament Foundations	2
BIBL 5032	New Testament Foundations	2
BIBL 6042	Hermeneutics Lab	2
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
CHUR 6013	Baptist Identity (or CHUR elective) ²⁶	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
CHUR or THEO	Christian History or Theology elective	3
Character and Vocation		
PACC 5013	Pastoral Care Strategies	3
PAST 5011	Ministry Integration 1 - Pastoral Identity	1
PAST 5021	Ministry Integration 2 - Pastoral Reflection	1
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Integral Mission and Justice		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
LEDR 5123	Ministry Across Difference	3
Ministry Practice		
DISP 5013	Transformational Discipleship	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Introduction to Preaching	3
PAST 5063	Leading Worshiping Communities	3
PAST 6013	Organizational Leadership and Administration	3
PAST 701a	Mentored Ministry 1	2.5
PAST 702a	Mentored Ministry 2	2.5
PAST 703a	Mentored Ministry 3	2.5
PAST 704a	Mentored Ministry 4	2.5
Context and Future Readiness		
LEDR 501a-501b	Leadership Labs 1 - Digital Literacies	1
LEDR 502a-502b	Leadership Labs 2 - Adaptive Leadership	1
LEDR 6013	Theo-Futures for Ministry Innovation	3
Area of Specialization		
BIBL 2053 or SPFM 3013	Introduction to the Christian Bible or Foundational Christian Practices	3
THEO 3003	Foundational Christian Beliefs	3
BIBL 2033	Journey Through the Christian Scriptures 1	3
BIBL 2043	Journey Through the Christian Scriptures 2	3
Total Credit Hours =		90

²⁴ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Scripture, Christian Thought, or Ministry Practice)

²⁵ The Bridging program Master of Divinity is designed for mature students, students who have not taken a complete undergraduate degree, or students who have completed significant community college work and tradework.

²⁶ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

New

Master of Divinity²⁷ with a specialization in Church Futures

Course Number	Course Title	Cr Hrs
IDTH 5001	Seminary Orientation	1
Scripture		
BIBL 5022	Old Testament Foundations	2
BIBL 5032	New Testament Foundations	2
BIBL 6042	Hermeneutics Lab	2
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
CHUR 6013	Baptist Identity (or CHUR elective) ²⁸	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
CHUR or THEO	Christian History or Theology elective	3
Character and Vocation		
PACC 5013	Pastoral Care Strategies	3
PAST 5011	Ministry Integration 1 - Pastoral Identity	1
PAST 5021	Ministry Integration 2 - Pastoral Reflection	1
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Integral Mission and Justice		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
LEDR 5123	Ministry Across Difference	3
Ministry Practice		
DISP 5013	Transformational Discipleship	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Introduction to Preaching	3
PAST 5063	Leading Worshiping Communities	3
PAST 6013	Organizational Leadership & Administration	3
PAST 701a	Mentored Ministry 1	2.5
PAST 702a	Mentored Ministry 2	2.5
PAST 703a	Mentored Ministry 3	2.5
PAST 704a	Mentored Ministry 4	2.5
Context and Future Readiness		
LEDR 501a-501b	Leadership Labs 1 - Digital Literacies	1
LEDR 502a-502b	Leadership Labs 2 - Adaptive Leadership	1
LEDR 6013	Theo-Futures for Ministry Innovation	3
Area of Specialization		
LEDR XXXX	(under development) Futures Methods and Scenarios	3
LEDR XXXX	(under development) Systems and Strategic Thinking	3
LEDR XXXX	(under development) Futuring Lab Internship	3
THEO 7113	Christian Theology in a Pluralistic Context	3
Total Credit Hours =		90

²⁷ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Scripture, Christian Thought, or Ministry Practice)

²⁸ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

New

Master of Divinity²⁹ with a specialization in Intercultural Ministries

Course Number	Course Title	Cr Hrs
IDTH 5001	Seminary Orientation	1
Scripture		
BIBL 5022	Old Testament Foundations	2
BIBL 5032	New Testament Foundations	2
BIBL 6042	Hermeneutics Lab	2
GREE 5013	Foundations of New Testament Greek	3
HEBR 5013	Foundations of Biblical Hebrew	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
CHUR 6013	Baptist Identity (or CHUR elective) ³⁰	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
THEO 6013	Christian Ethics	3
CHUR or THEO	Christian History or Theology elective	3
Character and Vocation		
PACC 5013	Pastoral Care Strategies	3
PAST 5011	Ministry Integration 1 - Pastoral Identity	1
PAST 5021	Ministry Integration 2 - Pastoral Reflection	1
SPFM 5013	Christian Spiritual Formation for Ministry Leaders	3
Integral Mission and Justice		
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR 5113	Theology and Practice of Racial Justice	3
LEDR 5123	Ministry Across Difference	3
Ministry Practice		
DISP 5013	Transformational Discipleship	3
PACC 5043	Pastoral Care Skills	3
PAST 5053	Introduction to Preaching	3
PAST 5063	Leading Worshiping Communities	3
PAST 6013	Organizational Leadership and Administration	3
PAST 701a	Mentored Ministry 1	2.5
PAST 702a	Mentored Ministry 2	2.5
PAST 703a	Mentored Ministry 3	2.5
PAST 704a	Mentored Ministry 4	2.5
Context and Future Readiness		
LEDR 501a-501b	Leadership Labs 1 - Digital Literacies	1
LEDR 502a-502b	Leadership Labs 2 - Adaptive Leadership	1
LEDR 6013	Theo-Futures for Ministry Innovation	3
Area of Specialization		
CHUR 5033	World Christianity	3
PAST XXXX	Advanced Preaching Elective	3
THEO 7113	Christian Theology in a Pluralistic Context	3
THEO XXXX	(under development) Public Theology and Advocacy	3
Total Credit Hours =		90

²⁹ Students with previous equivalent academic credit may apply for advanced standing in the same general area (i.e. Scripture, Christian Thought, or Ministry Practice)

³⁰ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 6013). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

Program specialization closures (17)

That the following 17 specializations be closed after students have graduated out of their programs, and that any other accompanying documents be updated as necessary to reflect these changes.

#	Degree	Specialization
1	Master of Divinity	Leadership and Spiritual Formation
2	Master of Divinity	Evangelism and Mission
3	Master of Divinity	Prison Chaplaincy
4	Master of Arts (Theology)	Baptist Studies: 30 credit hours (MAT30.BAPT)
5	Master of Arts (Theology)	Baptist Studies: 60 credit hours (MAT60.BAPT)
6	Master of Arts (Theology)	Prison Chaplaincy: 30 credit hours (MAT30.PRCH)
7	Master of Arts (Theology)	Prison Chaplaincy: 60 credit hours (MAT60.PRCH)
8	Master of Arts (Theology)	Discipleship: 30 credit hours (MAT30.DISP)
9	Master of Arts (Theology)	Discipleship: 60 credit hours (MAT60.DISP)
10	Master of Arts (Theology)	Evangelism and Mission: 30 credit hours (MAT30.EVAN)
11	Master of Arts (Theology)	Evangelism and Mission: 60 credit hours (MAT60.EVAN)
12	Master of Arts (Theology)	Leadership and Spiritual Formation: 30 credit hours (MAT30.LDSF)
13	Master of Arts (Theology)	Leadership and Spiritual Formation: 60 credit hours (MAT60.LDSF)
14	Master of Arts (Theology)	Youth and Young Adult Ministry: 30 credit hours (MAT30.YYAM)
15	Master of Arts (Theology)	Youth and Young Adult Ministry: 60 credit hours (MAT60.YYAM)
16	Master of Arts (Theology)	Next Generation Ministry: 30 credit hours (MAT30.NXGN)
17	Master of Arts (Theology)	Next Generation Ministry: 60 credit hours (MAT60.NXGN)

Revisions to the Admission Policy

That the proposed edits underlined and the proposed deletions shown in strikethrough to the Procedure under the Academic Policies section of the Academic Calendar be approved.

Procedure (page 27-28 of ADC Academic Calendar)

1. Applications for admission to Acadia Divinity College must be submitted and supported by all required documents, and an interview may be required.
2. Applicants are required to submit official copies of all transcripts and other records of academic work. Transcripts must be sent directly from the institution or provided in an envelope sealed by the institution, signed or stamped over the enclosure. Photocopies and electronic transcripts are not accepted, except those sent through a service such as MyCreds, Parchment etc. Documents submitted in support of an application for admission are retained by the University and are not returned to the applicant. All received documents are electronically stored.

Registrar
Acadia Divinity College
15 University Avenue
Wolfville NS B4P 2R6

3. All applicants, with the exception of those applying for the Bachelor of Theology program directly from high school, are required to submit a copy of a recent resume outlining academic as well as work and ministry experience.
4. The appropriate application fees will accompany the Application for Admission.

Undergraduate	\$40.00
Graduate	\$50.00

5. Applicants to the Master of Divinity and the Bachelor of Theology (Special Track for CBAC-recommended mature students) programs are required to submit a pastoral reference. The Pastoral reference form will be emailed to the ~~recommender~~ individual you list on your application. This should be someone you know in a pastoral context, has known you for a minimum of 2 years, is at least 21 years of age, is not a close friend, and is not related to you.
6. Applicants to the Bachelor of Theology program are required to submit a letter of reference. ~~and~~ Master of Arts in Theology applicants with a specialization in Counselling and Spiritual Care are required to submit two references, one of which must be a character reference. Applicants for other specializations in Master of Arts in Theology are required to submit two an academic reference. The reference forms will be emailed to the ~~recommender~~ individual you list on your application. ~~This can be someone who knows you in an academic, professional, or ministry context~~ This should be someone who has known you for a minimum of 2 years, is at least 21 years of age, is not a close friend, and is not related to you.
7. Applicants to the Graduate Diploma in Christian Studies, Certificate in Ministerial Studies, Certificate in Lay Leadership, Certificate in Christian Studies, or No Program Divinity, are required to submit a pastoral recommendation or character reference. This should be someone who has known you for a minimum of 2 years, is at least 21 years of age, and is not related to you.

8. Applicants will be required to provide a letter of intent. This should include relevant information on who you are, why you are applying to our program, your sense of calling or your vocational goals, ~~and what your goals are~~. It should not exceed one (1) page.
9. Doctor of Ministry applicants:
 - a. Must submit:
 - i. A personal self-study statement which clarifies the applicant's academic, motivational, and professional admissibility to the program; and,
 - ii. A letter of support written by an individual who knows the applicant's current ministry situation and can recommend their suitability for the program.
 - b. Normally will have an interview with the Director of Doctoral Studies
10. International applicants may be required to submit additional documentation, which will be communicated once an official application has been submitted. All documents submitted in a language other than English when applying for admission must be accompanied by a notarized English translation.
- ~~11. After an applicant's file is complete, Bachelor of Theology applicants through the Crandall-Acadia Partnership will be reviewed by the Registrar and applicants will be notified immediately. All other applicants will be reviewed by the Admissions Committee and informed of the decision. An interview may be requested.~~
11. When an applicant has been admitted to a program, they will be required to submit background checks to the Director of Student Services. See pages 29-30 for more information.

**Senate Curriculum Committee
2026-2027 Curriculum Change Proposals
Report to Senate
April 10th 2026**

Committee Members: Melanie Coombs (Committee co-Chair 2025-2026, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Jeff Torbert (co-Chair SCC Policy, Prof. St.), Eva Curry (FPAS, and secretary), Jennifer Richard (Dean, Libraries & Archives), Sonia Hewitt (FA), Liam Swiss (FA), Chris Killacky (Theology), Andy Mitchell (FPAS), Zahide Cam (Student Rep), Shawna Singleton (Academic Program Development, Quality Assurance, and Planning Coordinator), Lauren Wilson Finnis (Vice-Provost, Curriculum and Planning)

Overview

The number of current curriculum proposals approved by faculties and the Senate Curriculum Committee, included in this report (Apr), is summarized below:

Type of Proposal	Faculty			Total
	Arts	Pure & Applied Science	Professional Studies	
New Course	0	0	3	3
Course Deletion	1	0	3	4
Course Modification	3	0	2	5
Program Modification	0	1	2	3
New Program	0	0	0	0
Program Deletion	0	0	0	0
Totals*:	4	1	10	15

**Excludes forms received for Graduate-level courses, which are not considered by this committee.*

Note, so far this year, we have reviewed the following total number of curriculum changes:

Type of Proposal	Faculty												Total
	Arts				Pure & Applied Science				Professional Studies				
Submitted to Senate	Dec	Feb	Mar	Apr	Dec	Feb	Mar	Apr	Dec	Feb	Mar	Apr	
New Course	0	9	6	0	0	10	2	0	24	2	3	3	59
Course Deletion	0	5	7	1	0	0	0	0	0	12	6	3	34
Course Modification	0	105	16	3	0	10	4	0	0	42	7	2	189
Program Modification	0	8	2	0	0	16	0	1	2	5	7	2	43
New Program	0	0	0	0	0	1	0	0	0	0	0	0	1
Program Deletion	0	0	0	0	0	1	0	0	0	0	0	0	1

Totals*:	0	127	31	4	0	38	6	1	26	61	23	10	327
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Most curriculum proposals were sent to the Senate Curriculum Committee by Dec 19, 2025, some additional curriculum changes were received during the winter term of 2026.

Within the Sharepoint “Curriculum” section, the 2025-2026 files section contains complete forms for all proposals. The Committee reviewed the proposals received by the Dec 19 deadline in advance of meetings on 7, 8 and 9 January, 2026 where each proposal was discussed, resulting in one of the following actions: (i) proposals were deemed acceptable as submitted; (ii) proposals were edited by the Committee during the meetings to flag minor, non-substantive oversights in completing forms (e.g. grammatical errors) or (iii) proposals were designated as requiring clarification through consultation with the Director or Head of the relevant academic unit. Feedback was received from multiple units and was voted on via email by Feb 2, 2026. Late and remaining forms were discussed and voted upon by the committee at our Feb 19 and then Mar 27th 2026 meetings.

This report summarizes the late and remaining forms submitted that the Senate Curriculum Committee met on Mar 27th, 2026 to discuss and followed up over email to vote after feedback was received on a few forms.

The Chair will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2026/27 Academic Calendar and within Colleague, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

Motion

- 1. That all curriculum proposals submitted by the faculties and reviewed and passed by the Senate Curriculum Committee be approved.**

Summary Listing; Additional Proposals for Curriculum Changes 2026/27

Faculty of Arts

GERM

#	Program or Course Number & Title	Modification	Rationale
1.	GERM 2813	Course Modification	Necessary updating of an existing courses. To modernize the curriculum and increase enrolment.
2.	GERM 2823	Course Deletion	The modernization of an existing course (GERM 2813) and updating of the curriculum necessitate the course deletion.

SOCI

#	Program or Course Number & Title	Modification	Rationale
1.	SOCI 3803	Course Modification	The revisions to the title and description are needed to reflect the evolution of the study of sexualities and to include not only queer but also trans studies. Revised pre-requisites reflect changes in the Sociology program.

POLS

#	Program or Course Number & Title	Modification	Rationale
1.	POLS 2223	Course Modification	The prerequisite for POLS 2223 Canadian Politics is being modified to require second-year standing. Two sections of POLS 2223 are typically offered every year and it is common for a small number of first-year students to register for the course. The course is not designed for first-year students and there is an observable difference in their performance compared to other students. The prerequisite of second year standing will not decrease access to POLS 2223, but will help to make sure that interested students take the course when they are better prepared to succeed. Adding “permission of the instructor” to the prerequisite will make sure that independent students completing the Certificate in Democratic Leadership still have access to the course. Note: The current antirequisite can be deleted. Enough time has passed since POLS 2006 was deleted that this antirequisite is no longer needed.

Faculty of Pure and Applied Science**COMP**

#	Program or Course Number & Title	Modification	Rationale
1.	BACS	Program Modification	The MPHEC has recommended changes to the BACS.IDST. The changes to the program are below. We will no longer offer the Interdisciplinary Study option with the BACS, but will offer a minor option instead.

Faculty of Professional Studies

BUSI

#	Program or Course Number & Title	Modification (Type of change, and description of change)	Rationale
1.	BBA EMPR	Program modification	<p>The new title better aligns with contemporary human resource management, labour relations, employee relations, leadership and workplace wellbeing fields. This change also reflects the revitalization proposal submitted under schedule H.</p> <p>Note: Will need MPHEC approval</p>
2.	BUSI 1703	Course Modification	Slight change of description to more accurately reflect the expectations and activities of the course.
3.	BUSI 3993	Course Modification	The title change is required to more accurately reflect the course objectives and outcomes. The change in prerequisites will encourage registration by non-honours students as a business elective. The current curriculum is appropriate for non-honours students.
4.	BBA Major in Entrepreneurship & Innovation	Program Modification	Adding two courses to a set of “choose from among” courses: SOCI 2233, Technology & Society and MUSI 3713 Improvisation and Creative Process.
5.	BUSI 2993	Course deletion	This course is no longer serving the needs of the School of Business. It is not required for any major within the School and there are other courses which need to be developed for our major People, Work and Organizational Culture (that used to be called Employment Relations).
6.	BUSI 3733	Course deletion	This course is no longer serving the needs of the School of Business, and has not been taught for at least

			the last 15 years. It is not required for any major within the School and there are other courses which need to be developed for our major People, Work and Organizational Culture (that used to be called Employment Relations).
7.	BUSI 4323	Course deletion	This course is no longer serving the needs of the School of Business, and has not been taught for at least the last 15 years. It is not required for any major within the School and there are other courses which need to be developed for our major People, Work and Organizational Culture (that used to be called Employment Relations).
8.	BUSI - Leadership	New Course	This course will replace Advanced Seminar on Labour Relations which has recently been stepped down by the department. The proposed changes are based on industry needs and gaps identified in the Certified Human Resource Professional designation (CHRP) competencies (required for certification).
9.	BUSI - Occupational Health and Safety	New Course	This course will replace Organizational Behaviour 2 which has recently been stepped down by the department. The proposed changes are based on industry needs and gaps identified in the Certified Human Resource Professional designation (CHRP) competencies (required for certification).
10.	BUSI - Training and Development	New Course	This course has been discussed by members of the school during School Council meetings, and there is consensus that updates are needed. The need for change is supported by industry demands and gaps identified in CHRP accreditation competencies. These revisions also support one of our long-term goals: meeting CHRP course-by-course accreditation requirements. In addition, the changes align with the revitalization proposal submitted under Schedule H.

Motion from the Admissions and Academic Standing (Policy) Committee that the amended and new policies contained within the Academic Calendar Policy Package be approved, including eight portions pertaining to the Grading System and Grade Point Averages (GPAs), Incomplete (INC), Individual Course Grade Forgiveness Policy, Academic Standings, Graduation Standing, Program Changes, Re-admission of Dismissed Students, and Overloads.

Rationale and Details:

Academic Calendar Policy Package for Consideration by Senate

The suite of proposed policy updates approved by the A&ASP Committee represents a coordinated effort to amend academic regulations through a student-centered lens, while improving clarity and consistency across the academic calendar. The package includes previously submitted update proposals to GPA definitions, academic standing, graduation standing, and internal transfer standing, as well as overload considerations. While most of these have been reviewed and discussed in the November Senate meeting, Senate had requested that A&ASP consider the addition of accompanying companion policies to further support student progression. To that end the A&ASP Committee is including the introduction of an Individual Course Grade Forgiveness policy and the transition in the official grading system from an “S” grade to an “INC” (Incomplete) grade. These changes are intentionally designed and presented as an integrated whole as per the request of Senate.

At its core, the package establishes a more coherent and aligned GPA framework, ensuring that how academic performance is calculated and applied is consistent across progression, transfer, mobility, and graduation decisions. The revisions to standing policies are built directly on this shared foundation, creating a more transparent and predictable system for students while eliminating inconsistencies that currently exist across the academic calendar. Within this structure, the introduction of Individual Course Grade Forgiveness and the shift to an INC grade provide targeted improvements that enhance both flexibility and clarity. Individual Course Grade Forgiveness allows for limited, structured flexibility, supporting equitable student-led recovery without compromising academic standards or being unwieldy to operationalize. It demonstrates Senate’s commitment to accessibility and supported academic risk. The move to an INC grade ensures a clearer and more accurate representation of incomplete coursework, enabling more timely and consistent academic standing and graduation assessments, as well as academic record accuracy.

Senate has previously engaged in strong discussions on many aspects of this work, and the package has been refined, strengthening the overall framework and directly addressing earlier Senate feedback, especially with the addition of the Individual Course Grade Forgiveness policy.

Taken as a whole, this package improves transparency, fairness, and flexibility for students, while creating a more efficient, accurate and internally consistent set of academic regulations. As these elements are interdependent, approval as a unified set of changes is essential to ensure full alignment across policies and to realize their intended impact

1) Grading System

Proposed

The grade point average (GPA) is the weighted sum of the grade points earned divided by the number of courses attempted. Incomplete courses, and courses with a notation of “W” or “P” are not included in the GPA.

- The term grade point average (TGPA) refers to the GPA calculated in a particular term. Terms include the Fall term (Sept-Dec.), Winter term (Jan-Apr.), and Summer term (May-Aug). Term GPA is included on the official transcript.
- The standing grade point average (SGPA) refers to the GPA calculated in the Spring each year to assign a student’s official academic standing. Academic standing will be assessed in the Spring for all students that have completed 18ch or more since the last assessment. SGPA does not appear on the official transcript.
- The cumulative grade point average (CGPA) is calculated on all courses taken and does appear on the official transcript.
- Only the most recent grade in repeated courses will be included in any GPA.

Current

The grade point average is the weighted sum of the grade points earned divided by the number of courses attempted. Courses with a notation of ‘W’ are not included in the GPA.

- The sessional grade point average (SGPA) refers to a particular session.
- The program grade point average is calculated on courses offered towards a degree program and is used to determine a students’ eligibility to graduate. It does not appear on the official transcript.
- The cumulative grade point average (CGPA) is calculated on all courses taken and does appear on the official transcript.
- Only the most recent grade in repeated courses will be included in any GPA.

2) INC Grade

It is proposed to introduce a grade of **INC** which would replace the current “S” grade.

Rationale: The "INC" has a clearer interpretation, and clarifies that the course has not been completed, which is more accurate and clearer than the current S grade is. It also is intended to resolve issues of S grade clarification, as well as S grades converting to F grades during periodic clean up processes by the RO. This would be of value for both on campus as well as Open Acadia continuous intake offerings. Lingering S grades also currently delay standings and assessments. Inputting an INC would allow for those to run in a timely manner.

Grading System

The grade point average is the weighted sum of the grade points earned divided by the number of courses attempted. Courses with a notation of ‘W’ are not included in the GPA.

- The sessional grade point average (SGPA) refers to a particular session.
- The program grade point average is calculated on courses offered towards a degree program and is used to determine a students’ eligibility to graduate. It does not appear on the official transcript.
- The cumulative grade point average (CGPA) is calculated on all courses taken and does appear on the official transcript.
- Only the most recent grade in repeated courses will be included in any GPA.
- Courses with a grade of **INC (Incomplete)** count as a course attempt and towards calculated GPAs.

Alpha grade	GPA value	Rating
A+	4.33	
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Average
C-	1.67	
D+	1.33	
D	1.00	Pass
D-	0.67	
F	0.00	Failure
INC	0.00	Incomplete
W		Withdrew

Some courses have a Pass/Fail marking scheme. This is not counted in the GPA. Previous courses repeated are marked as duplicate. Only the result and credit hours of the most recent attempt is calculated in the GPA and towards the total of completed credit hours.

- Please note that the S grade would stay on the historical grading scheme on the reverse of the official transcript.

3) Individual Course Grade Forgiveness Policy

The Individual Course Grade Forgiveness Policy allows students to request that **up to four** individual courses be excluded from their term(s) and cumulative GPA calculations.

Eligibility

Students may apply for Individual Course Grade Forgiveness if they meet **all** of the following criteria:

- They are currently active in an undergraduate, degree-seeking program, and have not graduated
- They have been assessed for Academic Standing

Regulations and Guidelines

Only grades of D+ and below are eligible for forgiveness. The courses and original grades will remain on the transcript with an “AF” notation, however the grade points and attempted credits will be removed from the calculation of both TGPA and CGPA.

Individual Course Grade Forgiveness cannot be applied to any course that has been repeated.

Once an AF notation has been applied to a course, it is permanent and may not be removed or reassigned to another course.

Academic Standings will not be reassessed retroactively, even if the application of forgiveness changes the GPA used in the most recent assessment.

- Changes to Academic Standings, if any, will occur only at the next scheduled assessment.
- Students placed on Academic Probation and registered in the Academic Success and Support Program (ASSP) or Academic Dismissal will remain in that status until the next assessment.

Grades assigned due academic integrity violations will not be forgiven and will remain included the TGPA and CGPA calculations.

External awards, scholarships, or other programs with their own GPA rules are not bound by this policy.

Procedure

Students must inform the Registrar’s Office of the course(s) they wish to have forgiven. The Registrar’s Office will apply the forgiveness, track usage to ensure the four-course maximum is not exceeded and recalculate the TGPA and CGPA accordingly.

4) Academic Standings

It is proposed to bring alignment of minimally acceptable course grades (C- or 1.67) with Academic Good Standing, Internal Program Transfers and Graduation requirements.

Currently most Acadia undergraduate programs have a minimal acceptable grade requirement of C- (except for Honours). This is also true for external transfer grades to count towards an Acadia program - including those taken on letter of permission.

However, Acadia's current Good Academic Standing requirement is set at an assessment GPA of 1.5 which is below this standard of the courses needed to achieve it.

In contrast, the GPA standard for graduation for most programs is set at 2.0. There are situations that occur each year where a student that is in Academic Good Standing and that has met all of their degree and program requirements need special permission to graduate due to this difference.

This 2.0 standard is also used as the basis for internal and external program transfer. Acadia students wishing to transfer into a different undergraduate degree program and that are in Academic Good Standing, as currently defined at least, are excluded from doing so.

These differences in standards are inconsistent with each other and not the norm. A scan of many Canadian institutions shows that there is usual alignment with Good Standing and standing to graduate and that while there are differences in GPA or grade equivalent systems that most are in the C- to C range.

Aligning Acadia's Academic Good Standing and Graduation standing requirement with a C- or 1.67 would be in keeping with this principle at other institutions and bring consistency across our own minimal requirements.

Undergraduate (Proposed)

Academic Standing is the status of a student based on their grade point average. Academic Standing will be assessed in the spring for all students who have attempted 18 credit hours (18h) or more since the last assessment. As a result of that assessment, students will find themselves in one of three situations:

1. Good Standing

Any student who obtains a sessional grade point average of at least 1.67 is considered to be in good academic standing and will be permitted to proceed on a full-time basis.

2. Academic Probation Any student who obtains a sessional grade point average of at least 1.00 and less than 1.67, and who has not already incurred probation, will be placed on academic probation, but is eligible to re-register. Students on probation may be placed on a reduced course load and are required to participate in the Academic Success and Support Program (ASSP).

Academic Success and Support (ASSP) Program All students placed on probation are required to participate in the Academic Success and Support Program. The Academic Success and Support Program enables students on academic probation to return to Acadia and develop the skills required to be successful. The ASSP requires students to attend classes, as well as to work with advisors and other support staff in order to improve their academic standing.

3. Academic Dismissal

- a. Any student who obtains a sessional grade point average less than 1.00 will be placed on dismissal.
- b. Any student placed on probation and registered in more than 15h in the succeeding fall/winter session who obtains a sessional grade point average less than 1.67 will be placed on dismissal.

During the subsequent twelve-month period after incurring dismissal, students may not register for any course offered by Acadia University, nor receive credit for any course taken elsewhere. At the end of the period of academic dismissal, students may apply for readmission and, if accepted, will be placed on academic probation. Students registered in Summer or online courses prior to receiving a notice of probation or dismissal will be permitted to complete these courses.

Current

Undergraduate Academic Standing is the status of a student based on their grade point average. Academic Standing will be assessed in the spring for all students who have attempted 18 credit hours (18h) or more since the last assessment. As a result of that assessment, students will find themselves in one of three situations:

1. Good Standing

Any student who obtains a sessional grade point average of at least 1.50 is considered to be in good academic standing and will be permitted to proceed on a full-time basis.

2. Academic Probation Any student who obtains a sessional grade point average of at least 1.00 and less than 1.50, and who has not already incurred probation, will be placed on academic probation, but is eligible to re-register. Students on probation may be placed on a reduced course load and are required to participate in the Academic Success and Support Program (ASSP). Academic Success and Support (ASSP) Program All students placed on probation are required to participate in the Academic Success and Support Program. The Academic Success and Support Program enables students on academic probation to return to Acadia and develop the skills required to be successful. The ASSP requires students to attend classes, as well as to work with advisors and other support staff in order to improve their academic standing.

3. Academic Dismissal

- a. Any student who obtains a sessional grade point average less than 1.00 will be placed on dismissal.
- b. Any student placed on probation and registered in more than 15h in the succeeding fall/winter session who obtains a sessional grade point average less than 1.50 will be placed on dismissal.

During the subsequent twelve-month period after incurring dismissal, students may not register for any course offered by Acadia University, nor receive credit for any course taken elsewhere. At the end of the period of academic dismissal, students may apply for readmission and, if accepted, will be placed on academic probation. Students registered in Summer or online courses prior to receiving a notice of probation or dismissal will be permitted to complete these courses.

5) Graduation Standing

It is proposed that for all non-Honours programs that indicate a minimum program GPA of 2.0 to be eligible to graduate, that this be changed to “A student must be in good academic standing (minimum CGPA of 1.67) to be eligible to graduate.” This CGPA requirement may be higher as specified for certain programs such as Honours or those with accreditation requirements.

Rationale:

Currently Acadia’s academic Good Standing and Graduation program standing based upon GPAs are not aligned. Academic standings are calculated once per year. To be considered in Good Standing students require an assessment GPA of 1.67. Graduation Program GPAs (which are not automatically calculated) however are set at a minimum of 2.0.

Situations occur each year where students who are in academically good standing and have met all program requirements are deemed ineligible to graduate given this difference. In addition, given the volume of courses most students will have attempted completing a 120ch degree, achieving this 2.0 standard could mean considerable additional coursework as well as substantial cost and time.

This misalignment is also at odds with most universities in Canada, where graduation GPAs and good standing GPAs are the same.

This change, which would be incorporated as part of the Senate Curriculum work for 2025/26 would be enacted for and appear in the 2026/2027 Academic Calendar.

6) Program Changes

It is proposed that to internally transfer to all non-Honours, non-limited capacity undergraduate programs, that to be eligible to transfer, a student should be in good academic standing - or receive approval from the program Head/Chair/Director.

When considering their approval for internal transfer from any students that may have had academic challenges at Acadia, Head/Chair/Directors may consider applicable courses completed during previously completed education (high school and/or university).

Rationale:

Currently Acadia's academic good standing and eligibility to transfer standing based upon GPAs are not aligned. Academic standings are calculated once per year. To be considered in Good Standing students require an assessment GPA of 1.5. To be automatically eligible to transfer however is set at a minimum of 2.0.

Situations occur each year where students who are in academically good standing and have met all program requirements are deemed ineligible to transfer to a new program. This can lead to confusion, delays in transfer to a better fit program or hinder academic self-exploration, and ultimately increase attrition.

In addition, students who struggle in a program that is an ill fit may get stuck in a loop of inability to transfer out to a better fit program. By taking into account previous performance in courses similar to the desired new program, this situation can be alleviated.

Calendar Copy - Proposed

Students who wish to transfer from one program to another should normally be in good academic standing, and/or have the change approved by the School Director, Department Head, or Program Coordinator for the program they wish to enter. Students who wish to enter an Honours program should normally have a CGPA of 3.0 or higher.

Current

Program Changes

Students who wish to transfer from one program to another must have the change approved by the School Director, Department Head, or Program Coordinator for the program they wish to enter, and by the Registrar's Office. Normally students must have a GPA of at least 2.00 to enter a program and a GPA of 3.00 to enter an Honours program.

7) Re-admission of dismissed students

That the basis of re-admission to Acadia University for a dismissed student looking to return to Acadia, but study under a different program than what they were dismissed from, be made upon the initial basis of admission to Acadia – while taking into consideration previously attempted aligned courses, where applicable. Students that are re-admitted must attend an advising session with the general academic advisor as part of their re-admission.

Rationale

As per Academic Standing regulations (pg. 42 Calendar, 2025/26 ed.) students that have an academic standing of dismissed are required to take at least a twelve-month period away from study. This period is intended to have dismissed students reflect on their academic experience, what may have gone awry and how to address those issues, to introspect on motivations for studying at Acadia, and to consider whether their desired program is an academic fit.

In many cases students recognize that academic program choice may have been a primary or contributing factor in their academic performance and subsequently desire to choose another program in their re-application.

Currently this is not directly possible, as unless they receive special permission from the desired new program, students if successful in their re-application, are reactivated in their previous program that they were dismissed from. In addition to this being in direct contradiction of what they were asked to reflect and decide upon, this can limit course selection, divert students to program courses that are no longer applicable and have students re-consider re-enrolling. It also often leads to program shadowing where a student simply enrolls in courses towards the path of a new degree while still technically listed as a Major in another program. This skews data, can impact program decision making and is not accurate.

This new proposed practice aligns expectations and advice with operations and allows dismissed students a more supportive and direct path on their attempt to right their academic journey.

8) Overloads

Proposed

Students who have achieved a term grade point average (TGPA) of 2.50 in the previous academic term (minimum 9ch attempted) may register for up 33 credit hours (33h) over the next two terms. Those who have achieved a term grade point average of 3.00 in the previous academic term (minimum 9ch attempted) may register for 36 credit hours over the next two terms. First-year students may register in no more than 30 credit hours (30h). No student may register for more than 18 credit hours (18h) in any term. For information on taking online, continuous-intake courses as overload, refer to the Online Course Load section. Please refer to the Fees section for information about overload fees.

Overloads - Current

Students who have achieved a sessional grade point average of 2.50 in the previous academic year may register for 33 credit hours (33h). Those who have achieved a sessional grade point average of 3.00 in the previous academic year may register for 36 credit hours (36h). First-year students may register in no more than 30 credit hours (30h). No student may register for more than 18 credit hours (18h) in any term. For information on taking online, continuous-intake courses as overload, refer to the Online Course Load section. Please refer to the Fees section for information about overload fees.

Academic Calendar – pg. 45 – The Syllabus/Course Outline

Motion: That Senate approve revisions to The Syllabus/Course Outline section of the Academic Calendar to take effect beginning Fall 2026.

Rationale:

The Faculty Support Committee proposes revisions to The Syllabus/Course Outline section of the Academic Calendar (pg. 45) to strengthen student clarity and accessibility, and ensure alignment with evolving external requirements and institutional priorities. The syllabus is a foundational academic document that establishes expectations, communicates essential requirements, and defines the basis for evaluation. Updating this section will promote consistency across courses, support student success, and strengthen institutional accountability.

Alignment with the MPHEC Online and Technology-Supported Learning Framework Guidelines

The Maritime Provinces Higher Education Commission (MPHEC) has established guidelines for Online and Technology-Supported Learning that emphasize transparency in course delivery and technology expectations. These guidelines highlight the importance of clearly communicating course modality and required technology to ensure students are adequately prepared to engage in their learning environment.

The proposed revisions respond to these expectations by requiring syllabi to clearly identify course delivery modes (e.g. in-person, hybrid, synchronous, or asynchronous online), required technologies and platforms, and any associated access considerations or costs. These additions support student preparedness, reduce barriers, and enhance the quality and consistency of learning experiences across courses. They also improve transparency, reduce barriers to participation, and support equitable access to learning across diverse instructional formats.

Alignment with Nova Scotia Accessibility and Human Rights Requirements

In alignment with Nova Scotia's *Accessibility Act (2017)* and obligations under the *Human Rights Act*, post-secondary institutions are expected to proactively identify,

prevent, and remove barriers to learning, while ensuring that reasonable accommodations are available to students.

The revised syllabus requirements support these obligations by requiring faculty to clearly articulate the learning outcomes and essential course requirements. Additionally, directing students to Accessible Learning Services within the syllabus promotes awareness of available supports and fosters a more inclusive learning environment. Embedding this information consistently across all courses strengthens institutional compliance while advancing equitable access to education.

The proposed revisions support Acadia's ongoing efforts to align with the requirements of the Nova Scotia Accessibility Directorate and to prepare for forthcoming accessibility standards in education expected to be enacted into law in 2027.

Alignment with MPHEC 2nd Cycle Quality Assurance Review Recommendations

The institution's second-cycle quality assurance review by MPHEC identified the need for clearer articulation of learning outcomes and stronger alignment between course expectations, instructional activities, and assessment practices. The proposed updates reinforce these recommendations by emphasizing the role of the syllabus in communicating course expectations and essential requirements, thereby supporting constructive alignment and academic coherence across programs.

The Faculty Support Committee proposes these revisions to ensure that the Academic Calendar remains current, supports high-quality teaching and learning, and aligns institutional practices with provincial and regional expectations.

Current Academic Calendar Language

The Syllabus/Course Outline

At the beginning of each course, instructors are required to indicate in writing the elements for the course, including tentative dates and values of all assignments, attendance requirements, and the value of examinations. Once a course is underway, major alterations to the syllabus/course outline can be made by the instructor providing they have the consent of registered students.

Students can expect to be assessed according to fair methods of evaluation and based on material clearly outlined in the syllabus. Instructors shall indicate clearly how students' marks will be calculated and how those marks will be used to form the aggregate grade for the course. Marks may be lost after proven incidents of academic integrity violations, as outlined in the Academic Integrity section of this Calendar.

No credit is given for a course unless all requirements have been completed.

Proposed NEW Academic Calendar Language

The Syllabus/Course Outline

Instructors must provide a written syllabus/course outline at the beginning of each course. The syllabus is a foundational academic document that communicates expectations, essential requirements, and methods of evaluation. The syllabus must be clear, accessible, and consistent with institutional policies. The syllabus must include:

1. Course and Delivery Information

- a. Course description, instructor contact information, and availability.
- b. Course modality (e.g., in-person, hybrid, online synchronous/asynchronous).
- c. Technology, equipment, and platform requirements (include any required software or equipment to meet the learning outcomes of the course, information on how students may access required technology, and any additional costs associated with technologies).

2. Course Expectations and Essential Requirements

- a. A description of the central learning expectations or outcomes of the course, including the knowledge, skills, or competencies students are expected to develop.
- b. The essential course requirements that are fundamental to the course and cannot be altered without compromising the identified learning outcomes.
- c. A statement directing students to the Accessibility Office for academic accommodations.
- d. A statement directing students to Acadia's Policy for Students with Disabilities.

3. Assessment and Evaluation

- a. All assignments, assessments, and examinations, with grade values and tentative dates.

- b. Attendance or participation expectations and any grading implications.
- c. Explanation of how final grades will be calculated.
- d. A statement directing students to Acadia's Academic Integrity policy.
- e. A statement on the use of artificial intelligence tools in the course.

4. Course Materials

- a. Required texts, readings, supplies, and any additional costs.

Changes to the Syllabus

After a course has begun, major changes to the syllabus may only be made with clear written communication and the consent of two-thirds of registered students. Minor clarifications that do not affect workload or evaluation weightings may be made with reasonable notice.

Evaluation and Completion

Students can expect to be assessed according to fair methods of evaluation and based on material clearly outlined in the syllabus. Instructors shall indicate clearly how students' marks will be calculated and how those marks will be used to form the aggregate grade for the course. Marks may be lost after proven incidents of academic integrity violations, as outlined in the Academic Integrity section of this Calendar.

Credit will be awarded only when students have completed all requirements, unless alternative accommodations have been formally agreed to by both the student and faculty member.

Motion: to strike an Ad Hoc Committee of Senate on Faculty Restructuring

Whereas the university administration has indicated interest in restructuring the academic Faculties of Acadia University; and

Whereas any restructuring of Faculties would have significant implications for academic governance; program delivery; faculty appointments, career development, and workload; student experience; and the overall academic mission of the University; and

Whereas Senate, as the principal academic governing body the University, bears responsibility for the academic policy and integrity of the institution; and

Whereas it is appropriate and prudent for Senate to undertake its own examination of all such proposals before any restructuring is decided upon or implemented;

Be it resolved that Senate strike an Ad Hoc Committee on Faculty Restructuring to examine the implications of any proposal to restructure the Faculties of Acadia University; and

Be it further resolved that the Committee be charged with:

1. Reviewing all proposals for restructuring of Faculties;
2. Examining the academic and governance implications of any such proposals;
3. Consulting broadly with faculty, students, staff, and other stakeholders;
4. Considering alternative models of Faculty organization where appropriate; and
5. Reporting its findings and recommendations at the September 2027 meeting of Senate; and

Be it further resolved that the Committee be composed as follows:

- Two full-time faculty members elected from each of the Faculty of Arts; the Faculty of Professional Studies; and the Faculty of Pure and Applied Science
- One student nominated by the Acadia Students' Union
- One representative elected from among the academic librarians and archivists
- One Senator elected by Senate\
- The Chair shall be elected from among the faculty representatives on the Committee at its first meeting