



Minutes of the Senate Meeting of Monday April 9th, 2018.

A meeting of the Senate of Acadia University occurred on Monday 9th April, 2018 beginning at 4:00 p.m. with Chair A. Kiefe presiding and 35 present and one guest. The meeting took place in BAC 132.

Approval of Agenda

The Chair called the meeting to order, noting that there was quorum at present.

Motion to approve the agenda as circulated. Moved by M. Robertson and seconded by D. Holmberg.

MOTION TO APPROVE THE AGENDA CARRIED.

Minutes of the Meeting of
12th March, 2018

Motion to approve the Minutes of Monday 12th March, 2018 as distributed. Moved by B. Anderson, seconded by B. Moody.

The Chair asked for any errors, omissions or changes to the Minutes.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements

a) From the Chair of Senate

The Chair stated that regrets were received from R. Murphy, A. Vibert, R. Prentice, J. Stanley, S. Thomas, A. Smith and A. Fuller.

The Chair welcomed guest G. Philp (incoming ASU President) to the Senate meeting. The Chair confirmed with members of Senate that there were no objections to the presence of the guest at the meeting.

b) From the President

President Ricketts reported on four items. He first congratulated the ASU for the excellent Leadership and Awards event held recently, with students recognizing leadership within the student body and also recognizing excellent teaching from the faculty. He noted that not all student unions in Canada hold such an event.

The first item President Ricketts addressed was the Town Hall meeting that took place on March 14th to launch the process for developing the next Strategic Plan for Acadia. The first stage of this process will be the 'Ideas for Acadia' and President Ricketts reiterated that Senators are invited to participate in the process and submit ideas to the Strategic Planning website which was now live. The website can be accessed from the President's Homepage. He also felt that this could represent an opportunity for Senate as a whole to discuss ideas that were raised during the Big Picture discussion and other issues that were felt to be of importance, at a future Senate meeting.

The second item concerned the Accessibility Act that was now in place and President Ricketts reported that an Accessibility Coordinator, Jerry Post, had now been appointed by the Province. The Union of Nova Scotia

Municipalities had selected Wolfville as a geographic location and demonstration area for the development of Municipal Accessibility Plans. President Ricketts noted that this was exciting news and pointed out that J. Sanford had been very involved with these discussions around accessibility. This demonstration project would be done very much in collaboration with Acadia and the outcome was expected to be a Wolfville Accessibility Plan. This would be another opportunity to work arm in arm with the Town of Wolfville. President Ricketts had met recently with the Mayor of Wolfville and both parties were very pleased with the collaboration and good relations between the Town and the University, and believed that this will be extremely beneficial for the whole community.

The third item concerned the MOU with the Province which was now in its final year. Discussions had been initiated to negotiate a new MOU. President Ricketts reported that all of the University Presidents met recently with Premier McNeil and Minister Kousoulis. He noted that this was an interesting meeting and that the Premier had reiterated his support for universities and his appreciation of the role that they play in the economic, social and cultural development of the Province. Universities were currently seen as an asset and the Premier went out of his way to support the diversity of NS universities and the role that we play in regional development and sustainability.

President Ricketts noted that there was a desire on the part of the Government to be a partner with universities in a move to change the face of the Province over the course of the next ten years. President Ricketts felt that the MOU could become part of a broader framework in a ten-year plan. He appreciated that the Government was looking long-term.

President Ricketts commented that the Premier had indicated support for moving quickly to a new MOU which would depend upon the speed of the discussions and negotiations. The Province continued to be interested in providing financial support for infrastructure, deferred maintenance and a few other areas of concern for Nova Scotia universities.

The fourth and final item referred to the external review of the Enrolment and Student Services portfolio that President Ricketts had requested be carried out, following the retirement of S. Mesheau. The report had now been received from D. McMurray, VP of Students and Learning at Wilfred Laurier University, and President Ricketts stated that the report was being reviewed by the Senior Executive team and discussed with employees from the Enrolment and Student Services departments. President Ricketts expected to report on the major outcomes of the report at the next meeting of Senate and present ideas for moving forward in terms of the position and the organizational structure, to ensure that students were properly supported and that students were enrolled effectively.

c) From the Vice-President Academic

H. Hemming congratulated P. Rigg on the award of a SSHRC Insight Grant for a five year study that she was conducting with an Anglo/French Literary community.

H. Hemming reported that a second year Chemistry Major, Kaela Fraser, was the first recipient of the Jeremy Ingham Cancer Research Award. This award was established shortly before J. Ingham passed away earlier this year.

H. Hemming stated that in Mathematics and Statistics the Catherine Stanley Memorial Scholarships were awarded for the first time to Kirsten Ernst and Alice Lacaze-Masmonteil. These scholarships were established in 2017 and honour the memory of Dr. Catherine Stanley, a member of the Department of Mathematics and Statistics from 2002 until her passing in 2015. It is awarded to a student or students 'who have demonstrated joy and enthusiasm in learning and teaching mathematics and statistics'.

H. Hemming reported that on March 8th the Department of Community Development hosted Dr. Liz Vibert, a historian at the University of Victoria, who presented her internationally award winning film 'The Thinking Garden' which is about a women's community development project in South Africa. H. Hemming noted that the Department of Community Development also co-hosted a public presentation on Ecological Economics followed by a full workshop the following day for students and faculty. The presentation and workshop was led by J. Farley from the University of Vermont. Inclement weather presented challenges for both of these events but attendance was good.

H. Hemming reported that C. Morley (Nutrition and Dietetics) had recently been awarded a Fellowship of Nova Scotia's GovLab Program. This program is aimed at making Nova Scotia 'a sustainable and thriving Province as its population ages'.

P. Abela asked why the report from the APC had been removed from the agenda.

H. Hemming confirmed that the report from the APC and the ranking of permanent faculty position requests would be on the May agenda.

P. Abela stated that the Faculty of Arts Steering committee was requesting information regarding the Administration's plans with respect to the Dean of Arts position for 2018-2019 since the interim Dean would no longer be in the Faculty of Arts after July 1st 2018 if the School of Music moved to the Faculty of Professional Studies.

H. Hemming stated that J. Hennessy would continue in his position of Interim Dean of Arts since the appointment had been for a three year term. She noted that while this was not a common situation it had been known to happen.

d) From the ASU President

G. Hamilton-Burge passed along regrets from S. Nixon, ASU Vice President Academic/External, who was unable to be present but wished to thank Senators for her time on Senate.

Last week was Chill Week and the ASU had various events to help students relax before the start of examinations.

G. Hamilton-Burge noted that at the recent ASU Leadership Awards event students had given out the Teaching Excellence awards.

G. Hamilton-Burge stated that she and G. Philps attended a Student Round Table with the Department of Labour and Advanced Education in order to present a mental health paper that was created by Students Nova Scotia. Discussions were also held regarding fairness to international students in terms of health care. They also attended a substance use workshop to discuss the

way in which cannabis legislation could affect students, and talked about harm reduction and the use of drugs on campuses.

G. Hamilton-Burge and S. Nixon attended the Canadian Alliance of Student Associations AGM in Fredericton recently to prepare for the following year.

G. Hamilton-Burge noted that two renovations were occurring in the Student Union Building with improvements to accessibility and the start of work on the AXE patio. She expected that the patio would be open for Convocation and also noted that the AXE bar would stay open all summer for the first time.

G. Hamilton-Burge thanked Senators for making the ASU Senators' time on Senate so rewarding.

e) **From the Divinity College President**

H. Gardner reported that their major renovations would be starting shortly and that the College was re-locating to Willett House for a period of at least eight months. He noted that Divinity classes would need to be taught in rooms across the University for the immediate future and expressed appreciation for the accommodations.

H. Gardner stated that at Convocation the College would have the first graduates of the Crandall/Acadia Bachelor of Theology. This initiative had allowed the Crandall University students to begin a Bachelor of Theology program at Acadia concurrently with their own undergraduate studies at Crandall. The purpose of this approach was to encourage Crandall University students that started early on with Acadia, to enter the Masters of Divinity at Acadia once they had graduated. H. Gardner noted that four students were already committed to taking their Masters at Acadia.

The Chair asked if there were any other announcements from the floor of Senate.

There were none.

4) **New Business**

a) **Motion from the Admission and Academic Standing (Appeals) committee that 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)**

The Chair asked R. Raeside to assume the Chair.

Motion from the Admission and Academic Standing (Appeals) committee that 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. Moved by G. Bissix and seconded by D. Benoit.

R. Raeside asked A. Kiefte whether she would like to speak to the motion.

A. Kiefte offered to answer any questions or address any concerns.

MOTION CARRIED.

R. Raeside relinquished the Chair to A. Kiefte.

b) **Nominations for the Chair and Deputy Chair of Senate for 2018-2019**

J. Richards reported that both A. Kieft and R. Raeside had agreed to re-offer and be nominated for their positions for 2018-2019.

The Chair asked three times for any further nominations from the floor of Senate.

There were none but there was applause. The Chair thanked Senators for their trust in both her work and the work of R. Raeside.

c) **Motion that the proposed Curriculum changes of the M.Ed. programs and the M.Sc. in Biology be approved by Senate. (attached)**

A. Redden noted that these were changes that had come before the Senate Graduate Studies committee and had been approved by that committee. She pointed out that B. Robinson could answer any questions regarding the M.Ed. program and that she could answer questions for the M.Sc. in Biology.

Motion that the proposed changes to the M.Ed. programs and the M.Sc. in Biology program be approved by Senate. Moved by A. Redden and seconded by G. Gibson.

D. Holmberg asked about the phrasing in point number three on the M.Sc. in Biology Curriculum change form, stating that the wording of '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' seemed unusual. A. Redden agreed and offered to follow up on the wording.

MOTION CARRIED.

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)**

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. Moved by P. Callaghan and seconded by D. Benoit.

P. Callaghan presented the changes and explained that based on a new required course that the SCC (Admin) and Senate had approved in February, (SOCI 2033 Writing in the Social Sciences), the Committee had advised the SOCI department that if indeed the course was to be a required course, then the description of degree requirements within SOCI needed to be modified. In attending to this, it was noticed that another minor adjustment was also needed related to the minimum number of 3000 & 4000 level courses required.

P. Callaghan also noted that in the case of Women's and Gender Studies one form had been submitted to cross list two existing SOCI courses with WGST.

MOTION CARRIED.

e) **Motion that the proposed Curriculum changes from the Divinity College be approved by Senate (attached)**

Motion that the proposed Curriculum changes from the Divinity College be approved by Senate. Moved by H. Gardner and seconded by G. Wooden.

H. Gardner reminded Senators of the process that was followed in the Divinity College before bringing curriculum changes to Senate. Curriculum changes went first to a Curriculum committee made up of a sub-committee of

faculty members, and then to the complete faculty. The changes then went forward to the Acadia Divinity College Senate and finally were brought to the Acadia Senate.

H. Gardner noted that there were a number of curriculum changes that were being recommended including both new courses and the deletion of courses and he offered to answer any questions Senators might have.

G. Wooden stated that he had been a member of the Curriculum committee that carried out much of the work so was very familiar with the details.

MOTION CARRIED.

f) Calendar dates related to graduating students (attached)

M. Bishop explained to Senators that although Acadia had not held a Fall Convocation for many years, some confusion still existed amongst students wanting to participate in the Graduation ceremony. He noted that the wording in the Calendar had not been altered since the time in the past when there were two Convocation ceremonies. A sub-group from Senate Executive comprised of the Chair and Vice Chair of Senate and the Registrar had met to review the language, and M. Bishop was now bringing the new wording to Senate for review. Specific language had now been added to indicate that while degrees were awarded in both the Fall and Spring terms, Acadia University would hold graduation ceremonies for all graduates at the Spring Convocation only.

R. Raeside pointed out that the bolding of the wording shown in the version presented to Senate would be removed before the wording is entered into the Calendar.

The Chair also noted that the wording with the asterisk was new.

G. Wooden asked whether there was explicit wording in the Calendar to tell students that were graduating in the Fall that they would be able to walk across the stage at the Spring Convocation.

M. Bishop confirmed that there was.

5) Other Business

The Chair asked if there was any other business from the floor of Senate.

L. Aylward asked what was happening about the motion from the A&AS (Policy) committee regarding admission integrity/fraud.

M. Bishop stated that this item had been forwarded to the Academic Integrity committee for review.

L. Aylward asked when this would be addressed and M. Bishop confirmed that it would be discussed at the next meeting of the committee. The committee had been meeting regularly during the year.

P. Abela stated that the Academic Integrity committee annual report would come to Senate for the May or June meeting and that this item would be one part of that report.

The Chair asked whether it was likely that there would be a motion providing suggestions for a change to the language.

P. Abela offered to check to see what the committee had been tasked with. He felt that the Academic Integrity committee was likely to be making recommendations with respect to issues around academic integrity and that part of that recommendation would relate to the academic fraud issue.

President Ricketts moved a motion of thanks to the student Senators who had served so well on Senate this year and wished them well in their future endeavours.

President Ricketts also announced that there was a full slate of Honorary Degree candidates for the May Convocation and he expected to be able to make these names public in the next two weeks.

J. Richard asked whether there was an update on the Chancellor search.

President Ricketts confirmed that the Chancellor Search committee had made a recommendation to the Board of Governors and he expected that a new Chancellor would be installed at the Monday afternoon Convocation after the existing Chancellor had completed the awarding of the degrees for the May Convocation.

6) Adjournment

There being no more business, the Chair called for a motion to adjourn at 4:50 p.m.

ORIGINAL SIGNED

R. Hare, Recording Secretary

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.

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 9th, 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 12th, 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"> 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. 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.). 	
Briefly state the reason for requesting this modification. Please be specific.	
<ol style="list-style-type: none"> 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 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. 	

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.	

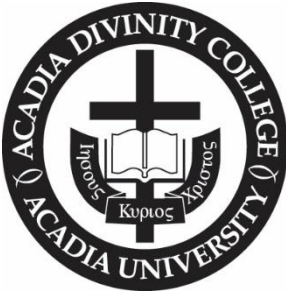
New Calendar Description
Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements. HONOURS IN SOCIOLOGY Program Requirements: Students must complete a minimum of 60h in the Sociology Honours program as follows: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

**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.	
Type of modifications (check all that apply)		
<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		
(* Request may go directly to Senate. Does not require curriculum committee approval)		

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.