**Office of the Senate Secretariat**

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ACADIA
UNIVERSITY

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 13th April, 2015 in **BAC 132**.

The agenda follows:

1) Approval of Agenda

2) Minutes of the Meeting of  9th March, 2015

3) Announcements *(normally 10 minutes per speaker)*

4) New Business

   a) Motion to approve the Faculty of Professional Studies intention to grant a 3hr elective credit to those Co-op students who complete all three of their Co-op terms.  (*Co-op Education Curriculum forms attached)*

   b) Notice of Motion for approval of revisions to Acadia's Policy Regarding Support and Accommodation for Students with Disabilities and approval for a name change to the committee (*attached*)

   c) Notice of nominees:  For Chair and Deputy-Chair of Senate from the Nominating committee (*verbal notice*)

   d) Motions to approve curriculum changes to the Acadia Divinity College Academic Calendar, 2015-16 (*attached)*

   e) Motions from the By-laws committee (*attached*)

   f) Senate Discussion Document from Senate Executive (*attached)*

Sincerely,

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ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

**Department/School: Co-operative Education**

Course: COOP1900, COOP2900, COOP3900, COOP4900

Acadia University Senate Curriculum Committee 2014-2015

Form 3: Proposed Modification to an existing course

Presented to Faculty Council?

1.  What modifications are you requesting?

    __ change in course number within same year

    **X** change in calendar description

    __ change in course title

    **X** change in course weight

    **X** change in prerequisite

    __ change in course level

    __ other _____

*Note: If the only changes you are requesting are a change in course number within the same year and/or a change in course title, the request may go directly to Senate; it does not have to be approved by the curriculum committee. Be sure to check with the Registrars Office that the new number you are proposing has not been used before.*

2.  Please give the course number, title, calendar description, and prerequisites of the existing course, exactly as they are stated in the most recent University Calendar.

COOP 1900 (2900, 3900, 4900) Co-Operative Education 1 (2, 3, 4)
This is the first (second, third, fourth) four-month term in which the student is employed in a discipline related position. To receive a passing grade for the courses, students must successfully complete all work term requirements as documented in the Co-op Student Handbook. In addition, a minimum overall Student Evaluation of 2 (below average) and a minimum work term report grade 2 (below average) is required.

3.  Please state the proposed new course number, title, calendar description (max 60 words), and prerequisites (give both course and grade prerequisites), exactly as you would like them to read in the next University Calendar. *(Have you checked with the Registrars Office that the number has not been used before?)*

**COOP 1900 - Co-operative Education 1** - Students will engage in degree-relevant, hands-on learning for 420-630 hours per semester offering opportunities for application of classroom-based theory, reflection, collaboration with subject matter experts, as well as feedback on performance and a formal report or presentation. Provides in depth exposure to varied professional environments, learning of specialized knowledge/techniques/equipment, and first-hand insight into potential career paths.

**COOP 2900 - Co-operative Education 2** - Students will engage in degree-relevant, hands-on learning for 420-630 hours per semester offering opportunities for application of classroom-based theory, reflection, collaboration with subject matter experts, as well as feedback on performance and a formal report or presentation. Provides in depth exposure to varied professional environments, learning of specialized knowledge/techniques/equipment, and first-hand insight into potential career paths.

*Prerequisite: COOP 1900 (Passing grade)*

**COOP 3903 - Co-operative Education 3** - Students will engage in degree-relevant, hands-on learning for 420-630 hours per semester offering opportunities for application of classroom-based theory, reflection, collaboration with subject matter experts, as well as feedback on performance and a formal report or presentation. Provides in depth exposure to varied professional environments, learning of specialized knowledge/techniques/equipment, and first-hand insight into potential career paths.

*Prerequisites: COOP 2900 (Passing grade)*

**COOP 4900 - Co-operative Education 4** - Students will engage in degree-relevant, hands-on learning for 420-630 hours per semester offering opportunities for application of classroom-based theory, reflection, collaboration with subject matter experts, as well as feedback on performance and a formal report or presentation. Provides in depth exposure to varied professional environments, learning of specialized knowledge/techniques/equipment, and first-hand insight into potential career paths.

*Prerequisites: COOP3903 (Passing grade)*

4. Briefly state the reason for requesting this modification. Please be specific.
   We are requesting that three credit hours be assigned to the final Co-op course required to complete the Co-op Option (COOP 3900).

   Reasons:

   a. This change will bring us in alignment with STFX, MSVU, Dalhousie, MUN and UPEI, UNB, University of Waterloo, comparable institutions who all offer credit for completion of Co-op courses.
   b. Co-operative education provides opportunities for significant learning. Co-op allows theory learned in class to be applied in real-life, meaningful situations, creating stronger and more robust interconnections and understanding of subject material. Additionally, students are exposed to new knowledge, processes, techniques, equipment, and ways of doing which require adaptation of classroom-based learning and development/application of problem-solving and critical thinking skills.
   c. A student-driven petition was launched in support of credit for Co-op in 2008. Since then, students continue to frequently express unhappiness that they are spending a minimum of 420 hours per semester engaged in hands-on learning, completing assignments and a final formal report or presentation, plus paying $754 in tuition for each Co-op course taken ($1553 for International students), yet are not receiving academic credit for doing so.

   d. To have the Co-op Option recognized on the degree parchment at convocation, COOP 1900, COOP 2900 and COOP 3900 must all be successfully completed (COOP 4900 is optional). A sizeable proportion of students decide not to finish Co-op in totality because the perceived disadvantages i.e. graduating one semester late, outweigh the perceived advantages of gaining four months of additional experiential learning prior to graduation. Having COOP 1900 and COOP 2900 as prerequisites for COOP 3900 with three credit hours assigned to the final course, would encourage students to complete the Co-op component of their degree in totality.

5. Will this modification alter, in any substantive way, the way the course is currently delivered?
Yes        No **X**

If you checked no, please proceed to question 10.  If you checked yes, briefly state how the modification will change the delivery of the course.

6. Has the proposed modification been discussed with students?
Yes **X**        No

7. If yes, do students approve of the modification?
Yes **X**        No

8. Are there qualified staff members available to teach the modified course?
Yes        No

9. 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        No

*If you checked no for any of the questions 6-9, please explain your answer(s).*

10. Are any new library resource materials required? If yes, please provide a list of desirable materials for acquisition by the library. No
11. Have you consulted with library liaison for the program regarding acquisition of materials for this course? No
12. Technology
    a. What technological assistance, if any, will be required? Continued support from Technology Services will be needed to maintain the Co-op Student Portal, a web-based application which allows students to retrieve and submit assignments.

    b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? No

13. Other relevant information.
    a. Co-op courses would remain Pass/Fail. To receive a passing grade for Co-op courses, students must successfully complete all work term requirements as documented in the Co-op Student Handbook. It would continue to be our practice to have students complete a Co-op work report, or a Co-op presentation, graded by Faculty as their final Co-op course assignment requiring a minimum grade of 40 to pass. A minimum overall Student Evaluation of 2 (below average) is also required.

**To: Senate**

**Fr: M. Lynn Aylward ,** Chair of the Students with Disabilities that Affect Learning Committee

I would like to give notice of motion for approval of revisions to Acadia's *Policy Regarding Support and Accommodation for Students with Disabilities* and approval for a name change to the committee.

Whereas, the Senate Committee of SDAL is charged, in part, with the following mandate,

*- to conduct an annual review of the policy regarding students with disabilities that affect learning, and if necessary, recommend to Senate amendments to the policy;*

and the review of the policy was completed at our January meeting.

Be it resolved that the following changes to the Senate policy be approved. The changes represent updates to the names of positions and offices within student services, removal of unnecessary information for clarity and a more relevant name for the committee that is articulated to the name of the policy.

# Senate Policies and Regulations

## Policy Regarding Support and Accommodation for Students with Disabilities (January 2011)

## (Revised , January , 2015)

*"The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders."*

Acadia values diversity, and believes that supporting and accommodating diverse learners brings richness and depth to a robust and respectful scholarly community. We are therefore committed to making every reasonable attempt to support and accommodate the diverse learning requirements of students **with ~~a wide range of documented physical, sensory, neurological, psychological, and learning needs.~~ disabilities.** All students who have met the entrance criteria established by the University and who have documented disabilities will have access to supports and accommodations that will facilitate their pursuit of the same curricular outcomes as their peers. Students with disabilities who are considering joining our campus community are encouraged to contact the office of **Accessible Learning Services** to learn more about the specific supports and accommodations Acadia can provide.

The provision of appropriate supports and accommodations is guided by the Nova Scotia Human Rights Act and they are based on recommendations contained in the student's most recent disability assessment, conducted within the last five years. While supports and accommodations will be coordinated through the **Accessible Learning Services office**, faculty members exercise their pedagogical judgement to support diverse learners in all aspects of academic work. Accommodations may modify the way course material is accessed, or the way tests, exams, and other assessments of learning are administered; however, the material being taught and the constructs being tested are not altered.

~~We believe you will find Acadia to be a welcoming and respectful scholarly community where all students are inspired to become critical thinkers, lifelong learners, and leaders in their chosen fields. We invite you to join our community of scholars, and to contribute to Acadia's rich academic, cultural, and social environment.~~

# Appeals Process

Questions or concerns regarding this Policy or its implementation may be raised with the Coordinator of Accessible Learning, and/or the Chair of the Senate **Disability Policy Committee.** Appeals may be taken to the Senate Admissions and Academic Standing Committee (Appeals). In cases where the cost of providing accommodations might be a factor in deliberations, the Vice-President Enrolment and Student Services (or delegate) may attend relevant meetings of the committees, as a non-voting member.
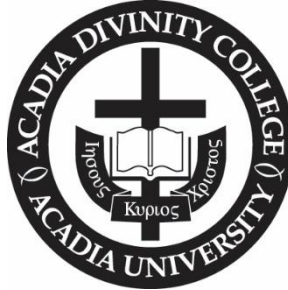
# Proposed New Specialization in Indigenous Community Development in the Master of Arts in Theology program

**PROPOSED MOTION:** That the Acadia University Senate approves the new specialization in Indigenous Community Development in the Master of Arts in Theology program, recommended to it by the Acadia Divinity College Senate at its March 30, 2015, meeting.

## Purpose

The Master of Arts with a specialization in Indigenous Community Development (INCD) program focuses on the concept of a mutual learning exchange among cultures within and beyond North America. The program is multidisciplinary and strives to develop each co-learner's heart and mind through the disciplines of anthropology, missiology, theology, Bible, church history, ethics, and spiritual formation. The program is holistic in scope, seeking to create opportunities for co-learners to gain both knowledge and experience appropriate for the 21st century.

The Acadia Divinity College faculty is dedicated to equipping men and women for meaningful engagement with cultural diversity, including global and local cultural contexts. Our unique program provides teaching from alternative epistemologies and pedagogies that assist co-learners to create informed paradigms beyond traditional western models. Guided field experience is crucial to the co-learner's success.

This program is offered in partnership with the North American Institute for Indigenous Theological Studies (NAIITS), whose faculty serve as Acadia Divinity College adjunct faculty, to offer an almost entirely indigenously-taught program.

## Academic Admission Requirement

Applicants will have a four-year baccalaureate degree, or its equivalent, from an approved university with a grade average of 3.00 on the courses taken in the major field in the last two years of undergraduate studies. Applicants will be normally referred by NAIITS, and also meet their admission requirements.

## Program Requirements

A grade point of 2.67 is necessary for each course in order for that course to apply toward the Master of Arts degree. Students with less than a 2.67 grade point average in 12 or more term hours may not continue in the Master of Arts program. The Statue of Limitations is seven years.

## Master of Arts with a specialization in Indigenous Community Development
## Course Completion Option

| Course Number | Course Title | Credit Hours |
|---|---|---|
| Biblical Studies | | |
| BIBL 5503 | Hebrew Scripture Foundations | 3 |
| BIBL 5513 | New Testament Foundations | 3 |
| BIBL 6503 | Hebrew Scripture Community Models | 3 |
| BIBL 6513 | New Testament Community Models | 3 |
| Theological Studies | | |
| THEO 5503 | Theology of Community I | 3 |
| THEO 6503 | Theology of Community II | 3 |
| THEO 6513 | Ethics in Intercultural Context | 3 |
| THEO 6523 | Creation and Transformation | 3 |
| Area of Specialization | | |
| INCD 5513 | Cultures and Change | 3 |
| INCD 5503 | Asset-based Development I | 3 |
| INCD 6503 | Asset-based Development II | 3 |
| INCD 5523 | Theory and Praxis in Development – History and Method | 3 |
| INCD 5533 | Contextualized Leadership | 3 |
| INCD 6523 | Family and Social Systems | 3 |
| INCD 6513 | Community Field Placement I | 3 |
| INCD 7513 | Community Field Placement II | 3 |
| Electives in Indigenous Community Development | | |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Total Credit Hours | 60 |

**Master of Arts with a specialization in Indigenous Community Development Project Option**

| Course Number | Course Title | Credit Hours |
|---|---|---|
| Biblical Studies | | |
| BIBL 5503 | Hebrew Scripture Foundations | 3 |
| BIBL 5513 | New Testament Foundations | 3 |
| BIBL 6503 | Hebrew Scripture Community Models | 3 |
| BIBL 6513 | New Testament Community Models | 3 |
| Theological Studies | | |
| THEO 5503 | Theology of Community I | 3 |
| THEO 6503 | Theology of Community II | 3 |
| THEO 6513 | Ethics in Intercultural Context | 3 |
| THEO 6523 | Creation and Transformation | 3 |
| Area of Specialization | | |
| INCD 5513 | Cultures and Change | 3 |
| INCD 5503 | Asset-based Development I | 3 |
| INCD 6503 | Asset-based Development II | 3 |
| INCD 5523 | Theory and Praxis in Development – History and Method | 3 |
| INCD 5533 | Contextualized Leadership | 3 |
| INCD 6523 | Family and Social Systems | 3 |
| INCD 6513 | Community Field Placement I | 3 |
| INCD 7513 | Community Field Placement II | 3 |
| INCD 7913, 7923 | Project in Indigenous Community Development | 3,3 |
| Electives in Indigenous Community Development | | |
| | Elective | 3 |
| | Elective | 3 |
| | Total Credit Hours | 60 |

**Master of Arts with a specialization in Indigenous Community Development
Thesis Option**

| Course Number | Course Title | Credit Hours |
|---|---|---|
| Biblical Studies | | |
| BIBL 5503 | Hebrew Scripture Foundations | 3 |
| BIBL 5513 | New Testament Foundations | 3 |
| BIBL 6503 | Hebrew Scripture Community Models | 3 |
| BIBL 6513 | New Testament Community Models | 3 |
| Theological Studies | | |
| THEO 5503 | Theology of Community I | 3 |
| THEO 6503 | Theology of Community II | 3 |
| THEO 6513 | Ethics in Intercultural Context | 3 |
| THEO 6523 | Creation and Transformation | 3 |
| Area of Specialization | | |
| INCD 5513 | Cultures and Change | 3 |
| INCD 5503 | Asset-based Development I | 3 |
| INCD 6503 | Asset-based Development II | 3 |
| INCD 5523 | Theory and Praxis in Development – History and Method | 3 |
| INCD 5533 | Contextualized Leadership | 3 |
| INCD 6523 | Family and Social Systems | 3 |
| INCD 6513 | Community Field Placement I | 3 |
| INCD 7513 | Community Field Placement II | 3 |
| INCD 7916, 7926 | Thesis | 6,6 |
| | Total Credit Hours | 60 |

**BIBLICAL STUDIES**

**BIBL 5503 Hebrew Scripture Foundations**
A general introduction to the historical, sociological, and theological context in which the Hebrew Scriptures came into existence, this course will provide the student with an understanding of the major emphases of the texts. In addition, the student will be introduced to themes of community life and praxis in the Hebrew Scriptures that find parallels in historical indigenous worldviews of creation and Creator. The course will use community understandings, models and paradigms as a basis for comparison.

**BIBL 5513 New Testament Foundations**
A general introduction to the historical, sociological, and theological context in which the New Testament Scriptures came into existence, this course will familiarize students with the content and structure, distinctive theology, and introductory matters of the New Testament. In addition, the student will be introduced to the nature of the early Christian community, its transitions and changes from a strictly Hebraic construct as found within the Jewish community, and projections made for its future development.

**BIBL 6503 Hebrew Scripture Community Models**
Knowing how the Hebrew Scriptures speak about community, how they present and promote particular values of community, and what examples of community appear in the various genres of the Hebrew Scriptures is critical to any program focused through the lens of a biblically-informed worldview. This course will help students discover the ways in which community is expressed throughout Hebrew Scriptures, through a Christian Trinitarian lens.

**BIBL 6513 New Testament Community Models**
Continuing the exploration of the biblical values and praxis of community, this course will help students understand how community is presented in the New Testament Scriptures, with a particular focus on how community is both similarly and differently referenced in the pages of the New Testament, as compared with the Hebrew Scriptures. Finally, the course will seek to enable understanding of the nature of community in the early church and its implications, if any, on our thinking about the holistic development of community within the Kingdom of God.

**THEOLOGICAL STUDIES**

**THEO 5503 Theology of Community I**
This course is a theological reflection focused on the concept of community. It will examine the Christian doctrines of creation, fall, and redemption, identifying God's community-creating purpose in the world. Other issues examined include evil and the fall in their spiritual and cosmic dimensions, ecology and the cultural mandate. The course will include understandings of the nature and origins of community as portrayed within indigenous cosmologies and spiritual perspectives.

**THEO 6503 Theology of Community II**
The course will help students to develop an integrated understanding of God, humanity and culture focusing on current debates and their bearing on Christian mission and community. Practical issues such as the relationship between the sacred and the secular, the role of art, the place of work and leisure, and the significance of political engagement will receive particular attention in juxtaposition with indigenous perspectives in each area.

**THEO 6513 Ethics in Intercultural Context**
An intercultural and contextual introduction to central issues in Christian ethics, with attention to the way in which moral reflection interacts with philosophy and culture. The course explores biblical-theological foundations for ethics, the role of scripture and Jesus' example in ethical formulation, and deals with major contemporary topics including gender, sexuality, marriage, euthanasia, war, bioethics, wealth, and poverty.

**THEO 6523 Creation and Transformation**
The centre of Christian theology is Jesus Christ who unites Creator and creation. Therefore, this course will focus on the scriptural and ecclesiastical traditions concerning the person and work of Christ in transforming creation. This will provide the basis for a discussion about the implication of Christology for the transformation of creation community. Thus, the course will seek to engage the ideas represented by the councils, creeds of past theologians, and then move to examine the theological praxis that resulted in a colonial and post-colonial context.

**INDIGENOUS COMMUNITY DEVELOPMENT**

**INCD 5503 Asset-based Development I**
This course is an introduction to asset-based planning and design as a human and organizational capacity-building approach that seeks to locate, underscore, and emphasize, in a selective way, the life-giving forces and successes within an organization, group, or community. Level I will focus on different ways of dealing with life in communities and organizations, and explore the skills of community development facilitation for practitioners. Several tools used in asset-based planning and development will be carefully examined with a view to developing proficiency in both their theory and practice. Finally, each student will propose, design, and implement a practical project using the tools of asset-based development.

**INCD 5513 Cultures and Change**
The experience of Christianity has been culturally devastating for indigenous peoples. Through exploring the process of decolonization and indigenization, this course will examine how indigenous people live a biblically-informed Christian faith in the context of indigenous cultures. Jesus, as a change master in a complex cultural system, is the model for guiding effective and lasting change. This course utilizes perspectives and tools for interpreting and guiding a cultural system towards deep change. Insights from various disciplines, such as anthropology, social psychology, and organizational science, will stimulate the exegesis of culture in fresh ways.

**INCD 5523 Theory and Praxis in Development – History and Method**
This course begins with a brief examination of historic relief and development theories, focusing in on a more careful examination of post WWII models and their evolution through the 1960s, 70s, and 80s toward the Transformational Development models of the 1990s and beyond. The continued emphasis on Modernization and Westernization in contemporary practice will create a frame around a discussion of alternate ideas for community health and well-being. The cost-benefit between asset- and deficit-based methodologies will emerge through the examination of the biblical and theological issues raised when applied to human systems and communities.

**INCD 5533 Contextualized Leadership**
This course will engage the student in a variety of discussions on leadership – in the family, community, indigenous church, and wider society. Special emphasis will be on exploring the praxis of decolonization and re-traditionalization as a means of understanding contemporary indigenous leadership models used in each of these social contexts.

**INCD 6503 Asset-based Development II**
This course advances the participants' skills so that they have good capacity in both understanding and implementation in various kinds of community need. This is the capacity builder level and is designed to increase student competence in community and organizational facilitation and facilitation of community planning using asset-based tools. While also providing the basis for continued personal growth in asset-based skills, this course also uses the practicum undertaken at the end of INCD 5503 to create the framework for certification with the NAIITS community of certified practitioners.

**INCD 6513 Community Field Placement I**
The student will work in a community agency or non-profit organization as a field placement, selected jointly with their supervisor. This should be a setting focused on community transformative development where possible, from a primarily asset-framed perspective. The placement will be chosen so as to provide the optimum contributory learning experience.

**INCD 6523 Family and Social Systems**
Indigenous family contexts have changed dramatically over the course of the centuries, since contact. Family systems, including parenting, intergenerational roles and relationships, as well as governance and provision for need, have come under significant stress, as a result. Proposed remedies over the 20th and into the 21st centuries have attempted to accommodate what constituted traditional ways within often invasive new ways. This course examines the impact of cultural and social forces upon the family system including major systems theories, strategies, and techniques of engaging family and family relationship in the midst of shifting dynamics and demographics. Issues of family and inter-generational conflict as well as the ethical considerations of intervention are also examined.

**INCD 7513 Community Field Placement II**
The student will work in a community agency or non-profit organization as a field placement, selected jointly with their supervisor. This should be a setting focused on community transformative development where possible, from a primarily asset-framed perspective. The placement will be chosen so as to provide the optimum contributory learning experience.

**ELECTIVES**

**INCD 7603 Directed Study**
This course provides students with an opportunity to pursue an interest in a particular topic related to indigenous peoples. The goal is to expand the student's depth and breadth of knowledge in a specific area, including Indigenous History, Indigenous Philosophy, or Indigenous Religious Contexts.

**INCD 7613 Perspectives from Cultural Anthropology**
In this course, participants explore together a variety of historical anthropological theories. Trajectories in the study of anthropology have been helpful and hurtful, particularly to indigenous people globally. The course will explore anthropology as a discipline, and invite other worldviews to contribute to the shaping of anthropological theory and practice for indigenous and non-indigenous people.

**INCD 7623 Colonization and Decolonization**
This course will consider the critiques made by indigenous and postcolonial scholars of the methodological approaches used in the humanities and social sciences for their complicity in colonialism. It will examine various attempts to "decolonize" methodology and to construct indigenous and postcolonial methodological approaches to society and community. Students will work to develop their own philosophical and methodological approaches to decolonization.

**INCD 7633 Studies in a Holistic Gospel**
The course will explore how the body and soul dualism, out of which much Christian mission operated in the past (i.e. saving souls only), has proved inadequate and damaging to many First Nations, Inuit, and Metis peoples in Canada. In this course, participants will explore and participate in developments in Christian missiology, in order to provide a more robust understanding of the nature of the gospel.

**INCD 7643 Anthropology of Leadership**
In this course, students will examine leadership, organizational and change theory, and the skills required for leaders to lead organizations and communities in the context of changing demographics and increasing diversity. The course will also introduce the historic and evolving concepts of the relationship among diversity, culture, and leadership.

**INCD 7653 Christianity and Culture**
This course is an interdisciplinary exploration of the enculturated nature of Christianity. It will combine aspects of biblical studies, theology, and cultural studies, and explore historical and contemporary models of cultural understanding. The student will be challenged to combine cultural exegesis and theological reflection both within and outside of the church and so contribute to the ongoing contextualization of the Christian faith.

**INCD 7663 Social Construction of Identity**
This course examines critically the social construction of ethnicity and identity within First Nations, Inuit, and Metis communities, as well as the implications for broader community social responses to those identities. Students will study the myths and realities surrounding the development of racial, ethnic, and cultural categories in North America and learn how social, political, and economic forces have shaped the experiences of different ethnic groups. Students will also be introduced to the concepts of socialization, social interaction, identity formation and self-fashioning; the social construction of class, gender and race, age, and deviance; and other social phenomena.

**INCD 7673 Indigenous Economics**

This course introduces various theories and forms of praxis within the Canadian context of indigenous community economic development, setting it within both historical and contemporary contexts. The work of the course will focus on economic issues in Indigenous Canada, and will include the impact of governance options on indigenous economics; indigenous rights and title; rationale and economic roots of income differentials between indigenous and non-indigenous peoples; and economic failures and successes within indigenous community contexts.

**INCD 7683 Cross-cultural Formation**

Features of a culture's repertoire such as story scripture, rites of passage, pilgrimages, worship traditions, social organizations, and other symbolic activities shape the worldview of its people. The cross-cultural study of religion examines the religious dimension of culture with a view to understanding its nature and function. Assuming that religiousness is a universal aspect of human identity, and that the tools and results of religious studies offer much to Christian discipleship, this course explores the relevance of some of the non-verbal forms typical of human religion for the process of discipling and formation.

**INCD 7693 Intercultural Communication**

This course explores the dynamics of cross-cultural communication with community issues as the instructional context. It presents communication theory in the light of both sociology and anthropology to indicate ways that cross-cultural communication can present theories of change and transformation with less cultural interference in message transmission. The course will assist students in becoming familiar with and capable of managing cross-cultural communication theory and methodologies in an effective way.

**INCD 7913, 7923 Project in Indigenous Community Development**

**INCD 7916, 7926 Thesis**
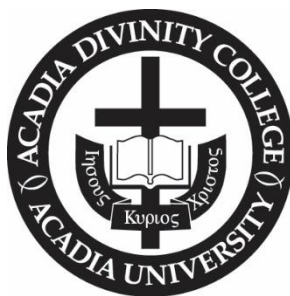
# Proposed New Courses

**Course Code:** THEO 7213 and EVAN 7213
**Course Title:** Apologetic Engagement of Church and Contemporary Culture

**Course Description:** This course will orient students to the field of Christian apologetics in contemporary context and equip them to engage faith and culture for ministry. We will examine the rationale for apologetics and its place in contemporary society, identify and explore cultural shifts that need to be addressed by the church, explore the nature of worldview and the philosophical viability of faith, and consider some major issues in apologetics today. Special topics include the existence of God, the problem of pain, the authority of the Bible, the supremacy of Christ, creation-evolution and other religions, while considering how Christians express their faith in contemporary context.

**Course Code:** BIBL 5043
**Course Title:** Death, Burial, and Resurrection of Jesus

**Course Description:** The death, burial and resurrection of Jesus is central to historic Christian belief. This course will consider how the historicity of these events can be established confidently, despite criticisms and objections. Through a close reading of the evidence in the four Gospels and other portions of the New Testament, and examination of other historical and archeological evidence, the historicity of these events will be explored.

**Motions (4) to Senate from the By-Laws Committee related to modifications to Senate Committee Structure**

March 2015

By-law Motions:

1. That the Academic Technologies Committee and the Faculty Development Committee be merged to form a Faculty Support Committee, retaining the membership structure of the former.
2. That the Admission and Academic Standing Committee (Appeals) be changed from a standing committee to an ad hoc committee, to be constituted as needed from a pool of eligible and willing members, including some Senators.
3. That the Academic Discipline Appeals Committee be changed from a standing committee to an ad hoc committee, to be constituted as needed from a pool of eligible and willing members, including some Senators.
4. That the Curriculum Committee be divided into two standing committees: Curriculum Committee (Administrative), which would be responsible for duty one of the present mandate; and Curriculum Committee (Policy), which would be responsible for duties two to five of the present mandate.

Background:

These motions stem from a review of the structure, mandates, and operations of Senate committees, a task that the By-laws Committee was requested to undertake by Senate late in 2012. The process was in part the result of several concerns:
- That there were too many Senate committees,
- That there were Senate committees needing to do little work and/or meeting very rarely, and,
- Furthermore, there was a strong sense that the Senate Committees were too compartmentalized, too reactive rather than proactive, and their work did not always align with the mandate of Senate, but were in fact the mandate of professional staff.

The notice-of motion is the result of wide consultation with Senators and members of Senate Committees. The By-laws Committee invited input on the state of Senate committees on a series of occasions:
- Through inviting committee chairs in the spring and summer of 2013 to provide their input;

- By holding consultative meetings throughout the fall of 2014 with members of Senate committees, clustered together for purposes of the review, and;
- By soliciting feedback from committees subsequent to those consultative meetings.

The general observations and specific motions reflect both the feedback received, the By-laws committee members' deliberations on how Senate might best be reshaped to make it more active, more efficient, and more constructively deliberative, as well as feedback from the Senate Executive, received in January 2015.

General Observations:

An important point with which to preface the motions is that while some problems or concerns may be resolved with changes to some Committees and/or mandates, there are equally important considerations that are better addressed through changes in Senate culture and practices. These considerations include:
- The need for greater communication between committees with mutual interests and complementary mandates;
- The need for a greater emphasis on policy and proactivity;
- The need for greater oversight of and accountability for Senate committee work.

The process of consulting members of the various Committees about the possibility of reconfiguring Senate Committees also led to the raising of a number of concerns that were not readily addressed at the level of change to Senate By-laws but that nonetheless may need to be addressed by Senate in some fashion:
- Tension between the work of Senate committees and that of paid staff;
- Committees with overlapping mandates;
- Inconsistency between Senate committee mandates and the work the committees actually do;
- Discrepancies between the mandates of Senate committees and the descriptions of the roles and duties of the committees posted on other Acadia information sources.

While some of these considerations could potentially be addressed at the level of by-law change, the By-laws Committee restricted its proposals to those that clearly align with the task we were assigned by Senate.

By-law modifications summarized:

1. That the Academic Technologies Committee and the Faculty Development Committee be merged to form a Faculty Support Committee, retaining the membership structure of the former.
Rationale: *These committees see their duties as complementary and overlapping and there is general support for the idea of combining them.*
Other considerations: *The Committees require that the VPA or a delegate needs to be on the committee to ensure their support. It was also noted that it is important that the overall objectives of both committees be incorporated into a Faculty Support Committee.*

2. That the Admission and Academic Standing Committee (Appeals) be changed from a standing committee to an ad hoc committee, to be constituted as needed from a pool of eligible and willing members, including some Senators.

Rationale: *This committee does its work as needed; therefore it isn't required to be a standing committee, and constituting it on an ad hoc basis from a pool of available members will help it to be more timely and efficient, something that was felt to be lacking with the current approach.*

3. That the Academic Discipline Appeals Committee be changed from a standing committee to an ad hoc committee, to be constituted as needed from a pool of eligible and willing members, including some Senators.

Rationale: *This committee does its work as needed; therefore it isn't required to be a standing committee, and constituting it on an ad hoc basis from a pool of available members will help it to be more timely and efficient, something that was felt to be lacking with the current approach.*

4. That the Curriculum Committee be divided into two standing committees:
Curriculum Committee (Administrative), which would be responsible for duty one of the present mandate; and Curriculum Committee (Policy), which would be responsible for duties two to five of the present mandate.

Rationale: *Members of the Curriculum Committee have long contended that the heavy burden of the committee's administrative work prevents it from engaging with important considerations beyond that central task of the committee. Dividing the committee into two will allow members of the Curriculum Committee (Policy) to engage in long-term planning and other policy matters. There would need to be a process to ensure effective sharing and communication between these two curriculum-focused committees.*

Other considerations: *It was noted by the Chair of the Curriculum Committee that, "all curriculum committee members have responded in favour of the proposed changes to this committee. The only thing raised ... is the importance of ensuring the 2 committees are closely connected." There needs to be care that a Policy Committee that is focused on curriculum has meetings and is proactive. There was also support from some of the Committee reinforcing that attention needs to be paid to changes in Senate culture and practices.*

Two additional proposals for Committee modifications were made by the By-Laws Committee, and although there seemed to be openness to considering changes during discussions held with groups of Committee members in the fall, they were not supported in a summary document sent to Committees in December 2014, so are not being proposed at this time.

**Senate By-Laws Committee**
Barb Anderson, Chair
William Brackney
Jim MacLeod
Herb Wyile, Recorder

## Senate Discussion Paper

At the October 9, 2012 meeting of Senate the following motion was passed

> *D. Holmberg stated that the last time the standing committees of Senate were reviewed was in the early 1990's. Based on an informal vote of members present, it was agreed that there was a need for a new review now. H. Kitchin suggested striking a committee to undertake the work. D. Holmberg suggested that the Bylaws Committee has this task as part of its mandate, so it would be the logical choice (i.e., By-laws committee's mandate includes "To monitor the evolution of the academic committees and to recommend changes to the committee structure of Faculty Councils and other bodies at the University for which it is responsible"). It was moved by S. Major, that the matter be referred to the Bylaws Committee.*
>
> *D. Holmberg indicated that Robert's Rules of Orders suggests that adding a date for committees to report back to the full body is generally helpful. S. Major suggested that a preliminary report be ready for the January 2013 meeting. T. Herman seconded the motion.*
>
> *S. Henderson requested that formal opportunities for input from faculty members be provided by the Committee. K. Powers requested that some preliminary information be provided by the committee before input was sought. A. Quéma suggested that there might even be an appetite for new committees.*
>
> MOTION CARRIED.

Recently, some of the members of the Bylaws Committee, at the request of the Bylaws Committee, met with Senate executive to discuss their recommendations and experience with this review.

The Committee members pointed to the limitations of the process they had gone through and indicated that they felt their mandate did not enable them to make more substantive recommendations for change.

This prompted a somewhat larger discussion at the Executive meeting about how Senate was functioning and whether Senate, as the senior academic decision making body, was grappling with some of the larger academic issues

that the university faces. A straw poll of the Senate executive revealed that no one felt Senate was focused on big picture issues that are clearly important to the academic core and future of the University.

One example that was raised is the Strategic Mandate Agreement process. On several occasions the President has briefed Senate on the Strategic Mandate Agreement process that has been underway in Ontario and indicated he felt it was quite likely that some version of that process would come to Nova Scotia sooner or later.

Another example cited was the national enrolment trends that are placing significant strain on universities across the country. Some of these are related simply to a decline in the number of traditional university students – the 18-22 demographic. Strains are also being experienced as a result of significant shifts in the types of programs that students are enrolling in.

The Senate Executive felt this warranted further discussion and held a special meeting for the purpose of framing the questions in the form of a discussion paper for Senate to consider.

The questions we settled on are:

- Why do Senate Committees feel so restricted/defensive/hampered in doing their work? A common theme in meetings of Senate Committees is related to the likelihood of things getting approved by Senate and we typically present "safe" options.

- Why do some of the big questions never seem to get debated at Senate?
  a. Strategic Mandate Agreements
  b. What is our academic mission/vision? We have heard calls for "leadership" and "vision" in various forms and yet Senate does not seem to respond.
  c. How will we respond to the various external pressures?

- How do we get these bigger questions onto the Agenda so that they get addressed?

- Is there a role that Senate Executive could be playing in ensuring some of these items get onto the agenda? Is some other Committee more appropriately tasked with this job?