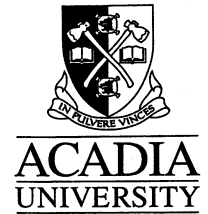


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Minutes of the Senate meeting of Monday 13th April, 2015

A meeting of the Senate of Acadia University occurred on Monday 13th April, 2015 beginning at 4:00 p.m. with Chair Paul Doerr presiding and 38 present with 1 guest.

- 1) Approval of Agenda**

Motion to approve the agenda. Moved by D. Benoit, seconded by R. Worvill.

AGENDA APPROVED.
- 2) Minutes of the Meeting of 9th March, 2015**

Motion to approve the Minutes of 9th March, 2015. Moved by B. Anderson, seconded by H. Wyle.

MOTION TO APPROVE THE MINUTES CARRIED.
- 3) Announcements**

 - a) From the Chair of Senate**

The Chair noted regrets from L. Aylward, G. Phillips, R. Densmore, L. Sprado, J. Eustace, R. Perrins, H. Hemming and P. Connelly.

The Chair asked whether Senators had any objections to A. Robbins attending as a guest.

There were no objections.

The Chair pointed out that that the May meeting of Senate would be the Annual meeting of Senate and take place during the morning of the 6th May, 2015. Reports from Senate sub-committees will be required by noon on April 28th, 2015.
 - b) From the President**

President Ivany reported on an important decision from the Tri-agencies on Open Access Policy following consultation held in 2013. This policy had been in effect at CIHR since 2008 with the usual reasons for open access to encourage broad dissemination and knowledge exchange of published material. This decision would broaden it to SSHRC and NSERC from May 1st, 2015. Faculty in receipt of support from any of the Tri-Councils would now be required to comply. It would be the responsibility of the researcher to

make sure that the material be available in open-access format within a year of publication. Incremental costs associated with this would be an eligible expense for SSHRC or NSERC grant holders.

J. Slight asked President Ivany whether he had a response to Senate, to the Provincial Government budget particularly with respect to its impact on Post-Secondary education and possible consequences.

President Ivany agreed that this would be challenging to Acadia. A 1% increase in the Operating grant had to be seen against recent Collective Agreements as well as the year-over-year increases in overall operating costs. Although tuition capacity would help to some extent, Acadia was facing the fundamental challenge where operating costs were rising at a faster rate than government revenues.

President Ivany felt that there were some real policy implications with the decisions announced around the tuition resets and the lifting of a tuition cap for both out of Province students and Graduate students, but that they were not yet clear. President Ivany also noted that Universities had been given preferential treatment in the recent budget given the challenges that the Government had been facing.

4) New Business

- | | |
|---|---|
| <p>a) Motion to approve the Faculty of Professional Studies intention to grant a 3hr elective credit to those Coop students who complete all three of their Coop work terms <i>(attached)</i></p> | <p>Motion to approve the Faculty of Professional Studies intention to grant a 3hr elective credit to those Coop students who complete all three of their Coop work terms. Moved by I. Hutchinson, seconded by P. Williams.</p> <p>Ian Hutchinson reminded Senate that a similar motion from the Faculty of Arts and the Faculty of Pure and Applied Science had already been approved. The Faculty of Professional Studies Faculty Council had now approved this and I. Hutchinson requested approval from Senate.</p> <p>MOTION APPROVED.</p> |
| <p>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 <i>(attached)</i></p> | <p>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.</p> |
| <p>c) Notice of nominees: For Chair and Deputy-Chair of Senate from the Nominating committee</p> | <p>Notice of nominees: For Chair and Deputy-Chair of Senate from the Nominating committee.</p> <p>A. Mitchell stated that nominations had been called for the Deputy-Chair of</p> |

Senate, a position that needed to be filled by a member of Senate, and for the Chair of Senate, a position that could be filled by a member of Faculty or Senate. The Nominating committee received one name for each position and was agreeable to letting the names stand. At the May meeting of Senate there would be an additional opportunity for more names to come forward and be voted on.

Nomination for Deputy-Chair of Senate: R. Raeside

Nomination for Chair of Senate: A. Vibert

A. Mitchell also stated that the Nominating committee needed to fill five more positions: Faculty Elections Officer, three Senators to serve on the Senate Executive and a replacement on the By-laws committee from the Faculty of Pure and Applied Science. Requests for nominations would be circulated by email.

D. Benoit, the current Faculty Elections Officer, asked which Elections Officer position was now vacant.

A. Mitchell confirmed that it was the position D. Benoit now held as the term was only one year.

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

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. Moved by H. Gardner, seconded by D. Benoit.

A. Robbins spoke to the motion. The ADC had worked in partnership with the North American Institute for Indigenous Theological Studies (NAIITS) to put together an all indigenously taught program in Theology. A. Robbins noted that they were pleased with the standard of what had been assembled and the level of teaching that would take place, and stated that it mirrored the usual MA in Theology program structure but would require different course titles and numbers because of an adjusted content for the program.

D. Seamone asked who would be teaching the courses and where they would be located.

A. Robbins explained that courses would be taught by faculty from NAIITS and that they didn't have a physical location. The organisation had partnerships with a number of institutions.

D. Seamone asked whether these teachers would have Masters degrees.

A. Robbins responded that many would have Ph.D. qualifications from Harvard, Sheffield etc.

G. Bissix noted that he had met previously with the Dean because of a proposal to change the Master of Recreation into a Master of Community Development. G. Bissix stated that they had received substantial pushback from St. FX and from the University of Cape Breton, and asked whether the

ADC would need to take this curriculum change through the MPHEC.

A. Robbins responded that this was a Theology degree. Originally a Master of Arts in Community Development or an Indigenous Community Development had been requested. Discussion had led them to believe that this was a Theology degree with an emphasis on Theology or Community Development. The ADC was opting for a specialization within the MA that has already been approved by the MPHEC rather than attempting to put together a new proposal.

G. Bissix agreed that if it was not going through MPHEC his point would be moot, but that if it did have to go through MPHEC it would be important for them to sit down together and strategize.

B. Anderson asked two questions. These looked like a lot of new courses and B. Anderson asked whether indigenous faculty would be teaching all of these and where the additional resources were. Her second question related to oversight of the program and who would take control of the curriculum.

A. Robbins responded that in terms of the number of courses the degree mirrored the current MA with a choice of finishing with course options, a project or a thesis. In terms of the teaching, this would be carried out by adjuncts, but the ADC did also have an indigenous member of Faculty who would be teaching. A. Robbins would be taking responsibility with the Director of NAITTS and speaking on a regular basis with him/her.

D. Benoit stated that in Computer Science the specializations appeared on the Diploma and that in that case the specialization would have to go through the MPHEC.

A. Robbins noted that all of their Diplomas described the degree as MA Theology and did not describe the specialization.

D. Serafini asked whether the ADC had checked with MPHEC.

A. Robbins stated that they had not checked and reiterated that the college had a number of specializations that had never gone before MPHEC.

D. Serafini felt that it would be prudent to ask.

D. Seamone felt that these were different degrees and felt that the specialization should show on the Diploma.

A. Robbins responded that this was primarily a MA theology degree with a common Core. Within this there were a number of specializations.

D. Seamone suggested rethinking that approach and felt that the graduates would want their specialization to be reflected on their Diplomas. She asked how the specialization showed on the transcript.

A. Robbins believed that it would show up on the transcript in the sense that the courses would show up. She pointed out that this was not a M.Div. but an

MA.

J. Slight's urged caution on the part of Senate and requested more information. She was concerned about a program that would rely on faculty from elsewhere.

A. Robbins responded that these were people who had been marginalized from higher education in their previous experience but who presented a convincing argument to be given the opportunity to teach in their own fashion in an accredited program.

J. Slight's believed that Acadia should be hiring indigenous tenure track faculty to teach the program.

A. Robbins noted that the ADC already had one indigenous faculty member on staff.

A. Quema liked the initiative and felt that there was a need for Senate to discuss this type of issue in a deep way and for the Curriculum committee also to debate the initiatives. A conversation across the campus would also be useful because there was interest in creating courses and programs around indigenous communities.

A. Quema noted that the Business program had a number of specializations and asked whether they appeared on the Diploma.

D. Serafini stated that this varied by unit. This was more of an MPHEC issue but should be part of the overall process at Acadia as proposals passed through Faculty Councils and the Curriculum committee, and then to Senate.

A. Kiefte had a number of questions. She asked whether the students taking the specialization would be from an indigenous background.

A. Robbins responded that the students did not necessarily need to be indigenous and that all interested students would be encouraged to take some of the courses. A. Robbins noted that students were drawn from a global indigenous community. Having a site in the east would be an advantage so that indigenous populations in the east could be reached from Acadia.

A. Kiefte asked whether the courses would be open to other students taking the MA in Divinity.

A. Robbins confirmed that all of the courses would be open to other students who had elective space.

A. Kiefte asked about the course numbering and descriptions, asking whether the names should be unique to the indigenous studies program.

A. Robbins explained that the codes were already unique to the indigenous courses.

D. Seamone felt that there was nothing in the course description that indicated that the courses would be taught from an indigenous perspective.

A. Robbins responded that in the Academic Calendar these courses would all be listed under that program specialization. She felt that once these were detailed in the Calendar it would appear very clear and that she preferred not to over-edit since it had been designed by the indigenous teachers.

D. Seamone felt that what the course description said mattered. Students tended to look on-line at the timetable rather than consulting the Academic Calendar.

A. Robbins was prepared to contemplate these points but also noted that they had a close relationship with their students and did not anticipate problems.

C. Lathem asked what was being voted on and whether the Senate vote would result in this being added to the Academic Calendar, because there were questions that had been brought up but not resolved.

D. Seamone agreed that a vote in favour of this would mean that none of the proposed changes would go through.

H. Gardner commented that he had appreciated the attention to this proposed curriculum change by Senate. In the past the ADC had brought an 80 page document of curriculum changes to Senate which only provoked two questions and passed in a five minute period. H. Gardner pointed out that in that document there would have been a complete renewal of the curriculum including a listing of seven or eight specializations.

H. Gardner pointed out that these proposals would have passed through the ADC Curriculum committee of the Faculty, been discussed in the Faculty, and then passed to the Senate of the ADC. H. Gardner also noted the Senate to Senate relationship that had been enjoyed through the years. This was a unique but not a new degree. H. Gardner stated that Senate had approved of other affiliations that the ADC had: the Seminary in Hong Kong, two in Nigeria and one in Montreal; all of which received degrees through Acadia.

H. Gardner felt that three to five students a year would select this specialization and felt that the timing was right to send a clear message to the wider constituency that this was an excellent program taught by people with all the necessary academic credentials. This would not result in any limiting of any courses for other students enrolled in their programs. H. Gardner asked that if Senate chose to postpone approval, it come back to the ADC with counsel and direction as to how they should proceed. He preferred Senate to approve the motion with the proviso that the ADC would make minor corrections or alterations as the program unfolded. To delay the approval at this point would result in the program specialization not being able to be offered for another full year.

D. Seamone appreciated H. Gardiner's comments and requested again that the course descriptions include wording that make it clear that this was part of a specialization in Indigenous Community Development. D. Seamone discussed cooperation between the ADC programs and the Faculty of Arts programs where students might want to take ADC courses and felt it important for the

students to know what set the courses apart from others.

L. Price also commented on the labelling of the course descriptions, noting that in the case of Ph.D. students that were making grant applications it would be useful to the granting agencies to see a clear course description.

A. Robbins agreed to take the feedback into consideration.

A. Quema proposed an amendment to the motion:

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. *It is understood that the College will take Senate's suggestions into consideration.* Moved by A. Quema, seconded by G. Bissix.

J. Slights pointed out that this amendment would require no action of any kind for the Acadia Divinity College.

A. Quema expected that the Acadia Divinity College would take any necessary action.

A. Kiefte requested that the letters 'INCD' be added as the course code for all courses.

Anne Robbins was prepared to do this.

AMENDMENT APPROVED.

MOTION APPROVED AS AMENDED.

Motion that the Acadia University Senate approves that THEO 7213 Apologetic Engagement of Church and Contemporary Culture and EVAN 7213 Apologetic Engagement of Church and Contemporary Culture to added to the curriculum as an elective course recommended to it by the Acadia Divinity College Senate at its March 30th, 2015 meeting. Moved by H. Gardner, seconded by C. Rushton.

MOTION APPROVED.

Motion that the Acadia University Senate approves that BIBL 5043 Death, Burial and Resurrection of Jesus be added to the curriculum as an elective course recommended to it by the Acadia Divinity College Senate at its March 30, 2015 meeting. Moved by H. Gardner, seconded by D. Green.

MOTION APPROVED.

e) Motions (4) to Senate from the By-laws

Motions (4) to Senate from the By-laws committee related to modifications to Senate Committee Structure.

**committee related to
modifications to Senate
Committee Structure**

B. Anderson provided background information on the work of the By-laws committee during the last two years. She noted that the committee had brought some commentary to Senate during that time and that the By-laws committee had also identified and met with cluster groups of Senate sub-committees asking them to provide their input.

B. Anderson stated that the By-laws committee had been charged with a review of the structure, mandates and operations of Senate committees. B. Anderson noted that there were broader issues related to the operation of Senate that Senators needed to engage with. B. Anderson felt that there was a broader issue around practises and culture for improved communication between and amongst Senate committees because committees were carrying out their work in silos.

B. Anderson stated that the By-laws committee was recommending a greater emphasis on policy and proactivity, with the Curriculum committee being a good example. Greater oversight and accountability was also needed.

B. Anderson noted that there were some tensions that needed to be addressed. In some cases a Senate committee role comes up against paid staff in their role and it is not clear who should be performing the task. Some committees were shown to have an overlapping mandate and some committees were not doing the work that their mandate described.

The following four motions were an attempt to make modifications to some committees. This was part celebration and part disappointment in that there were not more changes. B. Anderson noted that the By-laws committee encountered a lot of aversion to change and that there was a feeling that the time was not right.

**i) Motion 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.**

Motion 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. Moved by B. Anderson, seconded by H. Wyle.

G. Bissix asked about the meaning of ‘retaining the membership structure of the former’.

L. Price explained that ‘former’ referred to both committees and that a sub-committee could be struck to carry out some of the work.

D. Seamone asked about the process and asked whether the By-laws committee would be coming back to Senate with Constitutional changes, once Senate had voted on the motion.

B. Anderson agreed.

G. Poulter asked whether this committee would do the work of both committees in the future.

B. Anderson explained that there was a lot of commonality between these two

committees. Between them they needed to identify areas that would be supportive of Faculty, some of which would be technology and some of which would be Faculty development as well as other areas. In moving to a more policy direction it was important to develop policy that supported the Faculty and then move on to address other issues. This should prove to be a more nimble process. This committee could appoint sub-committees to work on items simultaneously.

J. Banks pointed out that the Academic Technologies committee work involved technology support for the students as well and the membership included students. J. Banks wondered how the students would feel about the name change. Much of the technical support was for faculty to enable them to support students more effectively.

B. Anderson stated that students had been part of the conversations.

L. Murphy had no concerns.

J. MacLeod suggested adding the word 'committees' to the end of the motion wording.

This was agreed to unanimously.

A. Kiefte suggested changing the word 'retaining' to 'combining'.

L. Murphy asked whether this change could mean that more students on the committee than there were at present.

B. Robinson suggested ending the motion after Faculty Support Committee. 'Retaining the structure of the former committees' would be removed.

J. Banks pointed out that there were no students serving on the Faculty Development Committee.

D. Benoit questioned the structure of the new committee asking whether this change would retain the structure of the two committees or the number of members of each committee.

A. Kiefte asked whether the intent was to make the committee numbers smaller eventually.

B. Anderson supported ending the motion wording after 'Faculty Support Committee'.

V. Zamlynny agreed.

The motion now read: **Motion that the Academic Technologies Committee and the Faculty Development Committee be merged to form a Faculty Support Committee.**

MOTION APPROVED WITH AMENDMENT ANANIMOUSLY

ii) Motion 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.

Motion 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. Moved by B. Anderson, seconded by L. Murphy.

G. Bissix asked how nimbly the University could constitute this committee and other ad-hoc committees.

B. Anderson responded that there would be a pool of faculty and/or Senators that had indicated that they were available and prepared to serve on a timely basis.

A. Quema was concerned about the words 'including some Senators' and wondered how many are presently on this committee.

A. Quema suggested the following amendment of the motion:

Motion 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, *and to be guided by the existing membership of the committee*'. Moved by A. Quema, seconded by G. Bissix.

AMENDMENT APPROVED.

A. Mitchell asked how the committee would be constituted.

D. Seamone felt that the Chair of Senate would call the Ad-hoc committee together.

B. Anderson pointed out that the Ad-hoc committee would have a Chair and that this person would work with the Chair of Senate to constitute the committee when needed. B. Anderson noted that this was a common process in many organisations.

A. Mitchell described a motion that went through Senate which was an open call for nominations for all committees.

D. Seamone pointed out that the IDST Ad-hoc committee membership was not elected at large because the membership had been described previously in a motion to Senate to constitute the ad-hoc committee.

A. Mitchell was Chair of the Senate Nominating committee and felt that he had the responsibility of calling for nominations for all Senate committee positions. He questioned whether this change could be a conflict to the present By-laws.

J. MacLeod pointed out that this was just part one of the process and that once passed by Senate there would be further deliberation about how to put the changes into effect.

L. Murphy felt that any call for nominations would be for standing committees of Senate, and not for ad-hoc committees.

J. Cayford pointed out that in the past the Appeals committee always met once to review students that were appealing academic dismissal. Other requests from students through the year would be dealt with in a more ad-hoc manner.

A. Mitchell read the language from the By-laws Constitution which stated: *In carrying out its responsibilities, the Nominating Committee shall issue a call for nominations from eligible members for all vacant positions.*

A. Quema felt that the current language did not prevent Senate from following the procedure that A. Mitchell had described.

L. Murphy responded to J. Cayford, confirming that the Academic Appeals committee did still deal with students that were appealing dismissal and that this would be the only scheduled time that the committee would meet. It would be quite feasible for this committee to change to an ad-hoc committee.

MOTION APPROVED AS AMENDED.

iii) **Motion 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.**

Motion 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. Moved by B. Anderson, seconded by H. Wyile.

B. Anderson suggested that to be consistent with Motion #2, the phrase 'including some Senators' should be removed and the phrase 'and to be guided by the existing membership of the committee'.

The motion would now read: **Motion 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, and to be guided by the existing membership of the committee.**

There was unanimous agreement with the proposed change.

MOTION APPROVED AS AMENDED.

iv) **Motion 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**

Motion 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. Moved by B. Anderson, seconded by P. Williams.

G. Bissix asked whether there would be a formal structure to ensure that these two committees communicated frequently with one another.

B. Anderson confirmed that the Curriculum committee had already had an in-depth discussion about the importance of not allowing pieces of work to silo.

(Policy), which would be responsible for duties two to five of the present mandate.

The Curriculum committee needed to ensure that sufficient time was freed up to allow for policy discussions. The By-laws committee would be guided by advice from the Curriculum committee as to the best way to go about this change.

L. Murphy asked about the timing of the committee changes. Each year the VP Academic of the ASU appoints students to sit on Senate standing committees and L. Murphy asked when the student positions on these committees would be known.

B. Anderson acknowledged that this would not be known for some time.

MOTION APPROVED.

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

P. Williams provided Senate with some background to the document provided by Senate Executive noting that the By-laws recommendations had prompted future discussion at Senate Executive about the fact that at Senate some of the more substantive issues were not being dealt with.

P. Williams asked Senators to consider ideas that Senate could come up with to get Senate dealing with some of the more substantive matters.

R. Worvill spoke to question 2) b) What is our academic mission/vision? R. Worvill suggested asking the Departments and Schools about the academic mission/vision because faculty members were carrying out an academic mission every day by carrying out their teaching and research in a purposeful manner.

R. Worvill noted that during the recent meeting of Heads in Arts she had stood in for J. Hennessy as Acting Head of Languages and Literature and had been able to read all submissions for tenure track positions from the Faculty of Arts. This was the first time that departments had created rationale using the newly agreed upon document criteria from the Academic Planning Committee. Departments lined up their sense of their academic mission with the three factors that Senate approved last month and spoke eloquently about their academic mission. R. Worvill noted that interesting proposals that were practical, creative and forward-looking were coming forward from the Faculty of Arts.

R. Worvill had learned that although History and French were very differently sized programs they were taking a similar approach. R. Worvill felt that talking to the departments and programs was really a place for Senators to start. Departments could be asked what they were doing, why they were doing it and where they felt they were going with the approach in the coming years. This would show Senate how faculty are shaping their decisions and their actions. Having taken this step it might be possible to see trends emerging.

D. Seamone discussed a good encounter with a staff member in Research and Graduate Studies who had gone out of her way to enable a student with learning disabilities to extend the time needed to complete her thesis. D. Seamone felt that there needed to be a place where academic matters and staffing converge.

G. Bissix asked whether Senators had any experience of Senate in other organizations so that they were able to compare whether those Senates discussed issues in a more constructive manner.

Ann Vibert agreed that she had experienced Senate in another organization.

A. Vibert felt that living through a lengthy period of restrained resources changed a community with the result that Senators become more conservative and anxious, with a desire to protect their territory. A. Vibert had noticed the 'group editing' approach in Senate which took excessive amounts of time and would like to see Senate moving on some of the larger policy issues.

C. Rushton found the structure of Senate quite limiting and wanted the walls to be broken down. C. Rushton asked whether Senate retreats had been held in the past.

A. Quema addressed some of the points in the document noting that she had not felt the need to present or pursue only the 'safe' option at Senate. A. Quema felt that there was not enough communication between Senate committees and faculty members with the exception of the Senate committee which visits every department or unit.

A. Quema suggested Senate deciding as a body that there would be a time set aside for Senators to devote themselves to a broader issue or discussion without fail. This could be tried as an experiment.

A. Quema asked who would decide what the larger questions were that would be discussed. That in itself would be a question. A. Quema suggested trying the Senate Executive committee for now and seeing how things worked out.

J. MacLeod served on Senate Executive at a time when it rarely if ever met. Senate Executive was now meeting regularly and J. MacLeod saw Senate as being more the Leader and Senate Executive fitting more into a role of Administrator. J. MacLeod felt that the Senate Executive was both important and functional at present, but that there was a need to know who was doing what.

H. Wylie stated that the discussion paper came out of the reservations by the By-laws committee about the mandate that it had been given. The By-laws committee did not feel that they had the authority to come up with a set of proposals that were more far reaching. The By-laws committee made the point to Senate Executive that by no means should the look at committee structure end with the By-laws committee report. This prompted further discussion on Senate Executive and the feeling was that Senate needed to become much more proactive and see issues coming before they were necessarily a serious Acadia issue.

H. Wylie recognized that this awareness also needed to take place at the Senate committee level because these committees were currently very focused on particular and habitual tasks, whereas they needed to become much more multi-faceted and keep in mind a policy function.

Andrew Mitchell put in a plug for the Nominating committee reminding Senators that three positions were currently open on the Senate Executive for the coming year.

A. Kiefte asked what the membership of Senate Executive comprised of.

A. Mitchell read out the list of membership of the committee.

D. Benoit addressed question 1 in the discussion paper which related to *'Why do Senate committees feel so restrictive/defensive/hampered in doing their work?'* D. Benoit felt that in the three years that he had been a member of Senate he had seen swings in the way in which Senate responded to committee reports. It was not unusual for a significant report to be basically rubber stamped while a report from another committee could be extensively questioned and re-worded.

D. Benoit felt that Senate needed to have faith in the work of the standing committees and be consistent in its response to committee reports.

L. Murphy pointed out the big difference between the amount of discussion around the big ticket issues that one would expect and the amount of discussion that actually took place. Senators may lack the trust needed to allow a standing committee to bring forward new recommendations. L. Murphy felt that standing committees were knowledgeable in what they had been asked to do.

D. Seamone did not feel that Senate rejected or greatly altered reports or recommendations from standing committees. D. Seamone noted that it was important to engage in open conversation and reflect the will of the body. This was a normal deliberative process and typical of parliamentary process.

D. Seamone had served on Senate on two other institutions and found Acadia's Senate to be a far more open environment.

Motion to adjourn at 6:00 p.m.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Motion to approve the Faculty of Professional Studies intention to grant a 3hr elective credit to those Coop students who complete all three of their Coop work terms

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

☒ change in calendar description

☐ change in course title

☒ change in course weight

☒ 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.

Department/School: Co-operative Education

Course: COOP 3700, 3800

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

☒ change in calendar description

☐ change in course title

☒ change in course weight

☐ 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 3700 Coop Internship (12-Month)

An internship consisting of 12 consecutive months of Co-operative Education work experience with one employer in which the student is employed in a position related to their field of study. The 12-month term must be offered up front by the employer to qualify as an internship.

COOP 3800 Internship (16-Month)

An internship consisting of 16 consecutive months of Co-operative Education work experience with one employer in which the student is employed in a position related to their field of study. The 16-month term must be offered up front by the employer to qualify as an internship.

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 37030 Co-op Internship (12-Month) - Students will engage in degree-relevant, hands-on learning for 12 consecutive months with one employer offering opportunities for application of classroom-based theory, reflection, collaboration with subject matter experts, as well as feedback on performance and one formal report and one presentation. Provides in depth exposure to varied professional environments, learning of specialized knowledge/techniques/equipment, and first-hand insight into potential career paths.

COOP 38030 Co-op Internship (16-Month) - Students will engage in degree-relevant, hands-on learning for 16 consecutive months with one employer offering opportunities for application of classroom-based theory, reflection, collaboration with subject matter experts, as well as feedback on performance and one formal report and one presentation. Provides in depth exposure to varied professional environments, learning of specialized knowledge/techniques/equipment, and first-hand insight into potential career paths.

4. Briefly state the reason for requesting this modification. Please be specific.

We are requesting that three credit hours be assigned to COOP 3700

Reasons:

Co-op students are required to complete COOP 1900, 2900, 3900 to complete the Co-op Option (a total of 12 months of Co-op), or to complete COOP 3700 (a total of 12 months of Co-op) to complete the Co-op Option. In parallel with our request that three credit hours be assigned to the final 4-month long Co-op course required to complete the Co-op Option (COOP 3900), we are asking that students completing a similar duration of experiential learning by completing COOP 3700 be granted three credit hours for doing so.

- 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 35 hours per week for a full year engaged in hands-on learning, completing assignments and a final formal report and a final presentation, plus paying \$1497 in tuition for each Co-op course taken (\$3086 for International students), yet are not receiving academic credit for doing so.
- d. Should three hours of credit be granted to the completion of COOP3900 (equates to 12 months of Co-op), it stands to reason that three hours of credit should be granted to COOP3700 (12 months of Co-op).

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 and 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.

Department/School: Co-operative Education

Acadia University Senate Curriculum Committee 2014-2015

Form 4: Proposed Modification to a program

Presented to Faculty Council?

1. Briefly (in one paragraph) outline the nature of the changes you are requesting to your program.

Should three credit hours be granted for the completion of COOP 3900, or COOP 3700, or COOP 3800 (students can only complete one of the stated during their degree), we are requesting that those credit hours be used towards the fulfilment of 24 hours of Science electives for students completing the BSC and BSCH programs.

2. Briefly state the reason for requesting this modification. Please be specific.

Science students completing Co-op are learning new knowledge, processes, techniques, equipment, and ways of doing relevant to science. Students have the freedom to choose elective courses which they feel will offer them the most benefit. It is well-known that students will routinely choose “easy” electives to offset the heavy intellectual demands of their degree. Co-op’s offering of in-depth exposure to varied professional environments, learning of specialized knowledge/techniques/equipment, and first-hand insight into potential career paths may offer higher value than some of the “easy” alternatives currently being chosen resulting in more well-rounded and job-ready graduates.

3. Will the modification alter, in any substantive way, the way your program is currently delivered?

Yes No **X**

If you checked no, please proceed to question 7. If you checked yes, briefly state how the modification will change the nature of your program.

4. Has the proposed modification been discussed with students?

Yes **X** No

5. Do students approve of the modification?

Yes **X** No

6. Are the effects of this program change restricted to your own Department/School?

Yes No

If you checked No to any of the questions 4-6 above, please explain your answer(s).

7. Indicate the exact changes you want made to the existing program description in University Calendar. We recommend typing in the relevant sections of the current calendar, and indicating deletions to the existing description with strikeouts and additions to the existing description with bold type. *(Preferably do this in WORD and use the Track Changes feature on the Tools Menu. However, any system that clearly indicates what changes are needed is acceptable.)*

CO-OPERATIVE EDUCATION IN SCIENCE

Co-op students are required to complete COOP 1900, 2900, 3903~~0~~ (or COOP 3703~~0~~ or COOP 3803~~0~~) to complete the Co-op Option. Co-op students have the option of completing COOP 4900 with their degree. 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.

The Co-op Option is available to Science students majoring in Biology, Chemistry, Computer Science, Environmental Science, Environmental Geoscience, Geology, Mathematics and Statistics, Nutrition, Physics, and Psychology.

Students enrolled in Bachelor of Computer Science, Bachelor of Science, and Bachelor of Science in Nutrition Programs may use COOP 3903 (or 3703 or 3803) as credit towards

fulfilling science electives. COOP 3903, 3703, or 3803 may not be used for major or minor credit.

Visit <http://co-op.acadiau.ca/> for more information

8. Will this program change the result in the addition of any new courses?

Yes No **X**

If yes, please list all new course numbers below, and fill out Form 2 (New Course Proposal) for each.

9. Will this program change result in the deletion of any existing courses?

Yes No **X**

If yes, please list all deleted course numbers below, and fill out Form 2 (Proposed Course Deletion) for each.

10. Will this program change result in substantive modifications to any existing courses?

Yes No **X**

If yes, please list all affected course numbers below, and fill out Form 3 (Proposed Course Modification) for each.

11. Other relevant information.

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.”

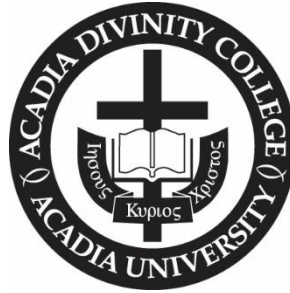
Acadia values diversity, and believes that supporting and accommodating diverse learners brings richness and depth to a robust and respectful scholarly community. We are therefore committed to making every reasonable attempt to support and accommodate the diverse learning requirements of students **with 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.

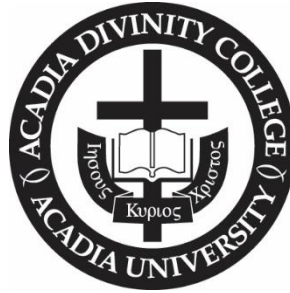
INCD 7683 Cross-cultural Formation

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

PROPOSED MOTION: That the Acadia University Senate approves that THEO 7213 Apologetic Engagement of Church and Contemporary Culture and EVAN 7213 Apologetic Engagement of Church and Contemporary Culture be added to the curriculum as an elective course recommended to it by the Acadia Divinity College Senate at its March 30, 2015, meeting.

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.

PROPOSED MOTION: That the Acadia University Senate approves that BIBL 5043 Death, Burial and Resurrection of Jesus be added to the curriculum as an elective course recommended to it by the Acadia Divinity College Senate at its March 30, 2015, meeting.

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 Wyle, 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:

1. 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.
2. 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?
3. How do we get these bigger questions onto the Agenda so that they get addressed?
4. 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?