

31 January 2006

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur **at 4:00 p.m., Monday, 12 February 2007** in Room 132 of the Beveridge Arts Centre. The AGENDA follows:

- 1) Minutes of the Meeting of 8 January 2007
- 2) Announcements and Communications
- 3) Business Arising from the Minutes
  - a) Honorary Degree Committee - Honorary Degree Nominations (**067-33-HOD**) as attached to the January 07 agenda
  - b) Honorary Degree Committee - Professor Emeritus Nominations (**067-34-HOD**) as attached to the January 07 agenda
  - c) Honorary Degree Committee - Professores Emeriti: Procedures and Criteria (**067-35-HOD**) as attached to the January 07 agenda
  - d) By-Laws Committee - Establishment of Senate Standing Committee For Students With Disabilities That Affect Learning (**067-52-LAW**) as in the minutes of 8 Jan 07
- 4) New Business
  - a) Research & Graduate Studies - New Program - MA in Social & Political Thought (**067-52-RGS**) \*
  - b) Research & Graduate Studies - Curriculum Changes
    - Arts (**067-53-RGS**) \*
    - Professional Studies (**067-54-RGS**) \*
    - Pure & Applied Science (**067-55-RGS**) \*
- 5) Other Business

Yours sincerely,

Rosemary Jotcham  
Registrar and Secretary of Senate

Items Carried Over/Tabled:

Academic Integrity - Policy on Conflict of Interest (as per minutes of 10Oct06)

**For Senate's Consideration**  
New Graduate Program – MA in Social and Political Thought

\*Unanimously passed by the Senate Graduate Studies Committee on January 16, 2007. \*

**Program Details:**

**Entrance Requirements:**

Honours degree, typically in Political Science, Sociology, Philosophy, or other appropriate disciplinary or interdisciplinary program, with a minimum GPA of 3.5, or equivalent. Regardless of the specific discipline or interdisciplinary undergraduate program, candidates should have a background in at least some of the cognate areas relevant to the program.

The admission target will be 4-5 students per year. Such a target is feasible (University of Regina admitted five students in 2005), and will provide a manageable supervision load for the faculty involved in the program: on average, one ongoing supervision per faculty member.

**Program Requirements:**

Students would be required to complete a total of 24 credit hours. This includes 18 credit hours of course work (normally completed September – April of the first year), and a thesis (6 credit hours). The normal time to completion would be five semesters – i.e. students would normally convocate in the Spring of their second year. This would be unique among MA programs in the Faculty of Arts at Acadia (which are nominally one year programs); the extra time is required to ensure that students receive a broad and truly multidisciplinary education, as well as sufficient depth to be able to pursue a Ph.D., if desired. As well, a two-year MA in this field is not unusual: the University of Regina's MA in Social and Political Thought requires a minimum 16 months to complete.

Of the 18 course work credit hours, the following courses (12 credit hours) are required:

- IDST 5113 "Social and Political Thought Colloquium" (new course – see below)
- SOCI 5113 "Social Theory"
- POLS 5343 "Political Theory 1" **or** POLS 5443 "Political Theory 2"
- PHIL 5113 "Topics in Social and Political Philosophy" (new course – see below)

The remaining 6 credit hours are to be chosen from the following:

- POLS 5343 "Political Theory 1"
- POLS 5443 "Political Theory 2"
- POLS 5543 "Political Inquiry"
- POLS 5743 "Political Economy"
- SOCI 5333 "Sociology of Political Economy"
- SOCI 5343 "Sociology of Development"
- SOCI 5413 "Sociology of Gender and Feminism" (note: Currently listed as "Sociology of Gender"; 'and Feminism' will be added by 2007)
- SOCI 5553 "Ethnocultural and Cultural Theory" (new course being developed by the Sociology Dept., not necessarily in conjunction with this program)
- SOCI 5603 "Special Topics 1"

- SOCI 5616 “Special Topics 2”
- PHIL 5913 “Directed Reading in Social and Political Philosophy” (new course to be developed by the Philosophy Department)
- ECON 5013 “History of Economic Thought” (new course proposed by the Economics Department – to be offered in conjunction with ECON 4013 – History of Economic Thought)

Other courses may be added to this list as the program evolves

New Courses:

**ECON 5013 History of Economic Thought**

The course addresses the evolution of economic thought from the 17<sup>th</sup> to the early 20<sup>th</sup> centuries. It focuses on attempts to explain the workings of the emerging market economy as well as its limitations and problems. Particular attention is paid to the works of Smith, Hume, Malthus, Ricardo, Bentham, Mill and Marx.

**IDST 5113 Social and Political Thought Colloquium**

This course will serve as an introductory course for the MA program in Social and Political Thought. In this course we will examine foundational and current debates in social and political thought, the nature of interdisciplinary inquiry, and the contested relationships between theory and practice.

**IDST 5960 Master’s Thesis in Social and Political Thought**

**PHIL 5113 Topics in Social and Political Philosophy**

This course examines selected concepts, themes, or traditions within the field of social and political philosophy. Specific course content in any given year will be available from the Philosophy department.

**PHIL 5913 Directed Reading in Social and Political Philosophy**

A directing readings course will allow a student to pursue an individualized course of a study with an instructor. This will allow students to engage with materials and issues of direct relevance to research interests when these interests are not clearly or sufficiently covered by existing course offerings.

**For Senate's Consideration**  
Graduate Curriculum Changes for 2007-2008  
Submitted by Research and Graduate Studies

\*Approved at Senate Graduate Studies Committee on January 16, 2007\*

**FACULTY OF ARTS (067-53-RGS)**

Sociology

Course Modification:

**Current Course Title:** SOCI 5413 SOCIOLOGY OF GENDER

**New Course Title:** SOC 5413 SOCIOLOGY OF GENDER AND FEMINISM

**FACULTY OF PROFESSIONAL STUDIES (067-54-RGS)**

Education

Program Modifications:

**Current Degree Name:** Master of Education in Special Education

**New Degree Name:** Master of Education in Inclusive Education

**Current Curriculum Studies Concentrations:**

1. *Science, Math, and Technology* – This program is designed for teachers at any grade level with an interest in mathematics, or science teaching in the context of a society that has been transformed by digital technologies. Particular attention is paid to factors influencing the development of curriculum given important recent developments in technology, science, and mathematics.
2. *Learning and Technology* – this program focuses on the application of information and communication technologies to teaching and learning in schools and other educational contexts. The emphasis of the program is on gaining an appreciation of the potential that technology holds for education as well as a critical understanding of the impact and implications of its application.
3. *Inclusive education* – this program is designed for educators at any grade level with an interest in improving curriculum development and curriculum practices within an inclusive school model. Studies focus on understanding theoretical and practical aspects of enhancing learning opportunities for all students in public school settings.

*Required courses:* 9h

EDUC [5513](#) or [50G3](#) (non-thesis), [5633](#), [5643](#). EDUC [5643](#) is required for all concentrations except the Learning and Technology concentration. Learning and Technology students select either EDUC [5603](#) (recommended) or [5643](#). In addition, a qualitative or quantitative research course is required in the thesis route for all programs (EDUC [5113](#) or [5523](#)).

*Required courses for Inclusive Education: 15h:* EDUC [5063](#), [5073](#), [5513](#), [5633](#), [5643](#).

*Concentration courses (9h)*

Courses for Science, Math and Technology Studies in Education: EDUC [5053](#), [5153](#), [5673](#), [5713](#), [5773](#), [5853](#), [5863](#), [5873](#), [5883](#), [5966](#);

Courses for Learning and Technology: EDUC [5053](#), [5153](#), [5163](#), [5173](#), [5603](#), [5643](#), [5673](#), [5713](#), [5753](#), [5773](#), [5843](#), [5853](#), [5966](#);

Courses for Inclusive Education: EDUC [5053](#), [5083](#), [5093](#), [5153](#), [5163](#), [5173](#), [5313](#), [5673](#), [5713](#), [5773](#), [5843](#), [5853](#), [5966](#).

### **New Curriculum Studies Concentrations:**

1. *Science, Math, and Technology* – This program is designed for teachers at any grade level with an interest in mathematics or science teaching in the context of a society that has been transformed by technology.

2. *Learning and Technology* – this program focuses on the application of information and communication technologies to teaching and learning in schools and other educational contexts. The emphasis of the program is on gaining an appreciation of the potential that technology holds for education as well as a critical understanding of the impact and implications of its application.

*General Program:* Required courses (9h): EDUC 50G3 (for non-thesis students) or 5513, 5633, 5643. Required for Thesis route (9h): EDUC 5113 or 5523, 5966.

*Science, Math and Technology:* Required courses (9h): EDUC 50G3 (for non-thesis students) or 5513, 5633, 5643. Required for Thesis route(9h): EDUC 5113 or 5523, 5966. Concentration courses (9h): EDUC 5053, 5153, 5673, 5753, 5843, 5863, 5873, 5883.

*Learning and Technology:* Required courses (9h): EDUC 50G3 (for non-thesis students) or 5513, 5633, 5603 (recommended) or 5643. Required for Thesis route (9h): EDUC 5113 or 5523, 5966. Concentration courses (9h): EDUC 50A3, 50B3, 5053, 5153, 5163, 5173, 5643, 5673, 5753, 5773, 5843, 5853.

New Course:

### **EDUC 50H3: INTRODUCTION TO DISABILITY STUDIES**

The course introduces students to various theories of disability by tracing the historical and contemporary ways in which societies define and respond to disability. Disability studies provides a critical framework for understanding the socio-political context of disability and thinking about the extent to which exclusion, aesthetic "ideals", and social policies and practices have significant consequences for people with disabilities. Course work involves an exploration and critique of the dominant views informing schooling policies and practices around disability (usually named as special education and student support services).

Prerequisite/Co-requisite: EDUC 5063 Foundations of Inclusion

Course Modifications:

**Current: EDUC 5053 PROBLEMS IN EDUCATION**

This course is designed to allow students to engage individually in research or other projects that are of special interest to the student and acceptable to a supervising instructor. While course requirements may vary according to the project selected, the course normally requires that students demonstrate their understanding of the field through a written report and a written or oral examination.

Prereq: 9h graduate courses or their equivalent, at the discretion of the Director.

**New: EDUC 5053 PROBLEMS IN EDUCATION**

This course is designed to allow students to engage individually in research or other projects that are of special interest to the student and acceptable to a supervising instructor. While course requirements may vary according to the project selected, the course normally requires that students demonstrate their understanding of the field through a written report and a written or oral examination. If using the course to meet concentration requirements, the focus of the study must be in the concentration area.

Prereq: 9h graduate courses or their equivalent, at the discretion of the Director.

**Current: EDUC 5063: FOUNDATIONS OF INCLUSIVE EDUCATION**

This course examines foundational issues of Special Education with particular reference to the historical, philosophical, sociological and economical aspects of education service delivery models from segregation to full inclusion. Topics of study typically include recent research related to the role of students, teachers, parents, school administrators and the community –at – large in the development of special education services.

**New: EDUC 5063: FOUNDATIONS OF INCLUSIVE EDUCATION**

This course examines foundational issues related to the ways in which race, class, gender/sexuality and disability intersect within the context of schooling. A critical exploration of the assumptions embedded within schooling's response to diversity is offered that draws upon relevant historical and sociological theories of social difference.

**Current: EDUC 5106 SEMINAR AND PRACTICUM IN INCLUSIVE EDUCATION**

This course is held during the fall/winter session and includes fifteen (15) days of practicum experience in an integrated school system. Practicum sites are decided upon in consultation with the instructor and arranged to suit each student's needs and interests.

Prereq: EDUC 5063

**New: EDUC 5106 SEMINAR AND PRACTICUM IN INCLUSIVE EDUCATION:  
SPECIAL TOPICS**

This course provides a) a seminar experience in which students read and discuss the literature on inclusive practice, followed by b) a practicum experience offering opportunities for application, reflection, collaboration with peers, and feedback from instructors. The focus of the course varies, concentrating on general inclusive practice, or on inclusive practice in literacy education, or in mathematics education.

Prereq or Coreq: EDUC 5063

**Current: EDUC 5123 SCHOOL CURRICULUM PRACTICES FOR “AT RISK” STUDENTS**

This course examines the diversity of reasons for identifying students as “at risk”, and the learning needs associated with such students. The assumptions underlying the curriculum model, and assessment and instructional practices currently used in educating “at risk” students are considered.

**New: EDUC 5123 CURRICULUM PRACTICE FOR STUDENTS “AT RISK”**

This course examines the historical/sociological construction of “risk” in schools and school systems, considering questions of who is/has been produced as “at risk” and how. Assumptions underlying various curriculum and assessment approaches are examined from the perspective of how such practices might be implicated in reproducing and/or interrupting categories of risk in schools.

**Current: EDUC 5153 READINGS IN EDUCATION**

This course is designed to permit students to pursue in depth any of the major areas in education. Requirements for the course will be determined mutually by the student and the supervising instructor.

Prereq:9h graduate courses or their equivalent, at the discretion of the Director.

**New: EDUC 5153 READINGS IN EDUCATION**

This course is designed to permit students to pursue in depth any of the major areas in education. Requirements for the course will be determined mutually by the student and the supervising instructor. If using the course to meet concentration requirements, the focus of the study must be in the concentration area.

Prereq:9h graduate courses or their equivalent, at the discretion of the Director.

**Current: EDUC 5643 MAJOR THEORETICAL DEVELOPMENTS IN CURRICULUM STUDIES**

This course focuses on current issues in the field of curriculum theory. In particular, students are invited to study and discuss the impact of critical theories and the concept of post-modernity on curriculum development in schools.

**New: EDUC 5643 MAJOR THEORETICAL DEVELOPMENTS IN CURRICULUM STUDIES**

This course focuses on current issues in the field of curriculum theory. In particular, students are invited to study and discuss the impact of critical theories and the theories of post-modernity on curriculum development in schools.

Prereq or Co-req: EDUC 5633 or permission of the instructor.

**Current: EDUC 5673 CURRENT RESEARCH AND THEORY IN CURRICULUM: SPECIALTY AREA**

This course is designed to examine recent research and theoretical developments in a specific subject matter area (sections will be assigned to specific specialty) and how they affect the

design of instruction and curriculum. Such developments are examined in terms of their impact on current teaching and curricular initiatives.

Prereq: EDUC 5633, 5643, or permission of the instructor.

**New: EDUC 5673 CURRENT RESEARCH AND THEORY IN CURRICULUM:  
SPECIALTY AREA**

This course is designed to examine recent research and theoretical developments in a specific subject matter area (sections will be assigned to specific specialty) and how they affect the design of instruction and curriculum. Such developments are examined in terms of their impact on current teaching and curricular initiatives. If using the course to meet concentration requirements, the focus of the study must be in the concentration area.

Prereq: EDUC 5633, 5643, or permission of the instructor.

**Current: EDUC 5753 MATH, SCIENCE AND TECHNOLOGY IN THE CURRICULUM**

This course explores the historical role of mathematics, science, and technology in the curriculum, reasons (social and otherwise) for the inclusion of specific fields or topics, and the social impact of curricular changes. A case study examines a historically significant curriculum change through the lenses of current curriculum theories.

**New: EDUC 5753 MATH, SCIENCE AND TECHNOLOGY IN THE CURRICULUM**

This course explores the historical role of mathematics, science, and technology in the curriculum, reasons (social and otherwise) for the inclusion of specific fields or topics, and the social impact of curricular changes. A case study examines a historically significant curriculum change through the lenses of current curriculum theories. If using the course to meet concentration requirements, the focus of the study must be in the concentration area.

**Current: EDUC 5843 INSTRUCTIONAL DESIGN**

This course investigates current developments in instructional design. Selected instructional systems are examined in terms of a design-delivery-evaluation model. A major focus is the application of models to specific curricular areas in elementary and/or secondary schools.

**New: EDUC 5843 INSTRUCTIONAL DESIGN**

This course investigates current developments in instructional design. Selected instructional systems are examined in terms of a design-delivery-evaluation model. A major focus is the application of models to specific curricular areas in elementary and/or secondary schools. If using the course to meet concentration requirements, the focus of the study must be in the concentration area.

**Current: EDUC 5853 ONLINE TECHNOLOGY IN EDUCATION**

This course explores the integration of online technology into educational practice. The ways in which technology is being integrated are considered as well as the implications.

Particular attention is given to the role that technological developments have played in inviting educators to reconsider our thinking with regard to fundamental educational concepts, such as learning and schooling.



**New: EDUC 5853 ONLINE TECHNOLOGY IN EDUCATION**

This course explores the integration of online technology into educational practice. The ways in which technology is being integrated are considered as well as the implications.

Particular attention is given to the role that technological developments have played in inviting educators to reconsider our thinking with regard to fundamental educational concepts, such as learning and schooling. If using the course to meet concentration requirements, the focus of the study must be in the concentration area.

**Current: EDUC 5863 MATH AND SCIENCE IN CONTEXT: THE LOSS OF CERTAINTY**

A discussion of the role of mathematics/science in society as a source of Truth, and the implications of the twentieth century discoveries of the limitations of math and science on that agenda (e.g., quantum mechanics, Gödel's theorem). Particular attention is paid to the role of teachers in perpetuating or changing the role of math and science in society.

**New: EDUC 5863 MATH IN CONTEXT: TOPIC**

This course explores historical, societal, and research based influences on mathematics teaching and curriculum, through a focus on a specific topic (e.g., proof, algebra, geometry, manipulatives, representations, etc.)

**Current: EDUC 5933 – Equity and Leadership**

This course examines the gendered and cultural nature of leadership. Attention is given to the socio-historical circumstances which have led to a construction of leadership on patriarchal premises. The course focuses on a deconstruction of the concept and practice of leadership and a reconstruction based on democratic and inclusive principles.

**New: EDUC 5933 – Equity and Leadership**

This course examines the gendered and cultural nature of leadership. Attention is given to the socio-historical circumstances which have led to a construction of leadership on patriarchal premises. The course focuses on a deconstruction of the concept and practice of leadership and a reconstruction based on democratic and inclusive principles.

Prereq or Coreq: EDUC 5913

**FACULTY OF SCIENCE (067-55-RGS)**

Computer Science

Program Modifications:

**Current Admission Section:** Students who require more than three undergraduate makeup courses will not be admitted.

**New Admission Section:** In general, students who would be required to make up more than three undergraduate computer science courses will not be admitted. Individuals requiring more make up courses may be considered based on their special research interests and preparation.

**Current Curriculum Section:** Graduate students have to complete all required available undergraduate courses with B- or better by the end of the first year. They also have to complete all required undergraduate and graduate courses with B- or better by the end of the second year. After completing all course requirements, the students must prepare a short formal thesis proposal to be approved by the school. The proposal must be submitted at least six months prior to the thesis defence.

**New Curriculum Section:** Graduate students have to complete all required available undergraduate courses with B- or better by the end of the first year. They also have to complete all required undergraduate and graduate courses with B- or better by the end of the second year. Graduate students entering the program with required makeup courses will be given more time based on the number of makeup courses.

Graduate students must prepare a short formal thesis proposal to be approved by the school. The proposal must be submitted at least six months prior to the thesis defence.

## LATE ADDITION TO AGENDA

Notice of Motion from the Bylaws Committee for Senate, February 12, 2007

Preamble:

Acadia is entering into an increasing number of Memoranda-of-Agreement (MOU) with other institutions (both domestic and international) that sometimes involves granting up to 60 hours of transfer credits to students seeking to register in various programs across the university. Though these MOUs constitute formal academic arrangements between Acadia and its partner institutions, there is no formalized process for actually reaching these agreements, particularly in terms of receiving visiting representatives from partner institutions. The involvement of the academic sector in such agreements has been variable rather than regular and systematic – in part because such visits often occur on short notice. It is, in short, in the university's interest to develop a more formalized process for entering into such agreements. Given that, according to Senate bylaw VIII.k.ii

“The duties of the Admissions and Academic Standing Committee (Policy) shall be:

--to interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, and academic regulations”

the Bylaws Committee moves that:

*the Admissions and Academic Standing Committee (Policy) be directed to develop a formalized procedure for entering into Memoranda-of-Agreement with other institutions.*

Respectfully submitted:

Patricia Corkum, Chair  
Svetlana Barkanova  
Herb Wylie

## **LATE ADDITION TO AGENDA**

Following forwarded as an addition to the Agenda for the 12 February 2007 meeting of the Senate:

Notice of Motion for Senate

'That Senate approve the Faculty of Professional Studies Constitution as modified'

(These modifications will be available in detail for the March 2007 agenda)

## LATE ADDITION TO AGENDA

Report to the Senate of Acadia University  
A Dual Reporting Structure for the Office of the Registrar  
8 February 2007

The *ad hoc* sub-committee charged with devising and reporting to Senate on a Dual Reporting Structure for the Office of the Registrar met on 31 January and 7 February 2007. The following report is offered for Senate's consideration:

### Process

The sub-committee considered the many functions of the Registrar's Office and determined which functions were academic and which functions were related to student services.

### Function of the Registrar's Office

According to the various bylaws of Senate and current and past practice, the objectives of the Registrar's Office are:

- To uphold the academic regulations of Acadia University as recorded in the University Calendar and approved by Senate
- To support the work of Senate and its Committees
- To maintain accurate student records
- To provide information and guidance to students in person, on the telephone, in writing and on the web

In order to meet these objectives, the Registrar's Office has several functions:-

- serving as Secretary to Senate
- producing the academic calendar
- preparing the timetable
- producing transcripts
- producing graduation lists-
- evaluating transfer credits
- registering (and deregistering) students-
- producing registration data-
- coordinating the study abroad program-
- collecting and disseminating medical excuses
- providing student support through several different media

### Results of the Change to Date

The sub-committee noted that dual reporting has resulted in several benefits but that these benefits might have been achieved without a change in reporting lines. It was noted that in the four months that the Registrar has been reporting to the Vice-President Student Affairs, she has provided an important bridge between academic and student life matters within the University. The Registrar and VP Student Affairs have cooperated on several important issues and documents related to the communication and delivery of student services:

- recruitment and retention initiatives
- policy changes that affect student communication and billing
  - the establishment that electronic messages are official Acadia University communication
  - the determination that part-time students registered in two or less credit courses will remain part-time regardless of the number of non-credit courses in which they are registered.
- an electronic transfer credit guide-
- student crisis management
- a new on-line version of the academic calendar that indicates the dates of course offerings to assist students with program planning

Further, the Registrar, the Vice-President Academic, and the Vice-President Student Affairs have met regularly to discuss initiatives of mutual interest.

It was agreed that many of the duties of the Registrar's Office are primarily academic. The sub-committee has attempted in its recommendations to distinguish between the academic and administrative functions.

### Recommendations

The sub-committee recommends a dual reporting structure, whereby the Registrar report to the Vice-President Academic on:

1. All matters regarding Senate and its committees, including the role as Secretary
2. The production of the academic calendar and timetable
3. Preparation of transcripts and graduation lists
4. Evaluation of transfer credits
5. The academic impact of medical excuses

And the Registrar report to the Vice-President Student Affairs on:

1. Disseminating information to students
2. Enabling Registration through media such as web delivery, telephone inquiries and special registration events
3. Accepting and disseminating medical excuses

It was noted that the Registrar's Office provides critical information that assists with institutional decision making. This information should be provided to both the Vice-President Academic and the Vice-President

Student Affairs as required. The sub-committee also recommends that the Registrar, Vice-President Academic, and the Vice-President Student Affairs continue to meet regularly to ensure effective communication.

The sub-committee concluded that reporting to the Vice-President Academic is necessary given the academic nature of many of the functions of the Registrar. It provides the integrity and faculty confidence that is necessary in the Acadia environment. The dual reporting strengthens and clearly defines the student service dimension of the work.

Dr. John Eustace

Dr. Kevin Whetter

Dr. George Iwama

Rosemary Jotcham

Paula Cook MacKinnon

LATE ADDITION TO AGENDA

**Senate Ad-hoc Committee  
Review of Acadia Advantage  
Summary of Review of the Recommendations of the Presidential Commission  
on the AA  
7 January 2007**

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**Our mandate: “... to evaluate the impact the Acadia Advantage program has had on the pedagogy and curriculum of the university and to make recommendations to the Senate for changes to pedagogy, curriculum, and/or the Acadia Advantage program.”**

Recommendation	Potential effect on pedagogy and curriculum	How implementation affects work
<p>1. Acadia provide a choice in model of notebook to students. Initially this should be in the form of two models within the same product line. The base level model should have all functions necessary for the academic program needs at Acadia and should provide the opportunity for students, at their own expense, to purchase upgrades and peripherals. These should be made available at the Acadia bookstore along with cases and other items that enable students to personalize their computers. The more advanced model should accommodate the high-end features needed for advanced academic work as well as multimedia.</p>	<p>A common performance platform is vital to pedagogy and curriculum. Potential for erosion of confidence and thus use in the classroom and lab. Profs and instructors may end up doing a lot of troubleshooting.</p>	<p>If the technology... our findings (s... Community ne... requirements.</p>
<p>2. Acadia move, as soon as possible, to a model where students own their own notebook computers. In the interim, it is important that students have as much flexibility as possible. This would include maintaining possession of their computers during the summer months.</p>	<p>The potential in 1. above may increase with increasing number of models each year. Cost increase and inconsistency of software are possible if site licenses are tied to Acadia ownership of the hardware.</p>	<p>See above con... If this doesn't... for consultatio...</p>
<p>3. Acadia move to a fee structure that explicitly outlines the various elements that are currently included in tuition.</p>		
<p>4. Acadia utilize its financial assistance program to provide funds to students who are not able to access maximum student aid because of the reduction in Acadia tuition.</p>		



<b>Recommendation</b>	<b>Potential effect on pedagogy and curriculum</b>	<b>How implementation affects work</b>
5. Acadia acquire and implement a Courseware Management System as soon as possible.	Initial learning phase may present challenges. Potential for positive impact once this is fully implemented. The current testing conducted through ACME should be ported to the new system. The CMS and AA are intimately linked.	Faculty and the selection of the Committee. Any evaluation of ACME.
6. Acadia make wireless network access available in all campus locations.	Loss of control over internet access. Potentially limiting the use of open-computer testing. Potential to enhance experience in some classrooms.	No opportunity to express views
7. Acadia explore the possibility of introducing an electronic portfolio system to enhance the student learning experience and to enable more authentic assessment of student work.	Involves the assessment of students. The wording of the recommendation directly addresses pedagogical/learning issues. This will affect those courses where faculty decide that portfolio assessment is a good idea.	No opportunity to express views
8. Acadia expand the amount of storage available for student e-mail messages and attachments. Alternatively, explore the option of an outsourced e-mail provider.	This is potentially an important supporting technology to pedagogy. Communication among students, TAs, professors and instructors may use email routing.	
9. Acadia more immediately to review the functions, operation, and resources of Computing Services and following the review create the appropriate leadership position for Acadia. A search for this position should be commenced as soon as thereafter possible.	This is a critical support service to the AA. Thus changes to network resources can have an impact on pedagogy and curriculum, particularly for e-learning initiatives.	
10. The first assignment for the new leader of Computing Services should be to develop a three to five year technology plan that includes a greening strategy for computing infrastructure. The technology plan should be advanced through the institution and included in the regular budgeting process. The technology plan should also be closely aligned with the Acadia University strategic plan.	Cannot be determined until the Plan is developed.	Cannot be determined
11. Acadia migrate from Novell as soon as possible.	There is a short-term training/learning issue. What this migrates to may have an impact on pedagogy and curriculum.	

Recommendation	Potential effect on pedagogy and curriculum	How implementation affects work
12. Acadia establish an Acadia Advantage advisory board comprised of high ranking officers of major technological enterprises and firms that have a past record of hiring Acadia graduates.	The relationship between such a Board and Senate, that oversees academic matters needs to be clarified. The involvement of major technology/technological enterprises to advise about pedagogical issues (AA) is a threat to academic freedom.	It would be with the Comr
13. The AITT became an integral component of the new Centre for Learning and Teaching in the Learning Commons and be appropriately funded through the Commons.	While there are long-term benefits to the broader context of the AITT, the current effects of reducing staff and resources has affected projects supporting pedagogy and curriculum.	The AITT is a of any changes Committee.
14. Acadia develop a culture that supports the innovative use of technology in all aspects of faculty development and rewards. Further, that Acadia create meaningful programs to recognize and reward faculty members who exhibit significant teaching accomplishments related to the Acadia Advantage. An example might be annual awards for excellence in teaching with a cash award or salary increment.	This biases the rewards towards technology, whereas other approaches to pedagogy may be as effective in learning.	The nature of f appropriate to Presidential C
15. Acadia explore reducing duplication of services and a more effective alignment of support functions and units by moving the help desk and training functions from User Support to the Library, hardware support to Computing Services and classroom support to the Centre for Learning and Teaching within the Learning Commons.	Effective support for AA is vital to faculty and student confidence, particularly in using the laptops in class and in the labs.	Consultation v is critically im Help Desk mo
16. It is recommended that students be employed in roles that support technology use on Acadia's campus. Students can be valuable resources to assist with help desk, training, faculty and student support, and course development.	A good thing, course development can be done with student help. This is directly relevant to pedagogy and curriculum.	This comes wi
17. Acadia explore the use of software training modules delivered through the Acadia network.	A good idea that has been occurring for years in some units. Pedagogy and curriculum are directly affected so academic input is important	Consultation is could comprom Committee's r
18. Acadia develop marketing materials and messages that elevate and more clearly deliver the Acadia Advantage story through the use of personal testimonials from Acadia graduates and employers.	The right message must go out, expectations should be appropriate. Types of students and enrolment in courses could affect curriculum.	

<b>Recommendation</b>	<b>Potential effect on pedagogy and curriculum</b>	<b>How implementation affects work of the committee</b>
<i>19. Acadia develop measurements to assess outcomes of the Acadia Advantage. Included in this should be regular surveys of Acadia graduates, as well as current students.</i>	There should be desired pedagogical outcomes that would need articulation and assessment. Outcome of such surveys inform and guide pedagogy and curriculum. Thus, such outcomes should be broadly defined in terms of the University Mission.	Directly within the purview of the Learning Commons Committee.
<i>20. Acadia conduct an annual review of the Acadia Advantage and make the appropriate recommendations for change. This review function might be best placed in the Learning Commons.</i>	For all the reasons above and beyond, the AA is part of the academic ethos at Acadia. Thus Senate should be involved in such a review. The Learning Commons at this time has no formal relationship with Senate.	Identification of outcomes would be a key component of implementation.

Implementation of any of the recommendations that are related to academic activities precludes the opportunity for this Committee to make meaningful and informed input.

**NOTICE OF MOTION  
SENATE MEETING OF 12 FEBRUARY 2007**

Whereas the following proposal was discussed at the May 2006 meeting of Senate and the Faculty of Arts Council meeting in November 2006, and subsequently revised in light of those discussions;

Whereas the Senate Committee on Graduate Studies unanimously approved the following program proposal in January 2007;

**It is resolved that Acadia offer an M.A. level program in Social and Political Thought, as specified below.**

**Proposed Interdisciplinary MA in Social and Political Thought**

**Rationale for the Program:**

There is a continued recognition of the value and importance of research and education conceived as open-ended critical inquiry. Many of today's most pressing social and political issues – from the mitigation of and adaptation to climate change, to the challenges of a globalized knowledge economy – were barely perceived a generation ago. Indeed, SSHRC's new Strategic Plan emphasizes that we live "in an increasingly complex and unpredictable world" (SSHRC 2005, 3), and that "Canada needs in the 21<sup>st</sup> century... highly skilled and adaptable people; [and] new understanding and innovative ideas." (SSHRC 2005, 5) The MA program in Social and Political Thought is designed to develop the Highly Qualified Personnel (HQP) who will lead in meeting the challenges of the future. Consistent with the need for innovation and the capacity to adapt to unpredictable events, this interdisciplinary program will develop in students a flexible set of skills in thinking critically, broadly, and abstractly about social and political issues. These skills will prepare students to be leaders in meeting the social and political challenges of the future, with the potential to be actively engaged from a broad array of social sectors: government civil service, political parties, NGOs, business, and labour unions. The program will also provide students with a solid academic foundation for disciplinary or interdisciplinary doctoral studies. In short, the program fits squarely with Acadia's mission to "inspire... students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders." (Acadia University 2006b, 4)

Social and Political Thought is an established and growing interdisciplinary field of study. York University's graduate program in Social and Political Thought is well established (now over 30 years old), internationally recognized, and highly competitive. The last few years in Canada have seen a growth in other programs in Social and Political Thought and in interdisciplinary social science/ humanistic theory more generally. The University of Regina has just opened (Sept. 2005) an MA program in Social and Political Thought. Both the University of Western Ontario's graduate program in Theory and Criticism, and the University of Victoria's graduate program in Cultural, Social, and Political Thought, have recently expanded from MA only programs to include a Ph.D. program as well (in 2002 and 2005, respectively).

Acadia's Institutional Research Plan emphasizes the role that smaller universities play in building Canada's research capacity. The graduate program in Social and Political Thought could provide synergies with a number of research centres on campus, including the new Center for the Study of Ethnocultural Diversity, and the Academy for the Environment. Notwithstanding the importance that disciplinary training continues to play in research and education (both graduate and undergraduate), Acadia's size has long necessitated a flexibility and openness to interdisciplinary collaboration (Acadia University 2006a). Currently, the external environment is similarly moving towards an increased emphasis on research that is unconstrained by traditional disciplinary boundaries. Thus, both internal and external factors highlight the propitiousness of offering a multidisciplinary graduate program. (For example, Senate has recently approved a multidisciplinary Masters of Science in Applied Geomatics.) The proposed MA program in Social and Political Thought would similarly take advantage of existing recognized research strengths at Acadia that cross disciplinary boundaries. Its interdisciplinary nature would develop the open-ended critical skills in graduate students that will be crucial to resolving and managing the socio-political issues of the future. Furthermore, its interdisciplinary nature, and in particular the focalized interdisciplinarity of the graduate colloquium course (see below) would nurture collaborative crossdisciplinary relationships among the program's faculty as well as students.

In Acadia's recent Strategic Plan, there is a commitment "to develop strong programs of graduate study and research." (Acadia University 2006b, 8) This program focuses research strengths from across three departments, building on already existing interdisciplinary strengths and collaborations. While the proposal was being developed (2005-06), both of the Canada Research Chairs in the Faculty of Arts were involved (one has since left the university). In sum, this has the potential to be an outstanding program. The program would be the only one in this field in Atlantic Canada, and one of only a handful across the country. The unique features offered by the program, and by Acadia more generally, provide the potential to attract outstanding students regionally, nationally, and internationally.

### **Specific Program Benefits:**

This program will provide participating faculty members with the opportunity to engage in graduate teaching and supervision, including those who are in departments that do not have graduate programs (i.e. Philosophy, History & Classics). In addition to benefiting the participating faculty members, it could also act as an important tool for faculty recruitment and retention. Because faculty participation in this interdisciplinary program is optional, new (or current) faculty who are interested in participating in the program will have the opportunity to do so, while new (or current) faculty who are uninterested need not participate.

Participation in this interdisciplinary graduate program may also lead to new collaborative and interdisciplinary research opportunities. Laying the groundwork for such opportunities will be the focus of a SSHRC Research Development Initiative (RDI) grant proposal to be submitted in the Spring immediately prior to the arrival of the first students in the program.

The presence of this graduate program may also allow more faculty research grant monies to be spent on campus – hiring Acadia graduate students rather than graduate students from other institutions.

Finally, in addition to the possibility of securing further interdisciplinary research grants (such as the SSHRC RDI, mentioned above), the program will also assist in ensuring the successful renewal of the Canada Research Chair Grant for the CRC in Political Ecology: one of the

reviewers of the original application noted that “what appears missing [from the institutional environment] is a Master’s program that would clearly attract and support students from the social sciences and humanities wishing to pursue work in Dr. Biro’s area of intellectual strength and specialization.” A Masters’ program in Social and Political Thought would fill this gap.

### **Program Details:**

#### **Entrance Requirements:**

Honours degree, typically in Political Science, Sociology, Philosophy, or other appropriate disciplinary or interdisciplinary program, with a minimum GPA of 3.5, or equivalent. Regardless of the specific discipline or interdisciplinary undergraduate program, candidates should have a background in at least some of the cognate areas relevant to the program.

The admission target will be 4-5 students per year. Such a target is feasible (University of Regina admitted five students in 2005), and will provide a manageable supervision load for the faculty involved in the program: on average, one ongoing supervision per faculty member.

#### **Program Requirements:**

Students would be required to complete a total of 24 credit hours. This includes 18 credit hours of course work (normally completed September – April of the first year), and a thesis (6 credit hours). The normal time to completion would be five semesters – i.e. students would normally convocate in the Spring of their second year. This would be unique among MA programs in the Faculty of Arts at Acadia (which are nominally one year programs); the extra time is required to ensure that students receive a broad and truly multidisciplinary education, as well as sufficient depth to be able to pursue a Ph.D., if desired. As well, a two-year MA in this field is not unusual: the University of Regina’s MA in Social and Political Thought requires a minimum 16 months to complete.

Of the 18 course work credit hours, the following courses (12 credit hours) are required:

- IDST 5113 “Social and Political Thought Colloquium” (new course – see below)
- SOCI 5113 “Social Theory”
- POLS 5343 “Political Theory 1” **or** POLS 5443 “Political Theory 2”
- PHIL 5113 “Topics in Social and Political Philosophy” (new course – see below)

The remaining 6 credit hours are to be chosen from the following:

- POLS 5343 “Political Theory 1”
- POLS 5443 “Political Theory 2”
- POLS 5543 “Political Inquiry”
- POLS 5743 “Political Economy”
- SOCI 5333 “Sociology of Political Economy”
- SOCI 5343 “Sociology of Development”
- SOCI 5413 “Sociology of Gender and Feminism” (note: Currently listed as “Sociology of Gender”; ‘and Feminism’ will be added by 2007)
- SOCI 5553 “Ethnocultural and Cultural Theory” (new course being developed by the Sociology Dept., not necessarily in conjunction with this program)
- SOCI 5603 “Special Topics 1”
- SOCI 5616 “Special Topics 2”

- PHIL 5913 “Directed Reading in Social and Political Philosophy” (new course to be developed by the Philosophy Department)
- ECON 5013 “History of Economic Thought” (new course proposed by the Economics Dept – to be offered in conjunction with ECON 4013 – History of Economic Thought)

Other courses may be added to this list as the program evolves

**New Courses being proposed for this program:**

**IDST 5113 “Social and Political Thought Colloquium”:**

Offered each fall, this course would be required for incoming students. All faculty members active in the program for that year would also participate in the course, thus providing a common program foundation as well as developing cohesion among (within and across) students and faculty in the program. Course content would be determined collectively by the faculty members (each normally determining one week of content, and all attending/participating throughout the term), and coordinated by the program coordinator. The course would be offered pass/fail (A- or better to pass).

**PHIL 5113 “Topics in Social and Political Philosophy”**

This course examines selected concepts, themes, or traditions within the field of social and political philosophy. Specific course content in any given year will be available from the Philosophy department.

**PHIL 5913 “Directed Reading in Social and Political Philosophy”**

**IDST 5960 “Masters’ Thesis in Social and Political Thought”**

**Faculty Resources:**

Specific faculty involvement would vary somewhat from year to year. The program’s faculty complement in any given year would include anyone teaching one or more of the program’s courses, as well as any other interested faculty member willing to participate actively in the graduate colloquium course in that year.

Faculty members (and departmental affiliation) currently active in developing the program\*:

- Dr. Paul Abela (PHIL)
- Dr. Andrew Biro (POLS) – Canada Research Chair in Political Ecology
- Dr Rachel Brickner (POLS)
- Dr. John Davies (ECON)
- Dr. Greg Pycrz (POLS)
- Dr. Marc Ramsay (PHIL)
- Dr. Jim Sacouman (SOC)
- Dr. Donna Seamone (HIST/ Comparative Religion)
- Dr. Tony Thompson (SOC)
- Dr. Ian Wilks (PHIL)

\*Two other faculty members (Dr. Antonio Franceschet (POLS) and Dr. Jan Marontate (SOC) – Canada Research Chair in Technology and Culture) were involved in developing the program, but both left Acadia, effective June 30, 2006. Dr. Geoffrey Whitehall has recently accepted a tenure-track position in POLS to begin July 1, 2007, and has expressed an interest in participating in this program, citing it as an important factor in his interest in the position during the interview. Imminent tenure-track hires in Sociology may also be likely candidates to join the program.

The initial program coordinator will be Andrew Biro. As long as the coordinator holds a Canada Research Chair (or similar appointment with reduced teaching load), no course reduction is necessary. Coordinating the “Social and Political Thought Colloquium” course (IDST 5xx3) may be construed as the “additional teaching (e.g., a multi professor IDST course, graduate course)” required of CRCs per article 17.37 of the Collective Agreement.

Because the Philosophy department does not otherwise offer graduate level courses, the Philosophy department will require an annual 0.17 course replacement in order to mount PHIL 5113 (“Topics in Social and Political Philosophy”).

### **Other Resources**

The main “core” funding requirement for the operation of this program is the 0.17 course replacement for the Philosophy Dept., mentioned above. Since this is a graduate program built on existing departments, administrative resources required for the operation of the program can largely be met through existing university-wide and departmental structures. Similarly, because many of the courses for this program are also available to graduate students in existing programs (POLS, SOC) and to advanced undergraduates, the program will require relatively little in terms of additional teaching resources, and will also provide additional students for some existing specialized courses with relatively low enrollments.

In order to attract high quality students, student funding will be required. This funding may come from a variety of sources, including AGAs, research assistantships funded by faculty research grants (CRCs, SSHRC Standard Research Grants, etc.), and internal and external scholarships (SSHRC MA fellowships, MITACS Cross-Disciplinary Internship Program, etc.) Given that this is a new graduate program, resulting in an increase in overall graduate student complement, it is expected that if the program is approved, there will be a corresponding increase in AGA funding.

Space requirements, at least at the outset, would be limited to a room for students’ carrels.

### **Competitive programs:**

There are currently only two other programs in Social and Political Thought in Canada: at York (MA/PhD), and the University of Regina (MA only). York’s one-year MA program is designed as an entrée to their PhD, and does not require students to produce an MA thesis; Regina’s is a thesis MA, but draws largely from only two departments (Political Science and Philosophy). Somewhat similar graduate programs exist at Trent University (MA in Theory, Culture, and Politics); Victoria (Graduate Program in Cultural, Social, and Political Thought); and Western Ontario (Graduate Program in Theory and Criticism). Nationally, this program would be unique in its configuration of disciplinary orientations and degree requirements. Regionally (i.e. in Atlantic Canada) there are no graduate programs that are at all similar.



**References:**

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Acadia University. (2006b). *Strategic Plan for Acadia University* (version posted Mar. 1, 2006). <http://admin.acadiau.ca/vpaoffice/newsite/planning/Acadia%20Strategic%20Plan%20March%201%202006.pdf>

SSHRC. (2005). *Knowledge Council: SSHRC, 2006-2011*. (Ottawa: Social Sciences and Humanities Council of Canada).