

yet will be given priority over those who have. The mover of a motion is the first to speak, after which a list of speakers will be compiled. Speaking more than twice will depend on the availability of time. Once all have spoken twice, the Chair will pause to ask whether Senators wish to extend the debate or vote.

b) From the President and Vice-Chancellor

President Ivany reported that the new three-year MOU between Nova Scotia Universities and the Province was signed. The government will reduce the annual operating grant for the upcoming fiscal year by three per cent. The agreement sets out a process to examine a wide range of system issues, including the funding formula. Although we are disappointed by the government's decision to reduce funding to Nova Scotia's universities, the new MOU does create some opportunities for us to recover a portion of this funding reduction. The government will allow universities to increase tuition by up to 3 per cent for the upcoming academic year. The goal is to keep Nova Scotia undergraduate student tuition at or below the national average. The government and universities will also establish a Partnership Board that will include all university Presidents and up to five Deputy Ministers. The main objective of the Board will be to achieve significant improvements in efficiency and financial sustainability across the system over the life of this MOU. The government has committed to increasing the operating grant to the universities in the third year of the MOU based on the work of this Board.

In addition, the government has committed to establishing a University Excellence and Innovation program which will invest to support universities in their efforts to remove costs and maintain quality within the university system and to achieve sustainability by 2015. This funding will total \$25 Million, and will be available in 2011/12, 2012/13 and 2013/14. Nova Scotia Universities can apply individually and in partnership to access the program. It is not yet clear how applications will be vetted.

The government and the universities have also agreed to work actively over the next three years on a Change Mandate that will ensure that a high quality and sustainable university system will be in place beyond the end of the term of the MOU. Among many areas of work, the Change Mandate will include the crucially important task of determining a new formula for the allocation of provincial grant among universities. The new MOU also recognizes the right of the government to construct bilateral agreements with each Nova Scotia university.

President Ivany will continue to report to Senate on the next phase of activities.

President Ivany brought to the attention of Senate a number of changes that are occurring across the country. Nova Scotia is believed to be the only jurisdiction, last year and again this year, that will be reducing its support for the postsecondary sector. There are indications that Ontario will be reducing tuition levels and increasing the number of undergraduate seats available over the next five years; which is on top of a more than twenty percent increase over the past five years. Furthermore, Ontario plans to establish 3 new undergraduate institutions/arrangements within the GTA. Finally, the Canadian academic research landscape has been heavily influenced by the large research-intensive universities in such a manner that 'space' available for small, primarily undergraduate institutions has been compressed. All of these developments together put pressure on universities like Acadia (and others, e.g. Mount Allison), and make it more challenging to clearly present our distinctive advantages. President Ivany stressed the need to continue to be very

strategic and creative in finding ways to highlight our (increasingly rare) undergraduate opportunity. He encouraged Senate, as the guardians and custodians of the academic quality, to remain vigilant as it engages in discussions regarding the academic future of Acadia.

K. Power was actively involved in the MOU negotiations, and noted that government made two policy shifts: students had been promised a three-year cap on tuition increases (3% each year), which the Minister reduced to two years, pending the outcome of the tuition policy review. In addition, the government announced that they were not able to enforce fee caps. Finally, although students have not been asked to be part of the Partnership Board, they will be part of some yet to be named committees.

In response to a question from J. Eustace regarding next steps, President Ivany noted that the most immediate effect of the signing of the MOU is that the parameters for the budget are now set. The process with the Budget Advisory Committee with individual units now needs to proceed. Longer-term, we need to have broad discussions at Senate around fundamental issues, and try to find a way to make decisions that allow us to protect those things we believe to be the most essential in defining Acadia.

President Ivany agreed with G. Whitehall that we also need to look at other choices that are available to us in terms of the changes that are happening at the national level and the different strategies that are in front of us, e.g. starting to be listed with US schools, and changing the national landscape for high quality undergraduate education rather than be shaped by it.

J. Hennessy asked whether government's right to construct bilateral agreements with each Nova Scotia university, as stated in the new MOU, could be seen as positive for Acadia. President Ivany indicated that the bilateral process should afford Acadia an opportunity to 'tell its story' in a manner that was not available in the broader MOU negotiations and, therefore, he was that he was cautiously optimistic.

In response to a question from M. Corbett about plans for the \$25 Million Excellence and Innovation program, President Ivany noted that government has not yet framed the rules for the program. Depending on what those rules will be, we have a number of large projects that we would like to submit.

A Quéma asked about the implications of the developments in Ontario. She expressed concern that the lure of a reduction in tuition, while being able to stay close to home, will be very hard to compete with.

President Ivany acknowledged that the creation of new undergraduate institutions and increased capacity in Ontario will have an impact on Acadia. He believed, however, that this may also work to our advantage, in that students may realize that the experience they are getting at those institutions is not the same as what they would get at Acadia.

c) From the Vice President
Academic

T. Herman reported on the status of Endowed Chair appointments. The original intent was to announce a few at a time, however, it was decided that one event will be held this term to celebrate the entire group. One additional nomination is expected shortly, after which the event will be announced.

In response to a request from D. Sears for an update on the Academic Planning & Priorities Committee, P. Doerr, Co-Chair of the Committee,

responded that three meetings were held since the update at the November meeting of Senate. The state of unit questionnaire was sent to Department Heads and Directors, and the responses will be gathered over the next weeks. There will also be a Town Hall and a Faculty Meeting.

4) Brought Forward from
12 December 2011

a) Motion from Dr. Paul
Doerr, Department Head,
History and Classics

It was moved by P. Doerr and seconded by R. Cunningham *that*:

Whereas Arthur Beuchesne's Rules and Forms in the House of Commons is not suitable for procedures in the Acadia University Senate; therefore be it

Resolved, That Article IV Meetings, item number eight of the Constitution and By-Laws of the Senate of Acadia University be deleted and replaced by the following wording: "Procedure in Senate shall be governed by Robert's Rules of Order (latest edition)".

P. Doerr proposed to replace Beuchesne's with Robert's Rules as there had been no reference to Beuchesne at Senate meetings, and Beuchesne was not relevant to Acadia. Various people tried to find a copy of Beuchesne with limited success.

In response to a question from R. Cunningham whether adopting Robert's Rules would mean returning to the practice of recording only actions and decisions in Senate minutes, the Chair pointed out that although Robert's Rules state that this is a minimum requirement for minutes, it does not mean that more detail cannot be recorded.

In response to a question from H. Kitchin regarding differences between Beuchesne and Robert's, P. Doerr explained that the first is very specific to the House of Commons, whereas the latter is more general.

MOTION CARRIED.

b) Faculty of Theology -
Proposed New Courses and
Program Requirements

(APPENDIX A) It was moved by H. Gardner and seconded by J. Stanley *that the proposed new courses and program requirements for the Faculty of Theology be adopted.*

There were no objections to moving the proposed changes as a whole. Dr. Bruce Fawcett, Academic Dean of the Acadia Divinity College, spoke to the motion and highlighted the main changes. These are changes to the Faculty of Theology Undergraduate and Master's level curriculum proposals that were approved last year, and are a result of students requesting the possibility of writing theses in these areas. The changes were reviewed by the Dean's Office, the Curriculum Committee, the Faculty of Theology, the Senate of the Acadia Divinity College before being presented to Senate today, and can be summarized as the adding of a thesis option for all of these existing degrees.

In response to a question from D. MacKinnon, B. Fawcett noted that from a faculty resource point of view within the Faculty of Theology, the impact of the addition of a thesis option was minor, in that under the existing model, these would be done as a project. Also, these are not large degree programs.

G. Whitehall asked whether IDST 6013, Research Methodology and Design, which appeared to be a core component in all of the different MA's, was regularly offered, whether it was taught by someone outside the Acadia

Divinity College and available to Science students. B. Fawcett responded that this is a course that is very specific to Theology, but was opened up to other disciplines. It has been taught by Dr. Carol Anne Janzen, Faculty of Theology, for years, and she makes use of other faculty, e.g. visiting lecturers.

MOTION CARRIED.

- c) Motion from Graduate Studies Committee re: Curriculum Changes

(APPENDIX B) It was moved by D. MacKinnon and seconded by G. Whitehall *that the curriculum changes proposed by the Graduate Studies Committee be adopted.*

There were no objections to moving the proposed changes as a whole. D. MacKinnon spoke to the motion. The motion coming forward from the School of Computer Science concerns course requirement deletions as a result of reduced faculty resources and reduced student numbers. A research methodology course will no longer be offered; instead, research methodology will be built into the seminars that are held for graduate students, as was the case prior to the course. The motion from the Department of Psychology also concerns research methodology courses and proposes a curriculum change and potentially a prerequisite change to allow the person teaching the course to do so in a different order. The motion from the Department of Political Science is an attempt to provide more structure to its Graduate program which has the impact of broadening the type of scholarship that is available to graduate students in Political Science.

MOTION CARRIED.

5) New Business

- a) Election: New Deputy Chair of Senate

M. Corbett, Chair of the Nominating Committee, reported that a call for nominations for the position of Deputy Chair of Senate had been issued to all Senators and faculty. This is to replace D. Holmberg, recently elected new Chair of Senate, until 30 June 2012. On behalf of the Nominating Committee, M. Corbett put forward one nomination and read out the statement provided by the candidate. The Chair called three times for further nominations from the floor. No additional nominations were forthcoming. P. Doerr was elected to the position by acclamation.

- b) Election: Science Faculty Senator for Committee for Students with Disabilities that Affect Learning

M. Corbett, Chair of the Nominating Committee, reported that a call for nominations for the position of Science Faculty Senator for Committee for Students with Disabilities that Affect Learning had been issued to all Senators and faculty. This is to replace D. Holmberg, recently elected new Chair of Senate, until 30 June 2012. On behalf of the Nominating Committee, M. Corbett put forward one nomination. The candidate declined the opportunity to provide a statement. The Chair called three times for further nominations from the floor. No additional nominations were forthcoming. M. Snyder was elected to the position by acclamation.

In response to a question from M. Corbett whether only Senators can serve on Senate Committees, D. Holmberg pointed out that this is the case only for some Senate Committees. No one present was aware of the rationale for this decision. D. Holmberg agreed to ask the By-Laws Committee to look into this and report its findings to Senate.

- c) Senate Committee Annual Reports
i. Honours Committee

(APPENDIX C) It was moved by D. MacKinnon and seconded by J. Eustace *that Senate receive the annual report of the Honours Committee for the academic year 2010-2011.*

D. MacKinnon spoke to the motion on behalf of Sonia Hewitt, former Chair of the Honours Committee. The report had been submitted by S. Hewitt last year but was inadvertently missed.

K. Power pointed out an error in the report: the Honours Student for Arts should be C. Muehlberger instead of C. Margeson.

In response to a question from S. Major as to whether the Committee made any recommendations based on the information gathered from stakeholders, D. MacKinnon explained that data analysis took longer than anticipated and that only raw data were available at this point. He anticipated that a report would be forthcoming from the new Chair of the Honours Committee, Dr. Pritam Ranjan, perhaps in February.

At the request of G. Whitehall, D. MacKinnon reported that responses were received from 7 Heads and Directors and 55 faculty, and that a forum was held. The most contentious responses concerned the external reader associated with the honours projects. The feedback showed that 54% of faculty deemed the process of the external reader being vetted by Research and Graduate Studies to be valuable. Support for the external reader process was strongest in the Faculty of Professional Studies (78%), and next strongest in the Faculty of Arts (69%); support in the Faculty of Pure and Applied Sciences was not strong with only 25%. He pointed out, however, that these results were based on small numbers. Overall, the Honours Process was seen as an exceptionally valuable experience: it scored 4.34 on a scale of 1 - 5. Past honours students were contacted for their input, 54% of whom reported that someone outside the department reading the thesis was beneficial.

A. Quéma pointed out that the report stated that D. MacKinnon would bring back the Committee in the fall to make recommendations. D. MacKinnon reported that the Committee did meet and that the results were discussed.

- d) Special Order 5:30pm:
Presentation of Town Hall Data by Vice-President Academic

As agreed at the January meeting of Senate and in accordance with the motion passed last year that the budget of the academic sector be presented to Senate, T. Herman presented on the Financial Climate at Acadia. An additional purpose for the presentation was to provide context to the current financial situation at Acadia. In his opening remarks, T. Herman stated that the past decade has been tumultuous, in particular in terms of student numbers. This has had a variety of impacts from which we are trying to recover, in a way that we can move forward in a sustainable fashion.

He asked D. Youden to speak on the financial climate in terms of the history of Acadia in the past decade, including the provincial operating grant.

D. Youden reviewed some of the slides:

- The slide on “Acadia Actual Results 2000-2011” showed that we were running surpluses from 2000-2005, which changed in 2006. In 2008-2010 there was a significant reduction in annual deficits. In 2010-2011 the province was looking at cutting back operating grants, and at same time the financial markets crashed. While enrolment was going up, provincial funding was still declining from prior declines.
- The slide on “Provincial Operating Grant Per Student” showed that

- Acadia has the highest per student funding in its peer group.
- “Nova Scotia’s Investment in Post-Secondary”: in 1992/93 Nova Scotia was spending 2.18% on post-secondary education, which was one of the highest levels of spending in Canada at that time. In 2008/09 that percentage fell to 2.07%. Nova Scotia was the only Province not to increase university funding last year, and has one of the lowest per student operating grants, but the highest investment relative to affordability. Future trend prediction is that Nova Scotia will have lower investment in post-secondary education.
 - “Spending distribution - CAUBO data where we spend”: at beginning of the decade we spent less as a percentage of our budget on instruction compared to institutions in our peer group, whereas at the end of the decade we are spending more on instruction than those institutions. By the end of decade we were spending less on computing, library and administration; spending on marketing went up, which is a growing trend among all institutions.

T. Herman reviewed some of the slides on pressures, demands, and resources in the academic sector. He noted that the intent of some of the slides was to show that there are trends. Over the past decade there have been significant shifts in enrolment pressures and demands on units, many of which mirror changes in other institutions. He reminded Senators in reviewing these trends to be mindful of separating acute events from chronic events, of external accreditation needs, of accommodating transdisciplinary and interdisciplinary program development, to take an objective approach, to recognize that small units face unique challenges, and that “business as usual” is not always sustainable.

He pointed out that there are, however, some opportunities for reducing risk and negative impacts, which most units have begun to do and some are quite far along in the process:

- Review and refine program requirements
- Streamline curricula
- Cross list appropriate courses relevant to multiple units
- Share faculty resources in courses with similar content across units
- Rationalize timetables

T. Herman asked Senators to look at the significant changes that happened in the past one to three years, which have had significant impacts on units, in a historical perspective. These past years were an anomalous period.

Although there are large variations within faculties across units in class size distribution, there are clear patterns to be seen in Faculties overall: e.g. in the Faculties of Arts and Pure and Applied Science it is a consistent trend over time that first year courses are relatively large, and fourth year classes are relatively small. The pattern in Professional Studies is very different, although there have been significant increases in class size in first year courses in the past year as well. In most cases where we are now is not far off from where we were at the beginning of the millennium.

In closing, T. Herman noted that we have to recognize the reality of the debt, which has had an impact and will continue to have an impact on the decisions we make, and we have to recognize the multi-year nature of solving the problem. We need to live within our constraints and find sustainable ways to preserve academic integrity. He saw an opportunity for Senate to be engaged in this process, and noted that it already is.

G. Whitehall read the motion that was passed on 12 April 2010:
In the spirit of promoting greater transparency and accountability at Acadia while encouraging discussion about the direction of Acadia's academic culture, be it resolved that the budget of the academic sector will be presented to the Senate by the VP Academic in order to communicate Acadia's academic priorities. The annual reporting will occur in two parts: the first, in the fall semester so as to establish projected priorities; and the second, in the spring in order to communicate the actual disbursements of the office.

He was of the opinion that it is very difficult to discuss actual decisions about academic priorities when being presented with big picture scenarios. The statements are implicit rather than explicit, and it is unclear what exactly is included in the data. He pointed out that another reason for having this discussion is the motion that was passed at the December 2011 meeting *that the President and Vice President Academic advocate to the Board of Governors for the revitalization of the academic sector and take appropriate measures to guard against the academic sector's deprioritization and diminution in the overall Acadia budget.*

D. Youden pointed out that the CAUBO website describes categories of what falls under instructional vs. administrative costs by the CAUBO.

The Chair noted that she will be mindful of placing budget reporting on the agenda in the spring and fall. As it was almost 6:00pm, with a number of speakers still on the speakers list, she pointed out three options: a motion to adjourn, a motion to extend the time of the meeting to continue the discussion, or a motion to continue the discussion at the next meeting.

It was moved by P. Doerr and seconded by R. Cunningham *that the discussion be continued at the February meeting, with a time limit for the length of the discussion.*

MOTION CARRIED.

In response to a suggestion from J. Eustace to make the Town Hall data accessible to all Senators, rather than faculty and staff only, T. Herman agreed to find a mechanism to do so.

The Chair agreed to find an answer to J. Whidden's question regarding what is meant by "streamlined curricula" and provide it at the February meeting.

S. MacDougall pointed out that detailed information can be obtained from the Budget Advisory Committee.

6) Adjournment

On motion of H. Kitchin and seconded by J. Eustace, the meeting adjourned at 6:00 pm.

ORIGINAL SIGNED

J. Postema, Recording Secretary

Faculty of Theology
Proposed New Courses and Program Requirements

Approved by the Acadia Divinity College Senate November 24, 2011

1) Proposed New Courses:

A) To enable Master of Arts students focusing in practical disciplines to be able to write a thesis as part of their program (currently there is only a project option):

CHAP 7916, 7926 Thesis

DISP 7916, 7926 Thesis

EVAN 7916, 7926 Thesis

LEDR 7916, 7926 Thesis

PACC 7916, 7926 Thesis

PAST 7916, 7926 Thesis

SPFM 7916, 7926 Thesis

YYAM 7916, 7926 Thesis

B) Elective courses that will be offered on an ongoing basis in future years:

BIBL 7133 Israel Study Tour

A study tour in Israel and the Palestinian Territories (and surrounding areas as possible), designed to introduce the geography of the land and to shed light on events of the Old and New Testaments and the intertestamental period. Some consideration will also be given to the role that Christians and the Church have played in the land in ancient and modern times.

BIBL 3053 Israel Study Tour

A study tour in Israel and the Palestinian Territories (and surrounding areas as possible), designed to introduce the geography of the land and to shed light on events of the Old and New Testaments and the intertestamental period. Some consideration will also be given to the role that Christians and the Church have played in the land in ancient and modern times.

2) Program requirements for MA students in practical disciplines intending to write a thesis:

**Master of Arts with a specialization in Practical Theology
Evangelism and Mission Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ¹	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
LEDR, YYAM, or PACC elective	Elective	3
DISP 5013	Transformational Discipleship Ministry	3
EVAN 7613	Guided Reading in Evangelism and Mission 1	3
EVAN 7623	Guided Reading in Evangelism and Mission 2	3
EVAN (elective)	Evangelism and Mission elective	3
EVAN (elective)	Evangelism and Mission elective	3
IDST 6013	Research Methodology and Design	3
EVAN 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective²		
	Elective	3
Total Credit Hours = 60		

¹ Excluding Survey of the Bible (BIBL 5013)

² Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Youth and Young Adult Ministry Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ³	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
EVAN, LEDR, or PACC elective	Elective	3
DISP 5013	Transformational Discipleship Ministry	3
YYAM 7613	Guided Reading in Youth and Young Adult Ministry 1	3
YYAM 7623	Guided Reading in Youth and Young Adult Ministry 2	3
YYAM (elective)	Youth and Young Adult Ministry elective	3
YYAM (elective)	Youth and Young Adult Ministry elective	3
IDST 6013	Research Methodology and Design	3
YYAM 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective⁴		
	Elective	3
Total Credit Hours = 60		

³ Excluding Survey of the Bible (BIBL 5013)

⁴ Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Pastoral Care and Counselling Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ⁵	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
EVAN, LEDR, or YYAM elective	Elective	3
PACC 7613	Guided Reading in Pastoral Care and Counselling 1	3
PACC 7623	Guided Reading in Pastoral Care and Counselling 2	3
PACC 5013	Understanding Pastoral Care and Counselling	3
PACC (elective)	Pastoral Care and Counselling elective	3
PACC (elective)	Pastoral Care and Counselling elective	3
IDST 6013	Research Methodology and Design	3
PACC 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective⁶		
	Elective	3
Total Credit Hours = 60		

⁵ Excluding Survey of the Bible (BIBL 5013)

⁶ Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Leadership and Spiritual Formation Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ⁷	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
EVAN, YYAM , or PACC elective	Elective	3
DISP 5013	Transformational Discipleship Ministry	3
LEDR 7613	Guided Reading in Leadership	3
SPFM 7613	Guided Reading in Spiritual Formation	3
LEDR (elective)	Leadership elective	3
SPFM (elective)	Spiritual Formation elective	3
IDST 6013	Research Methodology and Design	3
LEDR 7916, 7926 or SPFM 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective⁸		
	Elective	3
Total Credit Hours = 60		

⁷ Excluding Survey of the Bible (BIBL 5013)

⁸ Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Discipleship Concentration – Thesis Option**

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5023	Interpreting the Old Testament	3
BIBL 5033	Interpreting the New Testament	3
BIBL (elective)	Biblical Studies elective ⁹	3
Christian Thought		
CHUR 5013	Introduction to Christian History	3
THEO 5013	Christian Theology 1	3
THEO 5023	Christian Theology 2	3
Area of Specialization		
SPFM 5013	Christian Spiritual Formation in Ministry Leaders	3
EVAN 5013	Evangelism and Mission in Contemporary Society	3
EVAN, LEDR, PACC, or YYAM elective	Elective	3
EVAN, LEDR, PACC, or YYAM elective	Elective	3
DISP 7613	Guided Reading in Discipleship 1	3
DISP 7623	Guided Reading in Discipleship 2	3
DISP 5013	Transformational Discipleship Ministry	3
DISP (elective)	Discipleship elective	3
IDST 6013	Research Methodology and Design	3
DISP 7916, 7926	Thesis	6,6
Biblical Studies, Christian Thought, or Ministry Elective¹⁰		
	Elective	3
Total Credit Hours = 60		

⁹ Excluding Survey of the Bible (BIBL 5013)

¹⁰ Survey of the Bible (BIBL 5013) required if Bible Knowledge Entrance Test not passed. Mentored Ministry, Prison Ministry Practicum, and Clinical Pastoral Education courses excluded.

**Master of Arts with a specialization in Practical Theology
Evangelism and Mission Concentration – Thesis Option**
(30 Credit Hours)¹¹

Course Number	Course Title	Credit Hours
EVAN 7613	Guided Reading in Evangelism and Mission 1	3
EVAN 7623	Guided Reading in Evangelism and Mission 2	3
EVAN 7916, 7926	Thesis	6,6
EVAN (elective)	Evangelism and Mission elective	3
EVAN (elective)	Evangelism and Mission elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
	Total Credit Hours = 30	

¹¹ For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

**Master of Arts with a specialization in Practical Theology
Youth and Young Adult Ministry Concentration – Thesis Option**
(30 Credit Hours)¹²

Course Number	Course Title	Credit Hours
YYAM 7613	Guided Reading in Youth and Young Adult Ministry 1	3
YYAM 7623	Guided Reading in Youth and Young Adult Ministry 2	3
YYAM 7916, 7926	Thesis	6,6
YYAM (elective)	Youth and Young Adult Ministry elective	3
YYAM (elective)	Youth and Young Adult Ministry elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
	Total Credit Hours = 30	

¹² For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

**Master of Arts with a specialization in Practical Theology
Leadership and Spiritual Formation Concentration – Thesis Option**
(30 Credit Hours)¹³

Course Number	Course Title	Credit Hours
LEDR 7613	Guided Reading in Leadership	3
SPFM 7613	Guided Reading in Spiritual Formation	3
LEDR 7916, 7926 or SPFM 7916, 7926	Thesis	6,6
LEDR (elective)	Leadership elective	3
SPFM (elective)	Spiritual Formation elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
	Total Credit Hours = 30	

¹³ For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

**Master of Arts with a specialization in Practical Theology
Discipleship Concentration – Thesis Option**
(30 Credit Hours)¹⁴

Course Number	Course Title	Credit Hours
DISP 7613	Guided Reading in Discipleship 1	3
DISP 7623	Guided Reading in Discipleship 2	3
DISP 7916, 7926	Thesis	6,6
DISP (elective)	Discipleship elective	3
DISP (elective)	Discipleship elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
	Total Credit Hours = 30	

¹⁴ For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

**Master of Arts with a specialization in Practical Theology
Pastoral Care and Counselling Concentration – Thesis Option**
(30 Credit Hours)¹⁵

Course Number	Course Title	Credit Hours
PACC 7613	Guided Reading in Pastoral Care and Counselling 1	3
PACC 7623	Guided Reading in Pastoral Care and Counselling 2	3
PACC 7916, 7926	Thesis	6,6
PACC (elective)	Pastoral Care and Counselling elective	3
PACC (elective)	Pastoral Care and Counselling elective	3
IDST 6013	Research Methodology and Design	3
	Ministry elective	3
	Total Credit Hours = 30	

¹⁵ For those with a Masters in a theological discipline or those who hold an honours undergraduate degree in the same or related field of study.

Master of Arts without specialization (30 credit hours)¹⁶

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL elective	Elective	3
BIBL elective	Elective	3
Christian Thought		
THEO, CHUR, or BAPT elective	Elective	3
THEO, CHUR, or BAPT elective	Elective	3
Ministry Electives		
Elective	Ministry elective	3
Elective	Ministry elective	3
Elective	Ministry elective	3
Biblical Studies, Christian Thought, or Ministry Electives		
	Elective	3
	Elective	3
	Elective	3
	Total Credit Hours = 30	

¹⁶ For those with a Masters in a theological discipline.

Curriculum Changes to Graduate Programs for 2012-2013
Submitted by Research and Graduate Studies

MSc in Computer Science

- Course Requirement Deletion

COMP 5923 Research Methods is being removed as a requirement

Reason for requesting this deletion: Beginning in 2012, we will have insufficient human resources to offer this course. The material (literature survey, thesis writing, empirical studies) will be provided on a best effort basis as part of the weekly seminar series in computer science.

Current Calendar wording:

Curriculum

1. COMP 5923 (Research Methods)
2. Three lecture courses (9h) chosen from at least two of the following three areas: theory (COMP 5013, 5023, 5033), applications (5113, 5123, 5133), and systems (5213, 5223, 5233).
3. COMP 5913 (Readings in Computer Science), or another lecture course, or a cross-listed course.
4. COMP 5960 (Thesis)

Proposed new Calendar wording:

Curriculum

1. Three lecture courses (9h) chosen from at least two of the following three areas: theory (COMP 5013, 5023, 5033), applications (5113, 5123, 5133), and systems (5213, 5223, 5233).
2. COMP 5913 (Readings in Computer Science), or another lecture course, or a cross-listed course.
3. COMP 5960 (Thesis)

MSc in Clinical Psychology

- Change in Calendar Description & Change in Prerequisite

Current Calendar wording:

PSYC 5113 Research Design & Statistics 1

The primary focus of this course is an examination of applications of simple and multiple regression in psychological research using a model-comparison approach. The principles of statistical inference and problems in designing research and interpreting results are studied within this context. Student assignments provide practice in using several statistical packages.

PSYC 5123 Research Design and Statistics 2

In this course the model-comparison approach used in PSYC 5113 is extended to analysis of variance and analysis of covariance. Students learn to test if the assumptions of their models are met by their data, and learn to use alternate analysis techniques, including nonparametric statistics, to answer research questions in psychology. Prereq: PSYC 5113.

Proposed new Calendar wording:

PSYC 5113 Research Design and Statistics 1

PSYC 5123 Research Design and Statistics 2 Prereq: PSYC 5113 or permission of the Department.

This course will cover univariate and multivariate statistical procedures used in psychology. Emphasis is placed on the general linear model and how to apply the model as a function of data type, experiment design, and hypothesis testing strategy. Opportunities to apply concepts taught in lectures will be provided through regular assignments.

Reason for modification: The current course descriptions suggest that the first half of the course focuses on regression, while the second focuses on analysis of variance (ANOVA). Recently, the dept has moved from having one instructor teach both half-courses to two instructors, each teaching one half-course. The course is being divided up into a regression half and an ANOVA half; however, it would be good to have the flexibility to cover those two topics in either order, depending on the instructors' other teaching responsibilities. Having a single generic description for both courses gives us that flexibility. In years when the course organization is simple-to-complex, 5113 will be a strict pre-requisite for 5123. In years when the organization is to divide up the course into regression and ANOVA halves, the pre-requisite of 5113 could conceivably be waived, with departmental permission, as the second half of the course does not build as directly on the first half.

MA in Political Science

- Program Modification

The proposed changes are intended to offer greater clarification and structure in course selection for MA students in the Political Science Program.

Reason for requesting this modification: Currently, MA students must take the Master's Colloquium (POLS 5193) plus any five (5) seminar courses. Moreover, there are no guidelines regarding the number of independent reading courses a student may take. The guiding principle of our program is that students take a broad range of seminar courses from the four subfields (Canadian Politics, Comparative Politics, International Relations, and Political Theory) so that their coursework gives them comprehensive training in Political Science as a discipline. However, the vagueness of the program requirements allows students to specialize very narrowly in one or two fields, which contradicts the goal of the coursework component of the program. The proposed changes are intended to give more structure to the course requirements in order to ensure that Master's students receive a more comprehensive disciplinary training.

Current Calendar wording:

Program Requirements

1. Courses: POLS 5193 (Master's Colloquium), and five courses from POLS 5043, 5103, 5183, 5193, 5203, 5243, 5283, 5293, 5303, 5343, 5383, 5403, 5443, 5483, 5543, 5603, 5693, 5743, 5783, 5803, 5883, 5893, 5983, and IDST 5186. Students may also take a course from a cognate department, subject to departmental approval.
2. Thesis: POLS 5960. The thesis may not exceed 40,000 words in length except with the permission of the department. The department encourages students to complete and successfully defend the thesis within 8 months after the completion of course work.

Proposed new Calendar wording:

1. Courses: POLS 5193 (Master's Colloquium) and five additional courses. Of these five:

a) Students must take at least one course in three of the four subfields

i. Canadian Politics: POLS 5103, 5203, 5303, 5403, 5603, 5803

ii. Comparative Politics: POLS 5193, 5293, 5693, 5893

iii. International Relations: POLS 5183, 5283, 5383, 5483*, 5783*, 5883*, 5983*, IDST 5186

iv. Political Theory: POLS 5043, 5243, 5343, 5443, 5743

(*POLS 5483, 5783, and 5883 can be counted as International Relations or Political Theory, but not both. In some years, POLS 5983 may count as Comparative Politics.)

b) Students may take one MA-level directed readings course from a faculty member in any department or one MA-level course from a cognate department, subject to the approval of that faculty member and the graduate coordinator.

2. Thesis: POLS 5960. The thesis may not exceed 40,000 words in length except with the permission of the department. The department encourages students to complete and successfully defend the thesis within 4 months after the completion of course work. (Note to committee: the current program requirements say "8 months after completion..." even though ours is only a 12 month program.)

- Changes in Calendar Descriptions (8 in total):

#1.

Current Calendar Description

POLS 5103 CANADIAN GOVERNMENT AND POLITICS 1

Proposed new Calendar Description

POLS 5103 CANADIAN GOVERNMENT AND POLITICS 1

Special topics course in Canadian government and politics.

#2.

Current Calendar Description

POLS 5183 INTERNATIONAL RELATIONS 1

Proposed new Calendar Description

POLS 5183 INTERNATIONAL RELATIONS 1

Special topics course in International Relations.

#3.

Current Calendar Description

POLS 5193 COMPARATIVE GOVERNMENT 1

Proposed new Calendar Description

POLS 5193 COMPARATIVE GOVERNMENT 1

Special topics course in comparative government and politics.

#4.

Current Calendar Description

POLS 5203 POLITICS IN THE MARITIMES

Proposed new Calendar Description

POLS 5203 POLITICS IN THE MARITIMES

An exploration of political changes in Maritime Canada. Particular attention is paid to regional political cultures, electoral styles, party politics, leadership, federalism, Maritime Union, and public policy.

#5.

Current Calendar Description

POLS 5283 INTERNATIONAL ORGANIZATIONS

Proposed new Calendar Description

POLS 5283 INTERNATIONAL ORGANIZATIONS

This seminar course explores the role of IOs in global politics. It considering their historical origins and evolution, the political, economic, and social forces that impact their operations, and their effectiveness.

#6.

Current Calendar Description

POLS 5303 APPROACHES TO THE STUDY OF CANADIAN POLITICS

Proposed new Calendar Description

POLS 5303 APPROACHES TO THE STUDY OF CANADIAN POLITICS

This course critically examines theoretical and methodological approaches to issues prominent in the literature on Canadian politics and government. We explore the theoretical and methodological assumptions and policy implications of issues including the role and nature of the Canadian state, national and sub-national political cultures, party competition, and elites.

#7.

Current Calendar Description

POLS 5383 INTERNATIONAL RELATIONS 2

Proposed new Calendar Description

POLS 5383 INTERNATIONAL RELATIONS 2

This course explores the key theories of international relations and world politics. Readings will be selected from classic and contemporary writers.

#8.

Current Calendar Description

POLS 5743 POLITICAL ECONOMY

Proposed new Calendar Description

POLS 5743 POLITICAL ECONOMY

A survey of theories and models which have sought to explain the interrelationships among the state, the society, and the economy of a country, and the relationship between political power and economic and social (under)development in the context of globalization.

Reasons for requesting these 8 modifications: There is currently no course description in the graduate calendar.

- Calendar Description and Course Title Change

Current Course Title and Description

POLS 5543 POLITICAL INQUIRY

Proposed new Course Title and Description

POLS 5543 Directed Readings: Special Topics

Directed readings by MA students under the supervision of an individual faculty member.

Reason for requesting this modification: We currently use POLS 5543 (Political Inquiry) as our directed readings course number. This change is to make the title more appropriate and to create a course description.

Honours Committee

Annual Report for 2010-2011

Committee Members 2010-2011

R. Jotcham, Registrar
D. MacKinnon, Dean of Research and Graduate Studies
M. Grieve, Faculty of Arts
S. Hewitt, Faculty of Arts (Chair)
C. Shields, Faculty of Professional Studies
J. Yang, Faculty of Professional Studies
P. Ranjan, Faculty of Pure and Applied Sciences
Amitabh Jha, Faculty of Pure and Applied Sciences
C. Margeson, Honours Student (Arts)
Sarah Sweet, Honours Student (P&A Sc.)

Meetings 2010-2011

22 September 2010
13 October 2010
17 February 2011
4 March 2011
30 March 2011

Summary of Committee Activities:

This year the Committee received and approved 89 submissions. The Committee met five times; a 6th meeting was cancelled. A motion was carried at the first meeting to recommend that Senate officially add R. Jotcham to the committee membership as an ex officio member. R. Jotcham has always participated in the meetings of the Honours Committee and her knowledge of institutional history as Registrar has been most helpful.

At the 22 September 2010 meeting, D. Holmberg and G. Whitehall, representing the Senate *ad hoc* Committee on the honours program, provided a summary of their Committee's suggestions. Discussion centered on the proposal of a campus-wide forum to review/rejuvenate and recommit to the honours thesis program and processes. The Honours Committee discussed how to proceed with a forum, identifying the need to gather information on current honours programs. This was accomplished by preparing four versions of an online surveys by status (heads and directors, faculty, students and former students of the honours program), managed by C. Shields with the assistance of T. Aulenbach. Seven heads and directors, 55 faculty, 44 current honours students, as well as 79 honours graduates of the previous three years responded. The Committee thanks P. Rippeyoung for graphing the results using Excel. We also express great appreciation to W. Bedingfield, who facilitated the forum. Faculty and students were invited to attend the forum on the 5th and 6th of April, and the results were circulated electronically to the Committee. It was felt that a majority of the committee needed to meet in order to discuss the results if we were to make any recommendations. As this has not possible, D. MacKinnon will bring the committee together in the fall for this purpose.

A final component of our review of the honours process is the analysis of this year's external reader sheets to evaluate the extent to which the comments they submit and the role they play are beneficial.

I would like to thank all members of the Committee for their hard work.

Respectfully submitted,

Sonia Hewitt
Chair, Senate Honours Committee