

Office of the Senate Secretariat

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Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Monday 9<sup>th</sup> April, 2018 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 12<sup>th</sup> March, 2018
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) New Business
  - a) Motion from the Admission and Academic Standing (Appeals) Committee: “Senate approves that the Executive Director of Student Services, or delegate, be added as a non-voting, ex officio member of the Admissions and Academic Standing (Appeals) Committee.” (*attached*) (*A. Kieft*)
  - b) Nominations for the Chair and Deputy Chair of Senate for 2018-2019 (*J. Richard*)
  - c) Motion that the proposed Curriculum Changes to the M.Ed. programs and M.Sc. in Biology be approved by Senate (*attached*) (*A. Redden*)
  - d) Motion that the Curriculum changes reviewed and approved by the Senate Curriculum (Administrative) Committee, from the departments of Sociology and Women’s and Gender Studies be approved by Senate (*attached*) (*P. Callaghan*)
  - e) Motion that the proposed Curriculum Changes from the Divinity College be approved by Senate (*attached*) (*H. Gardner*)
  - f) Calendar Dates related to graduating students. (*attached*) (*M. Bishop*)

5) Other Business

Sincerely,

ORIGINAL SIGNED  
Rosie Hare  
Recording Secretary to Senate

Motion from the Admissions and Academic Standing (Appeals) Committee:

***Senate approves that the Executive Director of Student Services, or delegate, be added as a non-voting, ex officio member of the Admissions and Academic Standing (Appeals) Committee.***

Rationale:

The Executive Director of Student Services, James Sanford, has been participating in the activities of this committee in a non-voting capacity for several years. The representative from Student Services provides expertise and information about the Academic Support Program and other programs and services related to student support and wellness.

The current committee unanimously passed a motion at its meeting of November 16, 2017 in favour of having the Executive Director of Student Services or delegate added to the membership of this committee rather than an a regularly invited guest.

As such, the Chair of the AASA Committee contacted the Interim Chair of the By-Laws Committee to request that the By-Laws Committee investigate whether there exists any Constitutional/By-Laws reason for this to not be possible and to request that a motion be brought forward to Senate if deemed appropriate.

In response to this inquiry, the By-Laws Committee studied the Constitution and By-Laws in February 2018 and found that there was no reason that this change could not be made. The By-Laws Committee noted that several other Senate committees have non-academic members, including:

- The Research Ethics Board (community members)
- The Faculty Support Committee (Coordinator of Academic Technologies)
- Scholarships, Prizes and Awards Committee (Financial Aid Counselor).

The Committee feels that it would be appropriate and beneficial to have Student Services represented at the table on an ongoing basis.

## **Curriculum Changes to the MSc in BIOL program and M.Ed. programs**

Approved by the Senate Committee on Graduate Studies Committee

### **Modification to the MSc in BIOLOGY Program**

The Biology department proposes to revise the wording in the MSc Biology course requirements section of the calendar to the following: BIOL 5013 (required), 6 hours from any of BIOL 5023, 5033, 5043 or 5053, plus a graduate thesis course (BIOL 5960). Currently, graduate students in Biology are required to enrol in BIOL 5013 (Research Methods I), and usually BIOL 5023 (Research Methods II), plus 6 hours of directed study courses, and BIOL 5960. The changes below provide clarification in expectations regarding course requirements for completion of the degree.

Current Calendar Wording:

1. BIOL 5013 and usually BIOL 5023
2. 6h advanced courses in biology from one of BIOL 5033, BIOL 5043 or BIOL 5053,
3. Additional courses as may be required by the committee supervising the candidate's program, regular meetings with the advisory committee at which time the student's progress is reviewed. This includes, but is not limited to, an initial meeting within two weeks of registration to advise the student on course requirements and a meeting within five months of registration to evaluate a research proposal submitted by the student,
4. A thesis proposal in biology to be taken generally within six months of initial registration,
5. A graduate research and thesis, and an oral defence of the thesis

Proposed New Calendar Wording:

1. BIOL 5013
2. 6h advanced courses in biology from any of BIOL 5023, BIOL 5033, BIOL 5043, or BIOL 5053.
3. No Change
4. No Change
5. No Change

*Reason for Modification:* There is a lack of clarity as to the number of courses required for a Biology MSc, given that BIOL 5023 is listed as "usually" in the grad calendar.

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### **Modifications to Existing Courses in the M.Ed. programs**

- Changes in Course Titles and Descriptions (2)

#### Current Course Title and Description

##### **EDUC 50E3 Counselling Adolescents and Children**

This course examines counselling theories, research, and practice related to adolescents and children. Counselling and consulting approaches are explored and evaluated in the context of referral issues commonly arising during this developmental period. Attention is given to youth "at risk" and to the ethical, legal, and diversity issues particular to counselling young people. *Prerequisite: EDUC 5033 and EDUC 5133.*

#### Proposed New Course Title and Description

##### **EDUC 50E3 Counselling Across the Lifespan**

This course examines counselling theories, research, and practice across the lifespan, with attention to ethical, legal, and diversity considerations relevant to each life stage. Students will explore counselling issues encountered at significant transition points, and approaches to counselling and consulting that are consonant with each of the developmental periods of childhood, adolescence, early adulthood, middle adulthood, and later adulthood. *Prerequisite: EDUC 5033 and EDUC 5133.*

*Reason for modification:* Previously, this course focused on the counselling of children and adolescents only and the MEd Counselling program did not have a course addressing the counselling of adults. By expanding the frame of the course, students will be exposed to counselling issues and approaches across the lifespan, including childhood, adolescence, young adulthood, middle adulthood, and later adulthood. While students will be able to focus their out-of-class assignments on the age demographic of particular interest to them professionally (affording depth of learning), in class they will be examining the full lifespan (affording breadth of learning). This course will now better align with EDUC 5003 Human Development and Learning that "focuses on human development and learning across the lifespan." And, whereas EDUC 5003 explores "typical" development, EDUC 50E3 will explore challenging transition or crisis points and appropriate therapeutic interventions that are underpinned by theory and research.

#### Current Course Title and Description

##### **EDUC 5003 Human Development and Learning**

This course focuses on human development and learning across the lifespan. A primary focus will be on the emergence and growth of self-concept and self-awareness in relation to the development of personal agency.

#### Proposed New Course Title and Description

##### **EDUC 5003 Theories of Human Development and Learning**

This course provides a framework for thinking about human development and learning. Using a multi-theoretical perspective, it explores the physical, cognitive, behavioural, and emotional growth of individuals spanning the entire developmental trajectory. It also examines major concepts and theories of learning that inform our understanding of how knowledge and worldview are influenced through the interactions of individuals and their environments.

*Reason for modification:* The change in title is intended to underscore the emphasis of this course on psychological *theories* of 'normal' human development and learning. The revised course content illuminates the exploration of graduate-level foundational concepts of human development and

learning. There now is greater complementarity between EDUC 5003 Theories of Human Development and Learning that focuses on the theoretical underpinnings of 'typical' development and the newly broadened coverage of EDUC 50E3 Counselling Across the Lifespan that explores counselling issues and approaches in a more applied manner.

- Change in Calendar Descriptions (3)

Current Calendar Description

#### **EDUC 50F3 Counselling Pre-Practicum**

The 40-hour pre-practicum experience required in this course engages students in the study and practice of beginning counselling skills in a simulated environment. While under supervision, students enhance self-awareness, further develop counselling competencies, analyze their developing counselling style and performance, and attune to ethical, legal, and diversity sensitive practices. Prerequisite: EDUC 5033 and EDUC 5133.

Proposed New Calendar Description

#### **EDUC 50F3 Counselling Pre-Practicum**

The 40-hour pre-practicum lab experience required in this course actively involves students in the study and practice of beginning counselling skills in a simulated environment. While under supervision, students enhance self-awareness, further develop counselling competencies, analyze their developing counselling style and performance, and attune to ethical, legal, and diversity-sensitive practices. Prerequisite or concurrent: EDUC 5033 and EDUC 5133.

*Reason for modification:* We are aligning our course descriptions to adhere more closely to Accreditation Council standards and competencies. We are being more specific about the lab component in this course.

Current Calendar Description

#### **EDUC 5133 Counselling Skills**

This course focuses on those conditions and skills that have been associated through research with effective counsellor-client relationships and positive client growth. Through lectures, discussions, and structured exercises, including role playing and videotaped simulated counselling sessions, students are provided with an opportunity to identify these conditions and to develop appropriate skills. Prerequisite or concurrent: EDUC 5033.

Proposed New Calendar Description

#### **EDUC 5133 Counselling Skills**

This course focuses on salient conditions, skills, and processes that have been associated through research with effective counsellor-client relationships and positive client growth. Students begin to shape a personalized coherent model of counselling as they adopt a comparative lens in their exploration of various models of counselling. They participate in lectures, discussions, and structured exercises, including role playing and video-recorded simulated counselling sessions. Prerequisite or concurrent: EDUC 5033.

*Reason for modification:* The wording we are now using is more consistent with what required by our accreditation council (CACEP) and it is more specific so that instructors are more aware of the competencies they need to cover for accreditation in this course.

#### Current Calendar Description

##### **EDUC 5553 Topics in Counselling**

Different sections of this course are available each year, addressing ethical and diversity sensitive practices in such specialized areas important to counsellors as addictions, introduction to aboriginal counselling, play therapy, rural communities and counselling, spirituality, and sexual diversity.

#### Proposed New Calendar Description

##### **EDUC 5553 Topics in Counselling**

Different sections of this course are offered each year to address specialized areas important to counsellors such as addictions, play therapy, sexual diversity, spirituality, and counselling in Indigenous communities. Each of these courses covers key concepts, frameworks for practice, current research, ethical principles, and the application of diversity-sensitive practices.

*Reason for modification:* The section of this course, EDUC 5553 – Topics in Counselling - Rural Communities and Counselling, has only ever been taught once and we do not require this as a topic in the counselling program. Issues in rural communities are covered throughout other courses and do not require a stand-alone course. We also have adopted more inclusive and current terminology in the change in the description of one section to “counselling in Indigenous communities.”

- Removal of Prerequisite (1)

#### Current Calendar Description with Prerequisites

##### **EDUC 50K3 Clinical Mental Health Counselling**

This course provides a foundation for working with clients who are living with mental illness. Students will become familiar with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, and become conversant with evidence-supported and emerging approaches to treatment/ intervention. The intent of the course is to establish a critical, conceptual, and procedural framework across the mental health continuum. *Prerequisite: EDUC 5033, EDUC 5133 and EDUC 50J3*

#### Proposed New Calendar Description with Prerequisites

##### **EDUC 50K3 Clinical Mental Health Counselling**

This course provides a foundation for working with clients who are living with mental illness. Students will become familiar with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, and become conversant with evidence-supported and emerging approaches to treatment/ intervention. The intent of the course is to establish a critical, conceptual, and procedural framework across the mental health continuum. *Prerequisites: EDUC 5033, EDUC 5133*

*Reason for modification:* MEd Counselling faculty have determined that completion of EDUC 50J3 Principles of Assessment for Counselling is not requisite for success in EDUC 50K3 Clinical Mental Health Counselling. While there is complementarity between the two courses, the sequence of completion is not of concern. Removal of the EDUC 50J3 prerequisite will afford greater flexibility in course rollout.

**Senate Curriculum Committee (Administrative)**  
**Further Proposals for Curriculum Changes (2017/18)**  
**Report to Senate – April 9<sup>th</sup>, 2018**

**Committee Members:** Mark Bishop (Registrar), Paul Callaghan (FPS, Chair), Glenys Gibson (FPAS, Secretary), Katie Winters (SRC – VP Academic), Diemo Landgraf (FA), Rob Raeside (Curriculum Committee Policy), Jennie Rand (FPAS), Patricia Rigg (FA), Ann Smith (Library), and John J. Guiney Yallop (FPS).

After the February 12<sup>th</sup>, 2018 meeting of Senate, when the full slate of curriculum changes for 2017/18 was approved, the following curriculum proposals were reviewed by the SCC (Admin);

SOCI - Form 4; Program Modification. Based on a new required course that the SCC (Admin) and Senate had approved (SOCI 2033 Writing in the Social Sciences), the Committee had advised the SOCI department that if indeed the course is to be a required course, then the description of degree requirements within SOCI needed to be modified. In attending to this, it was noticed another minor adjustment was also needed related to the minimum number of 3000 & 4000 level courses required.

WGST - Form 3; Course Modification. One form was submitted to cross list two existing SOCI courses with WGST (SOCI 2403 Gender & Sexuality 1 & SOCI 3403 Gender & Sexuality 2).

**MOTION: The curriculum changes reviewed and approved by the Senate Curriculum Committee (Admin) from the departments of Sociology and Women’s and Gender Studies summarized above be approved by Senate.**

Forms for both proposals follow.



**Acadia University Senate Curriculum Committee (Administrative) 2017-2018  
Form 4: Proposed Modification to a Program**

Department/School:	Sociology
Presented to Faculty Council?	Yes
Date presented to Faculty Council:	2017-11-15

Program / Rationale	
Program being modified:	Sociology
Briefly (in one paragraph) outline the nature of the changes you are requesting to your program.	
<ol style="list-style-type: none"> <li>We are adding an additional three credit hours course as part of the sociology cOre requirement for a sociology degree, thereby reducing the number of required sociology electives by three credit hours.</li> <li>Our second programme change is to require our students to take a minimum number of third-year-electives depending on the student's program (honours, double-major, etc.).</li> </ol>	
Briefly state the reason for requesting this modification. Please be specific.	
<ol style="list-style-type: none"> <li>The purpose of this change is to teach and thereby improve the necessary skills students need in order to write a sociology research paper and as well provide introductory skills to doing research</li> <li>The third- or fourth-year electives minimum is to ensure that students degree in SOCI is rigorous and that students have access to all level courses.</li> </ol>	

Anticipated Impacts & Consultations	
Will this modification alter, in any substantive way, the way your program is currently delivered?	NO If you chose 'No', you may skip the rest of this section.
If you chose 'Yes', briefly state how the modification will change the nature of your program below. Click or tap here to enter text.	
Are the effects of this program restricted to your own Department/School?	Yes
Has the proposed modification been discussed with students?	No
Do students approve of the modification?	No
If you answered 'No' to any of the last three questions, please explain. It is not a decision for students to make.	

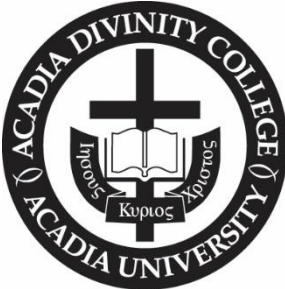
New Calendar Description
Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements. HONOURS IN SOCIOLOGY Program Requirements: Students must complete a minimum of 60h in the Sociology Honours program as follows:
<ol style="list-style-type: none"> <li>6h from SOCI 1006, OR two of the following SOCI 1013, SOCI 1033, SOCI 1113, WGST 1413</li> <li>All of the following (24h): SOCI 2003, SOCI 2013, SOCI 2033, SOCI 2103, SOCI 3013, SOCI 4003, SOCI 4996</li> <li>3h from: SOCI 3033, SOCI 3043, SOCI 3093, WGST 3023</li> </ol>

**Acadia University Senate Curriculum Committee (Administrative) 2017-2018  
Form 3: Proposed Modification to an Existing Course**

Department or School:	Women's and Gender Studies and Sociology	
Presented to Faculty Council?	At future meeting	
Date presented (or will be) to Faculty Council:	Click or tap to enter a date.	
<b>Type of modifications (check all that apply)</b> <input checked="" type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input checked="" type="checkbox"/> other. Please explain: cross-coding two existing courses <b>(* Request may go directly to Senate. Does not require curriculum committee approval)</b>		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	SOCI/WGST 2403 and SOCI/WGST 3403	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	No	
Proposed course title:	SOCI/WGST Gender and Sexuality 1; SOCI/WGST Gender and Sexuality 2	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) Course descriptions and prerequisites remain the same		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	SOCI 2403 and SOCI 3403	
Course Title:	Gender and Sexuality 1 and Gender and Sexuality 2	
Calendar description: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. Typically, the WGST Committee requests cross-coding in order to make courses visible to WGST Majors and Minors when they peruse the Calendar or the timetable.		

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	



*Approved by the Senate of Acadia Divinity College, March 26, 2018*

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## Revisions to Course Codes

1. That course codes for Interdisciplinary courses at Acadia Divinity College be changed from IDST to IDTH so they are not confused with other Acadia University courses.
2. That the term “Youth and Young Adult Ministry” be changed to “Next Generation Ministry” and that the course code “YYAM” be changed to “NXGN.”
3. That the course code for Clinical Pastoral Education 1 be changed from CHAP 7019 to CHAP 7016, effective September 1, 2018.

That the course code for Clinical Pastoral Education 2 be changed from CHAP 7029 to CHAP 7026, effective September 1, 2018.

*These changes to signify that the number of credit hours for each is being reduced from 9 to 6.*

4. That the following “Special Topics” course codes be added: PAST 4213, 4223, ...4293.
5. Acadia Divinity College made a typographical error in April 2015 when a new course was added.

Change EVAN 7213	Apologetic Engagement of Church and Contemporary Culture
To EVAN 7123	Apologetic Engagement of Church and Contemporary Culture

Change THEO 7213	Apologetic Engagement of Church and Contemporary Culture
To THEO 7123	Apologetic Engagement of Church and Contemporary Culture

## Revisions to Course Descriptions

That the following course descriptions be revised:

1. NXGN 3033      Evangelism and Discipleship of Youth  
   NXGN 6033      Evangelism and Discipleship of Youth

This course explores the theology, methods, and tools for effective evangelism and discipleship of youth. The course considers how to reach youth in today's culture with the Gospel, how to communicate the Gospel in word and deed to this generation, and how to engage this generation in transformational discipleship.

2. NXGN 3033 to be cross-listed as EVAN 4033.  
   NXGN 6033 to be cross-listed as EVAN 6033.

3. NXGN 3013      Youth and Family Ministry  
   NXGN 5013      Youth and Family Ministry

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

## Removal of Courses

That the following courses be removed, effective September 1, 2018:

1. PAST 3013            Developing Pastoral Identity for Local Church Ministry  
   PAST 5013            Developing Pastoral Identity for Local Church Ministry

Students will consider the development of pastoral identity related to the call of God, a Biblical understanding of the church, and the many expectations of pastors today. Students will engage with church-health principles in light of their Biblical and theological foundations. Pastoral roles and practices will be explored to help students begin to formulate their personal approach to pastoral leadership and ministry.

2. PAST 3043            Effective Preaching and Engaging Worship  
   PAST 6043            Effective Preaching and Engaging Worship

A study of the nature of preaching and worship as two inseparably linked practices that are integral/critical to the health and growth of congregations. Participants will examine Biblical, historical, and contemporary practices of preaching and worship, with a view of developing effective preaching that ignites engaging worship, thereby empowering the Church for its mission in the world.

3. PAST 7033            Preaching Expository and Evangelistic Sermons  
   EVAN 7033            Preaching Expository and Evangelistic Sermons

An advanced course in preaching with a special emphasis on the role of evangelism and the systematic exposition of the Bible in the worship context. Various models of sermon planning and delivery will be considered. *Cross-listed as EVAN 7033. Prerequisite: PAST 6043.*

4. YYAM 6053           Youth Ministry and Short-Term Mission  
   EVAN 6053           Youth Ministry and Short-Term Mission

An exploration of the strategic value and importance of integrating short-term mission into youth ministry. Topics will include: a history of the mission tour movement, choosing a mission project, preparation for a mission trip, traveling with youth, financing mission projects, evaluation and follow-up, and overseas mission. In addition, student will explore organizing a large-scale project. *Cross-listed as EVAN 6053.*

## New Courses

That the following courses be added:

1. LEDR 3083           Camping Ministry  
LEDR 6083           Camping Ministry  
NXGN 3083           Camping Ministry  
NXGN 6083           Camping Ministry

This course examines camping ministry by considering a variety of camping ministry models and the theological rationale undergirding each model. A focus on understanding children and youth campers will include a review of typical stages of development and faith formation. Students are introduced to camp leadership topics including: staffing, programming, the business side of camp and the skills needed for camp leadership. The course explores the role camp plays in evangelism, discipleship, and leadership development of children and youth, as well as the potential benefit to the child, church and community.

2. NXGN 3063           Children's Ministry  
NXGN 6063           Children's Ministry

This course considers the importance of children's ministry in the local church, as well as different models and philosophies, including the Biblical and theological rationale for each. Students are challenged to think purposefully about children's ministry, and to examine ways to launch new children's ministries in a variety of settings and demographics. This course explores ways to support and reach families, ways to cultivate intergenerational ministry opportunities, and ways to support children with diverse needs and from different backgrounds. The intention is for students to develop practical ministry skills for initiating and leading children's ministry in today's culture.

3. PACC 4043           Ministry in the Face of Grief, Loss, and Death  
PACC 6043           Ministry in the Face of Grief, Loss, and Death

The reality of death dramatically informs our living, and yet it is a reality that we can tend to ignore until forced to consider it. It is vital for ministering-persons to grapple with the reality of mortality and to develop means of caring that address the complexity found in experiences of dying and grief. In this course, Biblical, theological, spiritual, psychological, social, medical, and ethical dimensions of dying and bereavement will be discussed. Students will be given opportunity to embrace more deeply the reality of their own mortality, and will develop strategies to effectively and compassionately care for others in the midst of dying and grief.

4. PACC 4053            Suicide: Perspectives and Intervention  
PACC 7053            Suicide: Perspectives and Intervention

Suicide is a devastating issue, both for those considering it, and for their friends and loved ones and community. This course will draw on current research, theological resources and historical perspectives to illuminate the complexity of the phenomenon and means of care for those at risk of suicide and for those who have experienced the death of a loved one due to suicide. Issues of self-care for the pastoral caregiver will also be addressed. Students will participate in the nationally-accredited, two-day ASIST workshop (Applied Suicide Intervention Skills Training) to equip participants to recognize, effectively intervene, and offer care to those considering suicide.

5. PAST 3053            Preaching as a Practice and the Practice of Preaching  
PAST 5053            Preaching as a Practice and the Practice of Preaching

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

6. PAST 3063            Christian Worship...Now.  
PAST 5063            Christian Worship...Now.

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



7. PAST 4053 Creative Preaching: Beyond the 'Big Idea'  
PAST 6053 Creative Preaching: Beyond the 'Big Idea'

This course will focus upon preaching as the embodied oral/aural communication of biblically informed Christian convictions with the purpose of effecting some sort of change. Participants will be introduced to the embodied nature of preaching before exploring a variety of approaches and understandings of the practice of preaching. The course will cover-form sensitive; testimony; sequential; trouble and grace; collaborative; prophetic; evangelistic; extreme; and African-American celebratory styles of preaching. In exploring these approaches, the contribution that women's styles of preaching, and black styles of preaching in particular make to our understanding will be highlighted and themes such as the use of multi-media, post-modern culture, preaching and politics, and 'out-church' preaching discussed as appropriate. Participants will have the opportunity to focus on two approaches to preaching that particularly interest them and can enhance their own practice and will have the opportunity to design and deliver sermons in these styles receiving peer and tutor, group and individual feedback. Prerequisite: PAST 5053/3053

8. DMIN 8133 Candidacy Evaluation

Admission to DMin candidacy status (thus permitting the student to advance towards thesis writing and completion) is dependent upon a successful evaluation of the participant's growth and integration of thought, practice, and scholarship. To achieve candidacy, students will submit two pieces of work: a paper detailing how the program contributed to the understanding and development of their theology of the practice of ministry; and a full thesis proposal with literature review. Oral evaluation will be conducted through an interview, either in person or via electronic communication, normally involving the potential supervisor, a member of the Doctor of Ministry team, and one other faculty member.

### Calendar Dates Relating to Graduating Students

Fall term:

“Last day to submit honours thesis for external review for Fall **graduands.**”

“Last day to apply for Fall **graduation.\***”

“Deadline for approved honours theses for Fall **graduands.**”

“Last day to receive grades for Fall **graduands.**”

“Faculty meeting for approval of Fall **graduands.**”

“Senate meeting to approve Fall **graduands and declaration of award of degrees and diplomas.\***”

Winter term:

“Last day for undergraduate students to apply for Spring **graduation.**”

“Last day for graduate students to apply for Spring **graduation.**”

“Last day to submit honours theses for external review for Spring **graduands.**”

“Last day to submit completed honours theses for Spring **graduands.**”

“Last day to receive grades for Spring **graduands.**”

“Faculty meeting to approve Spring **graduands.**”

“Senate meeting to approve Spring **graduands.**”

“Spring Convocation **graduation** ceremonies.\*”

\*While degrees are awarded in both Fall and Spring terms, Acadia University holds graduation ceremonies for all graduates at the Spring Convocation only.