

Office of the Senate Secretariat

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***The Senate of Acadia University acknowledges that we are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.***

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur from 4:00 p.m. to 6:00 p.m. on Monday, December 13, 2021. This will be a hybrid meeting and will take place in person in the Langley Classroom of the Divinity College and online using Zoom.

The agenda follows:

- 1) **Approval of Agenda**
- 2) **Minutes of the Senate Meeting of Wednesday 6<sup>th</sup> October, 2021**
- 3) **Minutes of the Senate Meeting of Monday 8<sup>th</sup> November, 2021**
- 4) **Announcements ([attached, pages 3-10](#))**
- 5) **Old Business**
  - a) **Transition Reports from Senate Sub-Committees:**
    - i) **Awards Committee report ([attached, page 11](#))**
    - ii) **Research Committee report ([attached, page 12](#))**
    - iii) **Graduate Studies Committee report ([attached, page 13](#))**
    - iv) **Honours Committee report ([attached, page 14](#))**
    - v) **Curriculum Committee (Policy) report ([attached, page 15](#))**
    - vi) **By-laws Committee report (*no report submitted*)**
    - vii) **Academic Integrity Committee report (*no report submitted*)**
    - viii) **Equity, Diversity, and Inclusion Committee report (*no report submitted*)**
    - ix) **Curriculum Committee (Administrative) report (*no report submitted*)**
  - b) **From the Admissions and Academic Standing Committee (Policy): **Motion to clarify language regarding second undergraduate degree requirements (D. Keefe) ([attached, page 16](#))****
  - c) **Motion: **Whereas Senate has the authority of all academic matters, and whereas Senate has not resolved to abolish full-year (6h) courses, be it resolved that Senate affirms that****

**all academic units have the option of offering full-year (6h) courses.** (*H. Teismann and V. Provençal*) ([attached, page 17](#))

**6) New Business**

- a) Proposed Curriculum changes to Graduate programs from the Graduate Curriculum Committee:
  - i) Earth and Environmental Science graduate program and Biology graduate program ([attached, pages 18](#))
  - ii) Education graduate program (M.Ed. and Ph.D.) ([attached, pages 19-25](#))
- b) Academic Planning Committee Pre Budget Report to Senate (D. Keefe) ([attached, pages 26-27](#))
- c) Motions from the T.I.E. Committee:
  - Motion 1: **The TIE Committee recommends to Senate adoption of the proposed calendar dates for the 3 academic years 2023-2024, 2024-2025 and 2025-2026 and that that the following principles to be used when preparing the academic dates.** ([attached, pages 28-32](#))
  - Motion 2: **That the “Academic Date Preparation Guidelines” be amended to include: "In the event that a holiday falls on a weekend, and the holiday is to be observed on a weekday, that the observance be on Friday."** ([attached, page 33](#))
- d) For discussion and information: Resolution from the Faculty of Arts Council re: the Strategic Academic Plan ([attached, page 34](#), *with additional content circulated separately*).

**7) Question Period – President/Provost and Vice-President Academic**

**8) Other Business**

**9) Adjournment**

Sincerely,

ORIGINAL SIGNED  
Rosie Hare  
Recording Secretary to Senate

## Announcements

### **President's Report to Senate - 13<sup>th</sup> December 2021**

#### **PART, EDI and the Scarborough Charter**

On Tuesday, December 7, I met with the members of the President's Anti-Racism Task Force (PART) to present my draft response to their report and discuss the next steps. We had an excellent meeting with lots of constructive comments and feedback. I am revising my response in light of the discussion, and I will make both the PART report and my formal response public next week.

I am very grateful to the members of the PART for their work in creating the report and providing challenging and inspiring recommendations for Acadia. I would like to express my thanks to the co-chairs Marjorie Lewis and Patricia McCulloch, and vice-chair Zabrina Whitman for their leadership roles in guiding the work of the PART and the production of the report.

On November 18, Acadia University became an inaugural signatory to the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions and Accountabilities*, and a member of the Scarborough Charter Forum. As I reported at the November Senate meeting, this charter provides a valuable guide for making real progress towards anti-racism and inclusion. Together with the PART Report, the Charter provides direction, guidance, and accountability for addressing anti-racism at Acadia.

These actions and initiatives constitute progress towards the goals and objectives of our *Acadia 2025* strategic plan under the Strategic Direction of Caring for our Employees and Students.

#### **SDG Accord**

On November 24, I signed the United Nations Sustainable Development Goals Accord, making Acadia the first Canadian university to do so, although a number of Canadian Colleges (including NSCC) have signed. The SDG Accord is the university and college sector's collective response to the global goals and is a commitment learning institutions are making to one another to do more to deliver the goals, to annually report on each signatory's progress, and to do so in ways which share the learning with each other both nationally and internationally. Signing the Accord and also being part of the Sustainable Development Solutions Network will help Acadia advance our goals and objectives our *Acadia 2025* strategic plan under the Strategic Direction of Caring for our Planet.

#### **National Day of Remembrance and Action on Violence Against Women**

On December 6 we commemorated the anniversary of the murders of 14 young women at the École Polytechnique in Montréal. In one of the most tragic events in Canada's recent history, it is important that we never forget these young women whose lives were extinguished by an act of hate and violence simply because they were women. While it was a most extreme example of gender-based violence, this event reminds us of the daily struggles that young women face as they navigate their way through their education

and seek their dreams of a fulfilling life in whatever area they choose. This is not only a matter for young women of course, but on this particular day it is a time to reflect on what women face at university, and to ensure that Acadia is doing its part to ensure that women, and people of all genders, can live, learn and play safely and securely in our community. I want to thank Acadia Women's and Gender Studies for the excellent seminar that was held in honour of those killed, and I thank each and every member of the Acadia community who works every day against hate, violence and discrimination on our campus and in society at large.

### **B for Kai Campaign**

On Nov 26, the B for Kai campaign was launched at Acadia with Norrie and Kari Matthews in memory of their son Kai, who passed away in June of Meningitis B at the age of 19 after completing his first year in Kinesiology at Acadia. The event was well attended by the Acadia community and 122 students took up the challenge and got vaccinated. The program pays for the vaccination for Acadia students, and also raises awareness of the threat of meningitis B for young adults and the need to make the vaccine more widely available and accessible.

### **Minister Wong Visit**

On Wednesday, December 1, we hosted Nova Scotia's new Minister of Advanced Education, Brian Wong for a visit to Acadia. Having graduated with a BBA in 1987, Minister Wong is no stranger to Acadia and it was a pleasure to welcome him back to campus as a Minister of the Government of NS. In addition to meeting with members of the senior administration, Minister Wong met with faculty and staff to hear about some of the research that is being carried out and the strong linkages that Acadia has with industries and organisations within the region. The Minister also visited the Huestis Innovation Pavilion and A-Lab for Agri-Food and Beverage., and then met with some student constituents who gave him a tour of the campus. Minister Wong tweeted about his visit saying, "It was a pleasure to be back and see all the positive things happening at @AcadiaU."

Respectfully submitted,

Peter Ricketts  
President and Vice-Chancellor  
December 8, 2021

## **PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – DECEMBER 13<sup>TH</sup>, 2021**

### **FALL 2021 PLANNING TASK FORCE**

All our operating parameters are within the guidelines for the sector, and we continue to monitor the provincial, national, and international situation regarding COVID-19. The Planning Task Force has not met since September. The meeting scheduled for October was cancelled due to a lack of agenda items requiring the task force's attention. At this stage, the winter term will continue with the current protocols. We will continue to assess as we go, and determine whether or not any changes are needed.

## **DIRECTOR, COOPERATIVE EDUCATION AND CAREER SERVICES**

Dr. Lauren Wilson Finnis is the new Director of Cooperative Education and Career Services. Lauren is currently transitioning into the role and will start fulltime in January 2022.

She will be joining a dynamic and innovative team that is committed to academic excellence and ensuring that the Acadia experience is transformative and prepares students for an ever-changing world. With the support of the Acadia Alumni Association, we are able to expand the Office of Co-operative Education, and the Director will have the opportunity to lead and create a comprehensive career services and education model.

I thank all selection committee members for their time and expertise.

## **RECRUITMENT AND RESIDENCE UPDATE**

The Vice-Provost of Students, Recruitment and Enrolment Management will provide an update orally at the senate meeting.

## **FACULTY OF ARTS**

The Faculty of Arts continues its diverse and multi-faceted work on many fronts. We extend our heartiest congratulations to the following award winners:

- Michelle Damour received the Faculty of Arts Award for Teaching Excellence
- Michael Dennis received the Faculty of Arts Award for Research Excellence
- And Andrew Biro received the Faculty of Arts Award for Service Excellence.

The Chancellor Libby Burnham Scholarship was awarded to English major, Amanda Furniss. Two of Cynthia Alexander's Politics classes organized the CARE Gala Celebration in November with partners in Nunavut and from Glooscap First Nation, which was the culmination of their work funded by CEWIL grants. As part of this event, former MP for Nunavut, Mumilaaq Qaqqaq gave the Sydney Taylor Memorial Lecture. One class also organized the fall Mawiomi, with the Town of Wolfville and Glooscap First Nation, as well as created, with Elder-in-Residence Joe Michael, the online course for everyone in the Acadia community to take, entitled Juksutui, about Indigeneity in Canada. Sociology professor, Giselle Thompson is organizing an amazing event for Black History Month, so stay tuned for that. Chelsea Gardner's digital humanities work was featured in an Acadia Research article:

<https://www2.acadiau.ca/research/research-newsreader/research-newsreader/dr-chelsea-gardner-the-peopling-the-past-podcast.html>. The Acadia Theatre Company performed "Drowning Ophelia" directed by Robert Seale, and the Acadia Art Gallery has had two shows: Andrew Steeves: Wood Type exhibit in the gallery until 4 December and ALONE, a virtual exhibit. In addition to Michael Dennis's monograph, *The Full Employment Horizon in 20th-Century America: The Movement for Economic Democracy* and Lesley Frank's *Out Of Milk: Infant Food Insecurity In A Rich Nation*, Patricia Rigg's *A. Mary F. Robinson: Victorian Poet and Modern Woman of Letters*, Stephen Maitzen's *Determinism, Death, and Meaning*, and Laura Robinson's co-edited volume *L.M. Montgomery and Gender* all recently hit the bookshelves. For more information about Arts research please check out our fall newsletter: <https://arts.acadiau.ca/files/sites/arts/Newsletter/Arts%40Acadia%20Newsletter.pdf>

## **FACULTY, PURE AND APPLIED SCIENCE**

The Faculty of Pure and Applied Science came together for our Fall **Faculty Council** Meeting in late November. We welcomed updates from the Dean, Library and the Faculties of Arts and Professional Studies as well as approving over 80 curricular proposals. Notably, FPAS is proposing to move to **18 h disciplinary minors** and add two new **24 h interdisciplinary minors** in *Health Science and Humanities* and *Science, Technology and Ethics*. Our **Working Group on Indigenous Ways of Knowing in the Sciences** shared their purpose “to foster and support reconciliation, through applying *etuaptmunk* in the science curriculum within FPAS at Acadia.” Notably, we are in the process of advertising for an Indigenous Scholar in Botany and Conservation in the Biology Department. The Acadia WISE group hosted a successful and well-attended (over 70 students) **WISE Works!** on November 15<sup>th</sup>. Professor *emeritus*, Barb Anderson gave an inspiring and engaging plenary lecture followed by ‘speed meetings’ with 10 impressive Acadia alumna who were Career Advisors in diverse fields and from all three Acadia faculties.

## **FACULTY, PROFESSIONAL STUDIES**

It has been an active time in the Faculty of Professional Studies. Here are some highlights from each of the Schools and the Department:

In the School of Business, the Business Society and other student groups have been busy redeveloping student engagement through a combination of networking, social and educational events like the Winter Wonderland Social and regular weekly tutoring sessions hosted by the Accounting and Finance societies. With its transition to an open access model, CASE Net continues to see significant growth in its adoption, and after significant delays imposed by COVID, use of STEAM Space is on the rise, including planning for community outreach programs.

The Department of Community Development is in the midst of a Tenure Track hiring process, returning their full-time faculty complement to five. Students are active in their community service-learning projects with partners across the valley, including Kentville Parks and Recreation, the Wolfville Farmers Market, and Halls Harbour.

In the School of Education, approximately 180 students are out on practicum, in schools across the province of Nova Scotia. Faculty, staff, students, and community partners connected to the M.Ed. program in Counselling participated in a virtual site visit from their accrediting body, the Council on Accreditation of Counsellor Education Programs (CACEP), and preliminary feedback from site visitors was very positive. There was also a successful soft launch of the revised M.Ed. in Inclusive Education (Social Justice and Equity).

Each year, the Senior Seminar class in the School of Kinesiology undertakes community outreach projects under the supervision of Professor Ann Dodge, and so far these students have raised over \$5,000 for a variety of projects and organizations on campus and beyond. Also, Dr. Matt Miller, the newest Instructor

in the School of Kinesiology, was featured on a podcast highlighting his research in physical literacy and injury prevention.

The School of Music has been engaged in facilitating live music concerts with audiences for the first time since March 2020. This has fundamentally changed and reinvigorated the motivation and energy of the students and faculty. All members of the Acadia and surrounding communities are welcome to share in their concert offerings.

## **LIBRARIES AND ARCHIVES**

The library and archives are currently focussed on encouraging stress management; expanding hours; and research excellence. Cognizant of the importance of mental health, the library is offering programming to reduce stress—namely visiting therapy dogs from St. John Ambulance; yoga sessions; and the Nintendo racing car game, Mario Kart. Because of COVID protocols, both the library and archives are open to students, faculty, and staff, and offer online support to the public as well as an option to pick up and drop off library materials at the public library. Standard hours at the Vaughan Memorial Library will be restored in the new year, when a full staff complement is expected at the access services desk. (Current hours are 8 am to 10 pm, Monday through Friday and 12 pm to 7 pm on week-ends. The week of December 20, hours will be 8 am to 5 pm. The library will be closed from the evening of December 23 to the evening of January 3). Appointments for the archives can now be made via the ‘make appointment tab’ at <https://archives.acadiau.ca>. Lastly, librarians Maggie Nielson and Ann Smith have been awarded research funding to support their faculty research under article 25.55. Ann’s project, Controlled Digital Lending (CDL) and the Canadian Landscape, provides both quantitative and qualitative data about practices and models of CDL and ways of providing access to digitized print monographs in Canadian academic libraries. Maggie’s project, Information Sharing Behaviour in Annapolis Valley Non-profit Organizations: A Descriptive and Thematic Analysis of Website Content, will help inform the development of library-based support services for Valley NPOs/community-based organizations serving vulnerable community members by identifying their information needs and potential barriers to access.

Finally, I wish everyone a successful completion of the fall term and a joyous break.

Respectfully submitted,

C. Dale Keefe, PhD

Provost & Vice-President Academic

**ASSOCIATE VP RESEARCH & DEAN OF GRADUATE STUDIES REPORT TO SENATE –  
DECEMBER 13<sup>TH</sup>, 2021**

### **GRANTS TO FACULTY**

**Acadia University Research Fund (Article 25.55) Fall Competition. Total Awarded (N=9) = \$41,816**

- **Kait Pinder** (English & Theatre): The Contemporary Leonard Cohen: Response, Reappraisal, Rediscovery - **\$4,520**
- **Trevor Avery** (Biology): Assessing Offshore Lobster Biology in Lobster Fishing Areas 33 and 34: Environmental Influences and Movement Patterns - **\$5,000**
- **Liesel Carlsson** (Nutrition & Dietetics): Current Training for Sustainability Competence in Canadian Dietetics Programs - **\$5,000**
- **Mo Snyder** (Earth & Environmental Science): Evolution of Scotian Basin in offshore Nova Scotia, Canada: a preliminary integrated study combining U-Pb detrital zircon geochronology and 3-D modeling of seismic data - **\$5,000**
- **Nick Bray and Chris Shields** (Kinesiology): Probing the relationship between frailty, vascular health, and cognitive function in older adults - **\$5,000**
- **Michael Corbett** (Education): Project and Inquiry Learning Through New Technologies in a Makerspace: An Action Research Project - **\$4,994**
- **Matthew Miller** (Kinesiology): Using Neuromuscular activation Patterns to Understand Injury Risk Associated with Movement Screen Performance - **\$4,595**
- **Tanya Surette** (Education): Decolonizing Space: Explorations of Well-being, Inclusion and Identity - **\$5,000**
- **Maggie Neilson** (Library): Information sharing behaviour in Annapolis Valley non-profit organizations: a descriptive and thematic analysis of website content - **\$2,707**

### **RESEARCH & SERVICE AGREEMENTS**

#### **Environment and Climate Change Canada (ECCC) - \$18,750**

**Mark Mallory** (Biology, CRC) received \$18,750 for his project entitled *Hotspot analyses of the overlap of key fisheries and susceptible seabird species in the circumpolar Arctic*.

#### **Nova Scotia Lands Inc. – Service Agreement - \$41,437**

**Ian Spooner** (Earth & Environmental Science) received \$41437 for his project entitled *Expanding the geographical extent of sampling for PCDD/Fs and metals in the bog covered portions of the North and South Wetlands, Boat Harbour, NS*.

#### **Mersey Tobeatic Research Institute – Service Contract - \$ 25,000**

**Nelson O'Driscoll** (Earth & Environmental Science) received \$25,000 from the Mersey Tobeatic Research Institute for sample analyses.

#### **Tell Tale International – Service Contract - \$1,562**

**Nelson O'Driscoll** (Earth & Environmental Science) received \$1,562.50 from Tell Tale International for sample analyses.

### **MITACS AWARDS TO SUPPORT RESEARCH INTERNS**

**Mark Mallory** (Biology, CRC) has been awarded **\$135,000** in Mitacs Accelerate Internship funding in partnership with Ducks Unlimited Canada (ON). **Project Title:** *Developing species-habitat conservation models for priority, wetland-dependent birds in Eastern Canada*.



## OTHER AWARDS/RESEARCH FUNDING

### **National Research Council – Industrial Research Assistance Program (NRC-IRAP) Projects**

- **Matthew McSweeney** (Nutrition & Dietetics) was awarded **\$5000** to collaborate with Greenlight Analytical Inc. on a project to identify how consumers discuss cannabis varieties and cannabis products, as well as identify key sensory properties.
- **Nicoletta Faraone** (Chemistry) was awarded **\$5000** to collaborate with Halucenex Life Sciences Inc. on a project entitled *Delivery of psilocybin and CBD in a nanogel format - new formulation development*.
- **John Read** was awarded **\$5,000** to collaborate with QuickFacts Inc on a project entitled *Platform Development Consultation for QuickFacts Inc.*
- **Robin Browne** (K.C. Irving Environmental Science Centre) was awarded **\$5000** to collaborate with the Canadian Grapevine Certification Network on a project entitled *Effects of drought and low temperatures on cryotherapy treatment of grapevines*.
- **Robin Browne** (K.C. Irving Environmental Science Centre) was awarded **\$5000** to collaborate with SucSeed Inc. from Newfoundland for investigating tissue culture propagation of Lingonberry.

## OTHER NOTABLE ACTIVITIES

**Canadian Science Policy Conference – Panel Presentation** – On November 23<sup>rd</sup>, **Leigh Huestis** (Director, Industry and Community Engagement) participated in a panel discussion as part of the national Canadian Science Policy Conference (1500+ attendees). The Panel was entitled *Taking Research Off the Shelf: Making the Most of Canada's Research and Talent Through Partnerships*. The session was moderated by Jessie Vincent-Herscovici, VP, Mitacs and included participants from industry, government and the post-secondary sector.

**Nova Scotia Business Inc (NSBI) Filming: Acadia's Agriculture Research** - On November 3<sup>rd</sup>, a NSBI film crew came to campus to interview **Leigh Huestis** for a video project that will profile the agri-tech sector in Nova Scotia to international markets. Acadia will be featured in the video as one of the key research service providers for industry in this sector.

**Acadia's Laboratory for Agri-food & Beverage (ALAB) – ISO Accreditation** - On November 24<sup>th</sup> & 25<sup>th</sup> ALAB hosted representatives from the Canadian Association of Laboratory Accreditation (CALA) as a key step in the auditing process required to receive ISO 17025:2017 accreditation. RGS staff and ALAB's Director, **John Murimboh**, anticipate receiving ISO accreditation of ALAB in early 2022.

## WORKSHOPS & INFORMATION SESSIONS

### **SSHRC Insight Development Workshop**

On 10 November, the Maple League Research Committee hosted a virtual SSHRC Insight Development Grant Workshop/Q&A panel. The session was moderated by Maria Thistle, Director, Office of Research Services, Mount Allison University. The panel consisted of Dr. Michael D'Arcy (STFX), Dr. Mario Levesque (MTA), Dr. Adam Perry (STFX), Dr. Dawn Wiseman (BU), and Acadia's Dr. Corinne Haigh, Professor of Education and Dean of Professional Studies. All have extensive experience serving on SSHRC adjudication committees. The session covered four important topics: **a)** Common mistakes/problems in applications; **b)** Budgets – writing, justification, and key tactics; **c)** Knowledge

Mobilization; d) Training of personnel. To view the recording of the session, please contact [Peter.Ludlow@acadiu.ca](mailto:Peter.Ludlow@acadiu.ca).

## **UPCOMING RESEARCH FUNDING & AWARD PROGRAM SUBMISSION DATES**

### **Internal**

- **Petro-Canada Innovator Awards for Early Career Scholars:** January 7, 2022
- **University Research Fund (Article 25.55):** February 1, 2022
- **Honours Summer Research Awards (HSRA):** February, 2022

### **External** (not inclusive of all opportunities)

- **SSHRC**
  - Connection Grants: February 1, 2022
  - Insight Development Grants: February 2, 2022 (Workshop held 10 Nov, recorded)
- **NSERC**
  - Undergraduate Student Research Awards (USRA): February 2022
- **Graduate Student Scholarship Deadlines**
  - NSERC/SSHRC/CIHR Master: December 1, 2021
- **Undergraduate Student Awards**
  - Research NS (RNS) Scotia Scholars – Health Research Awards: January 27, 2022

### **ACADIA STUDENTS' UNION – DECEMBER 13<sup>TH</sup>, 2021**

No report received as of December 9, 2021.

### **COLLEGE OF DIVINITY AND FACULTY OF THEOLOGY – DECEMBER 13<sup>TH</sup>, 2021**

Acadia Divinity College is very excited that we have received a grant of CDN\$1.25 million from Lilly Endowment Inc. to help establish a Futuring Lab, a dynamic space to conduct research on trends and developments that will impact the future life of the church, as well as experiment with new approaches to theological education.

More details are available at our website: <https://acadiadiv.ca/lilly-endowment/>

TO: Anna Kiefte, Chair of Senate  
FROM: Dr. Peter Ricketts, President and Vice-Chancellor  
SUBJECT: Awards Committee – Transition Report  
DATE: November 2, 2021

Dear Senators,

The Awards Committee operates on a regular cycle of soliciting nominations for honorary degrees and Emeriti distinction, followed by evaluation of the nominees and finally, providing recommendations to Senate.

A public call for honorary degree nominations was sent to the Acadia community on September 14, 2021. The deadline for submissions is November 15, 2021.

A public call for Emeriti distinction nominations was sent to the Acadia community on October 1, 2021. The deadline for submissions is January 31, 2022.

The committee will meet early in the new year to review the submissions, with the goal of Senate receiving recommendations for honorary degree recipients at the February 2022 meeting and Emeriti nomination at the following March 2022 meeting.

Respectfully,

Peter Ricketts, BA (Hons), PhD  
President and Vice-Chancellor

**Research Committee  
Fall 2021 Report to Senate**

**Membership (N=10) for 2021/2022:**

Associate VP Research and Dean of Graduate Studies: Anna Redden ex-officio (Chair)

Arts Faculty: Lesley Frank

Professional Studies Faculty: Matt Vierimaa

P&A Science Faculty: Mojtaba Kaviani

Theology Faculty: Spencer Boersma

Librarian: Mike Beazley

Canada Research Chair: Mark Mallory

Director of Research Centre (or Institute): TBA

Graduate Student: Nikki Jamieson

Undergraduate Student: Emmarie Hallin

**Chair:** Anna Redden

The first meeting of the Senate Research Committee for 2021/2022 was held on 18 October. The Committee membership, Terms of Reference and the 2021 Spring Report to Senate were reviewed.

**Meeting frequency and mode** (primarily via MS Teams): twice per semester, plus working group meetings for specific activities, as needed.

**Goals and priority activities for the coming year:**

- Focused activity (via 3 Working Groups which may also include non-Committee members) on:
  - 1) Research Data Management requirements at institutional and faculty level;
  - 2) Review and revision of research policies and guidelines; and
  - 3) Development of a research mentorship plan/program.The working groups will meet separately to make progress on policies, guidelines, plans and/or activities and report back to the full committee when it meets.
- Contribute to the development of the next Strategic Research Plan, with reference to Acadia's Strategic Plan 2020-2025 and more recent Academic Plan.
- Identify and support research and professional development opportunities for faculty and both graduate and undergraduate research students.
- Highlighting and celebrating research of faculty and students.

Respectfully submitted,

Anna Redden, Chair

Associate VP Research & Dean of Graduate Studies

**Graduate Studies Committee  
Fall 2021 Report to Senate**

**Membership (N=21) for 2021/2022:**

Associate VP Research and Dean of Graduate Studies: A. Redden ex-officio (Chair)

Graduate Program Coordinators:

Masters (14):

Applied Geom - I. Spooner	Biology - M. Mallory	Chemistry - N. Faraone
Comm. Dev. - G. Donnelly	Comp Sci - E. Shakshuki	Earth/Envir Sci – N. O’Driscoll
Education - G. MacKinnon	English - K. Pinder	Math/Stats - F. Mendivil
Politics - C. Mutlu	Psychology - D. Symons (Fall); A.S. Champod (Winter)	
Social & Political Thought - C. Mutlu	Sociology - S. Rudrum	Theology - S. Blythe

PhD (1): Educational Studies - H. Hemming

Chair, Senate Curriculum Committee (non-voting): TBA

Graduate Student Representatives: Arts – TBA, Prof. Studies – TBA, P&A Science – TBA, Theology - TBA

**Chair:** Anna Redden

The first meeting of the Senate Graduate Studies Committee for 2021/2022 was held via Teams on 24 September. The Chair referred to the Committee Terms of Reference and Graduate Program Coordinator Duties and provided an update on course advising and the required activities of the committee.

**Meeting frequency and mode** (primarily via MS Teams): twice per semester, plus subcommittee meetings for scholarship/award competitions and other activities as needed.

**Goals and priority activities for the coming year:**

- Review all proposed graduate program changes and any new proposals prior to Senate review.
- Adjudicate graduate student external scholarships (NSERC, SSHRC, CIHR, ResearchNS, NS Provincial) and the Acadia Outstanding Master’s Research Awards – via sub-committees.
- Update policies, practices, and forms, as needed.
- Examine year-to-year trends in graduate student enrollment, retention and completion rates, opportunities with the Maple League, and make recommendations where needed.
- Develop process to better track the progress of part-time students and thesis/program completions.
- Identify and support professional development activities for graduate students.
- Promote, support and celebrate graduate student research.
- Contribute to the development of the next Strategic Research Plan.

Respectfully submitted,

Anna Redden, Chair

Associate VP Research & Dean of Graduate Studies

**Honours Committee  
Fall 2021 Report to Senate**

**Membership (N=11) for 2021/22:**

Dean of Research & Graduate Studies: Anna Redden ex-officio (Transition Chair)  
Registrar: Mark Bishop ex-officio  
Arts: Andrew Davis  
Arts: Christian Thomas  
Prof. Studies: Stephen MacLean  
Prof. Studies: Claire Mallin  
P&A Science: Matthew McSweeney (new Chair)  
P&A Science: Morgan Snyder  
Honours Student (Arts): Claire Kim  
Honours Student (Prof. Studies): vacant  
Honours Student (P&A Science): Carolyn Smith

The first meeting of the Senate Honours Committee for 2021/2022 was held on 20 October. Anna Redden, as Transition Chair, welcomed the members and reviewed the Terms of Reference and the Spring 2021 annual report to Senate. The Registrar, Mark Bishop, discussed the need for semester-based courses (including Honours thesis courses as co-requisites), given the term structure of Colleague.

**Chair: Matthew McSweeney** was nominated and accepted the chair role at the first meeting.

**Meeting frequency and mode** (primarily via MS Teams): twice per semester, plus subcommittee meetings for specific activities, as needed.

**Goals and priority activities for the coming year:**

- Update the Senate Honours Committee Terms of Reference. Several of the Committee duties remain unclear and/or require amendments.
- Review and revise policies and guidelines associated with the Honours program and make recommendations to Senate where needed.
- Oversee the adjudication process for Honours research awards (e.g. USRA, HSRA, etc). The application form and criteria for evaluation of applications will be reviewed and revised, as needed.
- Strengthen Honours research student opportunities.
- Celebrate Honours research activities and outcomes.

Respectfully submitted,  
Anna Redden, Transition Chair, and  
Matthew McSweeney, new Chair

**Report of the Senate Curriculum Committee (Policy)**

Meeting Date Nov. 1, 2021

Roxanne Seaman agreed to be Acting Chair of the Committee until all members are able to be present.

**Meeting dates and modality.**

The Committee agreed to meet via Teams.

The Committee agreed to meet at least twice each term, with availability for meetings as necessary.

**Duties of the Committee:**

Duties:

- 1) to investigate innovative and alternative methods of provision of undergraduate curriculum, and to make recommendations to Senate concerning such methods.
- 2) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties and to make recommendations to Senate concerning such policies.
- 3) to ensure that the implementation of Senate approved policies for undergraduate curriculum is managed, revised, evaluated and disseminated in a coherent and coordinated fashion.
- 4) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.
- 5) to consider such matters as Senate may from time to time entrust to the Committee

The Committee began by receiving an update from the Acting Chair of the previous year's activities, and primarily the shift from full year to courses over terms. The Committee was provided an update about the past Chair presenting at Faculty Councils and a proposal from the past Chair to, on behalf of Depts., submit one single change to the thesis courses to cover all instances in the Calendar. The courses would be 407T and 408T, be 3ch and be co-requisites of each other. An S grade would be given in December with credits only being earned after completion of both. There was agreement that this would be brought to Senate Curriculum Committee Admin.

A discussion regarding a standardized curriculum template of summary sheets which could assist in consistency and ease of use by Depts. and the Admin. Committee was had. It was supported in principle by the Committee and will be distributed for feedback as a draft prior to recommendation.

Respectfully submitted,

Mark Bishop

Admissions and Academic Standing Committee (Policy)  
Senate Motion  
November 8, 2021

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**Motion: To clarify language regarding second undergraduate degree requirements**

**Current Language**

**Second Undergraduate Degree Requirements Current Language:**

A student holding one undergraduate degree from Acadia University who wishes to obtain a second undergraduate degree from a different faculty or school must complete a minimum of 30h subsequent to completing the requirements of the first degree. This minimum 30h must include all specific courses and grade requirements that are different from the first degree and must include a new major. Where the second degree requires a major concentration, at least 12h of the 30h must be in the discipline of that concentration.

**Proposed Language**

A student who wishes to obtain a second undergraduate degree must complete a minimum of 30h subsequent to completing the requirements of the first degree. This minimum 30h must include all specific courses and grade requirements that are different from the first degree and must include a new major. Where the second degree requires a major concentration, at least 12h of the 30h must be in the discipline of that concentration.



**Motion: Whereas Senate has the authority of all academic matters, and whereas Senate has not resolved to abolish full-year (6h) courses, be it resolved that Senate affirms that all academic units have the option of offering full-year (6h) courses. (H. Teismann and V. Provencal)**

## **Proposed Curriculum Changes to Graduate Programs**

### **FPAS Summary – Graduate Courses Curriculum Changes – NOV 2021**

#### **Biology:**

- **Biology 5253 (Applied Statistical Modeling):** Updated to reflect current content and pre-requisite.

#### **Earth & Environmental Science:**

- **Form 1 GEOL 5900 & Form 1 GEOM 5900:** Creation of new 0 credit courses for both GEOL & GEOM 5900. This is to facilitate the splitting of the full-year GEOL/GEOM 5903 courses into two one-term courses each.
- **Form 3 GEOL 5903 & Form 3 GEOM 5903:** Modification of GEOL and GEOM 5903 to have 5900 as a prerequisite. This is to facilitate the splitting of the full-year GEOL/GEOM 5903 courses into two one-term courses each.

## School of Education:

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### Education (MEd)

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School of Education; Seminary House and Emmerson Hall  
Ph: (902) 585-1229; Fax: (902) 585-1071; [graded@acadiau.ca](mailto:graded@acadiau.ca)

The School of Education offers ~~four~~ **three** programs leading to MEd degrees in Curriculum Studies, Counselling, **and** Inclusive Education, ~~and Leadership.~~

The **Master of Education in Curriculum Studies** is designed for teachers and administrators who wish to engage in research and advanced study in curriculum.

The **Master of Education in Counselling** offers two streams. The School stream is intended for teachers who wish to pursue a career in school counselling. The Agency stream is for those interested in pursuing a career in counselling in any setting other than the public school system. All students begin the program in July and generally study for 14 months in the full-time cohort and three years in the part-time cohort if following the non-thesis route. Thesis students should expect to spend additional time in their program.

The **Master of Education in Inclusive Education** is intended for individuals possessing some background in inclusive schooling and wishing to prepare for leadership roles in the area of inclusive education.

~~The Master of Education in Leadership explores concepts of leadership, organization, social justice, democratic action, equity, empowerment and change.~~

Master of Education programs are offered on a full-time and part-time basis. Both the full-time counselling and inclusive education programs begin with a summer session. Graduate students in Education should be aware that their degree will normally include a combination of face-to-face and online courses. Face-to-face courses are offered through a variety of models including: three hours once a week over 12 weeks, 4 weekends (Friday night and Saturday), 6 Saturdays, and two- and three-week intensive courses in the summer.

### Admission Requirements

All applicants must meet the minimum graduate admission criteria as outlined below and should carefully note the program-specific information under Additional Admission Requirement(s).

- Applicants to all MEd programs must have at least a B average (73-76%) in the final two years of full-time equivalent (60 credit hours) university study, including coursework in undergraduate degree(s) and any graduate work completed. Applicants to the MEd Counselling Agency Stream must possess a relevant four-year undergraduate degree or its equivalent (refer to #9 at: <https://med.acadiau.ca/faq.html>).
- Applicants to all other MEd programs must possess a Bachelor of Education degree or its equivalent (e.g., NS Teachers College plus an undergraduate degree).
- **Two references are required as part of your application: one academic reference from a current or recent instructor/teacher/professor; and, one professional reference from someone other than an instructor/teacher/professor who would be familiar with your work yet not a family member. References from instructors in courses you are currently taking are admissible. If you have not taken a course (undergraduate or graduate) in the last five years, you may substitute the required academic reference with a professional reference. This is the only circumstance in which two professional references are acceptable.**
- ~~Two years of paid, full-time equivalent, post-degree teaching or related experience is required.~~
- ~~Two current arm's length references from persons conversant with the applicant's academic and professional abilities are required. One is to be an academic reference from a recent instructor/teacher/professor. The other is to be a professional reference from an individual familiar with the applicant's professional performance. If the applicant has not taken a course (undergraduate or graduate) in the last five years, two professional references may~~

~~be submitted. This is the only circumstance in which two professional references are acceptable.~~

### **MEd (Counselling) Additional Admission Requirement**

- Applicants to the MEd Counselling must have the equivalent of two years of full-time, paid, relevant experience following completion of their four-year undergraduate degree. The two full-time equivalent (FTE) years may be accumulated over a period longer than two years. Relevant work experience for those applying to the School Counselling stream includes teaching and/or other related work. Relevant work experience for those applying to the Agency stream is 'helping-focused' employment in social services areas (that calls for strong interpersonal and communication skills). Relevant volunteer work in addition to the two FTE years will be considered an asset. Please note that study cannot be counted as related experience.

~~NOTE: THOSE WHO DO NOT HAVE THE REQUIRED TWO FTE YEARS OF PAID, RELEVANT, POST UNDERGRADUATE DEGREE WORK EXPERIENCE WILL NOT BE CONSIDERED IN THE REVIEW PROCESS.~~

- At the point of applying to the M.Ed. Counselling program, applicants must have already accumulated the equivalent of two years of full-time, paid, relevant experience following completion of their four-year undergraduate degree. The two full-time equivalent (FTE) years may be accumulated over a period longer than two years. Relevant work experience for those applying to the School Counselling stream includes teaching and/or other related work. Relevant work experience for those applying to the Agency stream is 'helping-focused' employment in social services areas (that calls for strong interpersonal and communication skills). Relevant volunteer work in addition to the two FTE years will be considered an asset. Please note that study cannot be counted as related experience. Note: Those who do not have the required two FTE years of paid, relevant, post-graduate degree work experience will not move forward in the application process.
- Applicants must provide a letter of intent outlining their motivations and aspirations in reference to the counselling program.
- Applicants must participate in an interview as part of the application review process.

### **MEd (Inclusive Education) Additional Admission Requirement**

- Applicants must submit a letter of intent describing the nature and focus of study within Inclusive Education they wish to pursue. This letter should include a discussion of relevant academic study and professional experience related to the applicant's program interests.
- Two years of successful teaching or related experience AFTER the B.Ed. has been conferred.

### ~~MEd (Leadership) Additional Admission Requirements:~~

~~Applicants to the MEd (Leadership) who do not hold a Bachelor of Education degree or its equivalent must hold a four year (20 full credits) undergraduate degree.~~

~~Applicants must submit a letter of intent describing the nature and focus of study they wish to pursue. This letter should include a discussion of relevant academic study and professional experience related to the applicant's program interests.~~

### **MEd (Curriculum Studies) Additional Admission Requirement**

- Applicants must submit a letter of intent describing the nature and focus of study they wish to pursue. This letter should include a discussion of relevant academic study and professional experience related to the applicant's program interests.
- Two years of successful teaching or related experience AFTER the B.Ed. has been conferred.

### **Transfer Credits**

Students may, with approval of the Director or the Graduate Coordinator, transfer a maximum of 12 credit hours from other institutions. Normally, courses must be approved in advance. Requests to transfer courses must be made, in writing, to the Registrar of Acadia University and must include a copy of the official course description.

### **Application Deadlines**

- **February 1st** is the deadline for applications to ~~all other~~ **M.Ed. (Curriculum Studies and Inclusive Education)** graduate degree programs in the School of Education ~~Curriculum Studies, Inclusive Education, and Leadership~~ for those intending to start their program in the Spring/Summer. Decisions will be available no later than March 31st. **May 1st** is the deadline for applications for those intending to start their program in the Fall/Winter. Decisions will be available no later than August 1st.
- **December 1st** is the deadline for full and part time applications into the M.Ed. (Counselling) to start the program in the Summer. Admission decisions will be made no later than April 30.

Assessment of applications will only begin once the deadlines have passed.

Given space availability, it is not possible to guarantee admission to all candidates who meet basic requirements.

The School of Education may approve deferral of MEd program entry to the following year for programs other than the Counselling program. Requests to defer approval of program entry must be made within 30 days of the date of the applicant's current offer of admission.

### Financial Assistance

The School of Education offers a limited number of **research assistantships** valued between \$1,500 and \$4,500. The competitive process requires that a School of Education faculty member and **full-time** MEd student, submit a joint application that clearly demonstrates the way in which the work supports faculty research development while serving as a substantive research experience for the student. **First preference will be given to full-time thesis students after which full-time non-thesis applications will be considered.** The application form is available through the School of Education.

### MEd Program Requirements

Course requirements vary according to program. Detailed information is presented below. **All course selections must be made in consultation with and have the approval of the Director or the Director's designate. Candidates in MEd programs may select electives from other graduate courses within the School with the prior approval of the Director.** A maximum of 6 graduate credit hours may be taken as electives from other Acadia University departments or schools with prior approval of the Director **or Director's** designate. Students in a Master of Education program may take a maximum of three (3) courses from the same instructor; exceptions require Director approval.

Students may complete the Master of Education by a course route or by including a thesis or project as well as courses. Students intending to pursue doctoral studies in education are urged to check with the institution(s) to which they plan to apply to see whether there is a prerequisite of a master's level thesis. Those choosing the thesis route will take EDUC 5966 in place of 6h elective courses. Those choosing the project route will take EDUC 5713 in place of a 3h elective course.

### MASTER OF EDUCATION (CURRICULUM STUDIES)

Students must complete 30h:

#### General Program:

#### Required courses (9h):

- ~~EDUC 50G3 (for non-thesis students) or EDUC 5513; EDUC 5633, 5643. Non-thesis students may substitute EDUC 50G3 — Research Literacy for EDUC 5513 — Research Design as their required research course.~~

#### Electives (21h course route, 12h thesis route)

- Program electives are selected from graduate courses offered by the School of Education or from approved graduate courses offered by other departments or schools.

#### Thesis Students (9 hr)

- ~~Students doing the thesis MEd will choose~~ EDUC 5966 and (EDUC 5113 or EDUC 5523.)

## MASTER OF EDUCATION (COUNSELLING)

Only students accepted into the Counselling program are eligible to take core courses. The Director, School of Education, in consultation with the course instructor may give special permission to take a core course to those students who possess a relevant counselling background.

Students must complete a minimum of 48h (48h non-thesis/51h thesis) in one of the following programs/concentrations:

### Requirements for all Students (39h)

- EDUC 5513, EDUC 5063, EDUC 50D3, EDUC 5033, EDUC 5066, EDUC 5133, EDUC 50J3, EDUC 50F3, EDUC 5543, EDUC 5583, EDUC 5623, EDUC 5343, EDUC 5353, EDUC 50E3

### School Counselling Stream (3 h)

- EDUC 50C3-

### Agency Stream (3 h)

- EDUC 50K3
- for both the School Counselling and Agency Streams (3h): EDUC 50E3, EDUC 5233 OR EDUC 5553

### Non-Thesis Students (6 h)

- Two 3h electives selected from graduate counselling courses offered by the School or approved graduate courses offered by other departments or schools that will bring total credit hours earned to 48.
- Non-thesis students may substitute EDUC 50G3 – Research Literacy for EDUC 5513 – Research Design as their required research course.

### Thesis Students (9 h)

- EDUC 5966 and EDUC 5113
- Only students accepted into the Counselling program are eligible to take core courses. The Director, School of Education, in consultation with the course instructor may give special permission to take a core course to those students who possess a relevant counselling background.

## MASTER OF EDUCATION (INCLUSIVE EDUCATION)

Students must complete 30h as follows:

### Required courses for all students (9h)

- EDUC 50H3, EDUC 5063, EDUC 5363, EDUC 5513 or EDUC 50G3

### Electives (18 21h course route, 9 12h thesis route)

- Program electives are selected from graduate courses offered by the School of Education or from approved graduate courses offered by other departments or schools.

### Thesis Students (9 h)

- Students doing the thesis MEd will choose EDUC 5966 and (EDUC 5113 or EDUC 5523.)

Non-thesis students may substitute EDUC 50G3 – Research Literacy for EDUC 5513 – Research Design as their required research course.

## MASTER OF EDUCATION (LEADERSHIP)

Students must complete 30h as follows:

EDUC 5213, EDUC 5913, EDUC 5933, EDUC 5513 or EDUC 50G3.

Electives (18h course route, 9h thesis route). Program electives are selected from graduate courses offered by the School of Education or from approved graduate courses offered by other departments or schools.

Students doing the thesis will choose EDUC 5966 and EDUC 5113 or EDUC 5523.

Non-thesis students may substitute EDUC 50G3 Research Literacy for EDUC 5513 Research Design as their required research course.

### Full-/Part-Time Status

Candidates may complete requirements for Master of Education programs through part-time study. Selected graduate courses in education are offered through Open Acadia. It is the student's responsibility to plan so that all program requirements are completed, seeking advice from the Graduate Education Coordinator, as may be required. Students interested in part-time study should access course scheduling information from Open Acadia, which is available from

their website. Part-time students enrolled in the Counselling program should plan one year in advance for the required 500-hour block practicum for which they must be available on a full-time basis for four months.

**Enrollment in EDUC 5066 is recognized as full time status for both part time and full time students.**

Students in part-time programs are requested to notify the school of their intention to register in the project or thesis course six months prior to registration.

A student's full-time or part-time status is determined by the number of credit hours in which they are registered per term. Registration in 9 or more credit hours in a given term is automatically considered full-time status.

Full-time students may enroll in a maximum of 12 credit hours during fall term (with the exception of MEd Counselling students who generally take 15 credit hours in the fall term) and 12 credit hours during winter term. Full-time or part-time graduate students may take a maximum of 6 credit hours during any three-week intersession.

Full-time MEd students are eligible to opt out of the ASU Health and/or Dental Plans. Access to the health and dental plans is one of the many benefits of membership in Acadia Students' Union. Therefore, associated Students' Union fees will also be applied.

In order to opt out of the plans, the student must visit the Health Plan Administrator's office before the final business day of the month in which their academic term begins. The same deadline applies for adding dependents to the student's policy. Contact Cindy MacDonald, Health Plan Administrator (Room 610 Acadia Students' Union, ASU Box 6002, Wolfville, NS B4P 2R5; Phone: (902) 585- 2167; Fax: (902) 542-3901). For complete details regarding health and dental benefits for Acadia students visit: [www.studentbenefits.ca](http://www.studentbenefits.ca)

The MEd Counselling program schedule for both full-time and part-time cohorts is designed to ensure that required courses are offered once to each cohort in a sequence that takes course prerequisites into consideration. If students fall out of sync with their cohort and need to pick up a course, they may enroll in course sections designated for other cohorts only with the permission of the instructor and only if there is available space.

Students not yet admitted to a Master of Education program may apply as "independent students" to take a maximum of 12 credit hours at the graduate level – this does not guarantee acceptance into a MEd program. Core required courses in the MEd Counselling program are not available to independent students. Such students must meet the academic admission requirements of the MEd program.

Specifically, they must have a B average in the BEd program or, for those claiming BEd equivalency, a B average in the final two years of the undergraduate degree. Official undergraduate transcripts must be submitted in support of an admission application.

**Note:** Not all elective courses are available annually.

### **Policy**

When circumstances warrant, individual faculty may grant extensions on course assignments; however, the maximum time allowed for submission of overdue assignments will be 30 days past the last day of the school term. Faculty will submit the grade earned by the student in the course by the appropriate deadlines set by the Registrar each term and, if necessary, complete a mark change form upon evaluation of any assignments students complete through contracted extensions.

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## **Education (PhD)**

### **Program Contacts**

Dr. Heather Hemming (Starting July 1, 2021)  
Chair, Inter-University Doctoral Administrative  
Committee Acadia University  
Email: [heather.hemming@acadiau.ca](mailto:heather.hemming@acadiau.ca)

Ellen MacDonald  
PhD Program Assistant  
Email:  
[ellen.macdonald16@msv](mailto:ellen.macdonald16@msv)  
u.ca Phone: 902-457-  
6465

The PhD in Educational Studies is offered in a collaborative partnership with Mount Saint Vincent University, Acadia University and St. Francis Xavier University. The research-oriented doctoral program is jointly administered by the Inter-

University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university based on the location of their supervisor, and graduate from that Home Institution of Record.

Doctoral students can focus their studies on one or more of six interrelated themes: curriculum studies, educational foundations and leadership, inclusive education, lifelong learning, literacies, and the psychological aspects of education. These themes reflect current faculty research strengths and ongoing educational studies issues. Applicants are encouraged to review the research interests of education faculty members at all three participating universities, available at their respective websites, as well as the research interests of other faculty members.

### **Admission Requirements**

**Note:** An average of 10 students will be admitted each year: 4 at the Mount, 3 at St. F.X. and 3 at Acadia. Normally, IDAC will use a competitive admissions policy, but it will consider applicants on a case-by-case basis and waive the fixed application date, if deemed warranted and if space is available in the program for that year.

- a) A Master degree from a recognized university in education or in a related field of study (a cognate discipline);
- b) Normally, a graduate thesis in a field related to their doctoral studies. Those applicants who have not completed a thesis are required to submit evidence of their ability to undertake research in education through the completion of a qualifying research paper of sufficient depth and scope to reflect their research competence;
- c) Evidence of scholarly preparation to conduct research, normally including graduate level courses in quantitative and/or qualitative research methods and design;
- d) Three letters of reference, normally including two academic and one professional;
- e) A recent curriculum vitae indicating current initiatives in education and any academic, scholarly work to date;
- f) A letter of intent indicating a proposed area of study from among the six interrelated themes of educational studies;
- g) A minimum of A- or 80% average in their highest degree

**Note:** Qualified applications will only be admitted if a suitable supervisor and program can be provided.

### **English Language Proficiency**

To achieve success in this doctoral program, applicants must demonstrate strong reading, writing and comprehension skills in the English Language.

### **Application Process and Deadlines**

**Note:** The Doctoral Program Application Package is available from the Doctoral Program Office in the Faculty of Education and online at <http://www.nsphdeducation.ca>

- a) Applicants apply for their institution of choice (the Mount, Acadia or St. F. X.) through the Doctoral Program Office by November 15 for July 1 entry;
- b) The IDAC will review all applications and, by majority agreement, recommend acceptance of applicants to the participating institutions;
- c) For any applicants recommended to Acadia, the Doctoral Program Coordinator will assign an appropriate pro-tem (research) advisor;
- d) Acadia's Graduate Studies Office will inform the applicant, in writing after March 1, regarding the decision of the IDAC. Acadia becomes the Institution of Record for all doctoral students formally admitted to Acadia University;
- e) In addition to specific doctoral program requirements and regulations, Acadia students are bound by the regulations and procedures pertaining to graduate studies at Acadia (<https://gradstudies.acadiau.ca/home.html>);
- f) Each pro-tem advisor (dissertation supervisor) will arrange for an entry meeting for their student(s) to develop a preliminary program plan and an initial outline of the proposed research area. This preliminary plan will be submitted in writing to the IDAC for approval using the Final Plan of Study Form (within a time frame specified by the IDAC), through the Doctoral Program Coordinator. Normally, this plan is completed before the July 1 start date.

### **Financial Assistance**

The School of Education offers a **Work Study Award** valued at \$7500 to students during the 14-month residency of the program who are attending Acadia University full-time. In addition, full-time students will have an opportunity to compete for other sources of funding such as the **Nova Scotia Provincial Graduate Scholarship** through Acadia RGS.

### **Health and Dental**

Full-time PhD students are eligible to opt out of the ASU Health and/or Dental Plans. Access to the health and dental plans is one of the many benefits of membership in Acadia Students' Union. Therefore, associated Students' Union fees will also be applied.



In order to opt out of the plans, the student must visit the Health Plan Administrator's office before the final business day of the month in which their academic term begins. The same deadline applies for adding dependents to the student's policy. Contact Cindy MacDonald, Health Plan Administrator (Room 610 Acadia Students' Union, ASU Box 6002, Wolfville, NS B4P 2R5; Phone: (902) 585- 2167; Fax: (902) 542-3901). For complete details regarding health and dental benefits for Acadia students visit: [www.studentbenefits.ca](http://www.studentbenefits.ca)

### **PhD Program Requirements**

All of the following are required courses: EDUC 8109 (Comprehensive Portfolio: Research/Scholarly Portfolio), EDUC 899Z (Dissertation and EDUC 8990 Dissertation Continuation), EDUC 8013 (Foundations of Educational Inquiry), EDUC 8023 (Methodological Perspectives on Educational Research), EDUC 8033 (Doctoral Seminar: Contemporary Educational Theory), EDUC8043 (Focused Educational Studies (based on current roster of PhD students)), EDUC 8053 (Advanced Research Seminar: Focus onMethods)

### **Required/Electives Courses**

At the time of admission, students will be advised if they are required, and they may choose to complete (in consultation with pro-temadvisor and with approval from IDAC):

EDUC 8063 and EDUC 8073 Special Topics  
Educational Studies EDUC 8083 and EDUC 8093  
Independent Study

Students must complete 6 courses (EDUC 8013, EDUC 8023, EDUC 8033, EDUC 8043, EDUC 8053, EDUC 8109) by undertaking full- time studies during four consecutive semesters (14-month residency) in a combination of an in-person summer institute followed by two terms of e-learning delivery. Students must register in a minimum of 1 course per year. Active students in the program are considered full-time throughout the program. Doctoral students have the right to take courses and seminars and use the academic facilities of any of the three participating universities in accordance with their approved plan of study.

Students normally defend their dissertation within two years after the portfolio examination, but no later than six years after entering the doctoral program, unless an extension has been granted. The dissertation final defense will be completed according to the approved Inter-university doctoral defense guidelines.

### **Academic Standing**

PhD students will be graded according to the system in place at their home university. Students may not continue in the program with a failing grade. Under normal circumstances, any student receiving a grade below B- in any graded course will be required to withdraw from the PhD program. They do have the option to appeal a grade.

**ACADEMIC PLANNING COMMITTEE**  
**Pre-Budget Report to Senate**  
**December 13, 2021**

The Academic Planning Committee is charged with annually preparing a pre-budget report for Senate. The pre-budget report is to identify priorities coming from the academic sector prior to the next operating budget.

**Background**

The three Faculties, the Library and Archives, Research and Graduate Studies, and Open Acadia & Centre for Teaching and Learning Excellence submitted annual plans to the APC. The Faculty plans were used by the APC to rank the personnel requests within the Faculties. These were reported to Senate at the October Senate meeting. In total, 34 positions were requested by the Faculties. In October, the Provost authorized 10 tenure-track positions using the order ranked by the APC.

**Recommendations**

The APC is bringing forward six recommendations for priorities coming from the academic sectors to be used as guideposts in the upcoming operating budget discussions. While the recommendations are presented as distinct recommendations, there is considerable overlap among them, and they are not presented in a priority ranking.

**Recommendation 1: Investment in the Faculty Complement**

- The Faculty plans provide evidence that there is an ongoing need for continued renewal within the faculty complement.
- The Faculty plans identified 24 additional positions above the 10 already authorized and the Library and Archives plan identified a full-time continuing librarian position. The APC recommends that as many of these positions as possible be authorized in the 2022-23 operating budget
- It is recommended that whenever possible these should be continuing positions. However, if a continuing position cannot be authorized, it is recommended that limited term appointments be authorized
- A priority need for diversity was identified by the three Faculties and the Library and Archives

**Recommendation 2: Support Response to Truth & Reconciliation, Decolonization and Indigenization of the Academy**

- All three Faculties identified this as a priority within their plans
- Though not explicitly identified within the Library and Archives, Research and Graduate Studies, and Open Acadia & Centre for Teaching and Learning Excellence plans, it runs throughout and is consistent with their plans

**Recommendation 3: Improved and Enhanced Research, Scholarly, and Creative Activity Communications and Promotions**

- All three Faculties & RGS identified this as a priority

- At the Senate meeting in October, there was discussion that we need to do more
- Identified in external program reviews as a gap

**Recommendation 4: Pedagogical and Technological Development Support**

- Need identified in CTLE and Faculty plans
- High Impact Practices (HIP) identified in Faculty and Library plans

**Recommendation 5: Career Services Support**

- Need for Career Services support identified by several plans

**Recommendation 6: Non-Faculty Positions**

- Need identified in CTLE and Faculty plans
- HIP identified in Faculty and Library plans
- Research Data Management identified as need

All of these recommendations support advancing the objectives of the *Acadia 2025* strategic plan.

## **MOTION 1:**

**Motion 1: The TIE Committee recommends to Senate adoption of the proposed calendar dates for the 3 academic years 2023-2024, 2024-2025 and 2025-2026 and that that the following principles to be used when preparing the academic dates.**

### Principles

1. Class hours that are lost due to holidays will be rescheduled and accounted for in the academic dates. It is possible that these hours may be scheduled on days other than the regular class meeting days.
2. The first day of classes in the fall semester will be scheduled on the first Wednesday in September after Labour Day.
3. The first day of classes in the winter semester will be scheduled on the first Monday after January 5<sup>th</sup>.
4. A 5-day reading week will be scheduled in each of the fall and winter terms. In the fall, the break will be scheduled in the last week of October / first week of November. In the winter, it will be scheduled in conjunction with the Nova Scotia Heritage Day holiday.
5. At least one day will be designated as a study day and be scheduled between the last day of classes and the first day of exams.
6. It is desirable that the exam period end as early as possible. No exams should be scheduled after December 20. If required, exams may be scheduled on Sundays.
7. There will be a period of 7 working days between the first day of classes and the last day to add a course or receive a no record withdrawal.
8. The last day to withdraw from classes and receive a 'W' will be the first Friday, two weeks after the Fall and Winter breaks.
9. When possible, there will be 12 weeks of classes.
10. Due to the prevalence of Monday holidays in the fall term, courses with 3h instruction on Mondays are discouraged for that term.

**2023-2024 Fall/Winter Academic Dates\***

Fall 2023								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 11 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 10
Sept. 6 <sup>th</sup> (W)	Sept. 15 <sup>th</sup> (F)	Oct. 30 <sup>th</sup> - Nov. 3 <sup>rd</sup>	Nov. 17 <sup>th</sup> (F)	Dec. 5 <sup>th</sup> (T)	Dec. 6 <sup>th</sup> , 7 <sup>th</sup> (W/Th)	Dec. 8 <sup>th</sup> (F)	Dec. 19 <sup>th</sup> (Tu)	
Winter 2024								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 11
Jan. 8 <sup>th</sup> (M)	Jan. 17 <sup>th</sup> (W)	Feb. 19 <sup>th</sup> -23 <sup>rd</sup>	Mar. 8 <sup>th</sup> (F)	April 5 <sup>th</sup> (F)	Apr. 6 <sup>th</sup> -7 <sup>th</sup> (S/Su)	Apr. 8 <sup>th</sup> (M)	Apr. 18 <sup>th</sup> (Th)	
Intersession 2024								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring (6 week)								
Spring 1 (3 week)								
Spring 2 (3 week)								
Summer (6 week)								
Summer 1 (3 week)								
Summer 2 (3 week)								
<p><b>Key Dates 2023-2024</b>                      Labour Day: Monday, September 4, 2023. No classes scheduled.                      National Day for Truth and Reconciliation: Saturday, September 30<sup>th</sup>, 2023. Observance: Friday, September 29<sup>th</sup>. No classes scheduled.                      Thanksgiving: Monday, October 9, 2023. No classes scheduled.                      Remembrance Day: Saturday, November 11, 2023. Remembrance Day Observance: Friday, November 10<sup>th</sup>. No classes scheduled.                      Nova Scotia Heritage Day Holiday: Monday, February 19, 2024. No classes scheduled.                      Good Friday: Friday, March 29, 2024. No classes scheduled.                      Convocation: Sunday &amp; Monday, May 12-13, 2024.</p>								

Victoria Day: Monday, May 20, 2024.  
 Canada Day: Monday, July 1, 2024.

**2024-2025 Fall/Winter Academic Dates\***

**Fall 2024**

Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 10* Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Sept. 4 <sup>th</sup> (W)	Sept. 13 <sup>th</sup> (F)	Oct. 28 <sup>th</sup> - Nov. 1 <sup>st</sup>	Nov. 15 <sup>th</sup> (F)	*Dec. 4 <sup>th</sup> (Wed) This will act as a Monday.	Dec. 5 <sup>th</sup> -6 <sup>th</sup> (Th/F)	Dec. 7 <sup>th</sup> (Sa)	Dec. 18 <sup>th</sup> (W)	

**Winter 2025**

Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Jan. 6 <sup>th</sup> (M)	Jan. 15 <sup>th</sup> (W)	Feb 17 <sup>th</sup> -21 <sup>st</sup>	Mar. 7 <sup>th</sup> (F)	Apr. 4 <sup>th</sup> (F)	Apr. 5 <sup>th</sup> , 6 <sup>th</sup> (S/Su)	Apr. 7 <sup>th</sup> (M)	Apr. 17 <sup>th</sup> (Th)	

**Intersession 2025**

Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams	
Spring (6 week)					
Spring 1 (3 week)					
Spring 2 (3 week)					
Summer (6 week)					
Summer 1 (3 week)					
Summer 2 (3 week)					

**Key Dates 2024-25**

Labour Day: Monday, September 2, 2024. No classes scheduled.  
 National Day for Truth and Reconciliation: Monday, September 30<sup>th</sup>, 2024. No classes scheduled.  
 Thanksgiving: Monday, October 14, 2024. No classes scheduled.  
 Remembrance Day: Monday, November 11, 2024. No classes scheduled.  
 Nova Scotia Heritage Day Holiday: Monday, February 17, 2025. No classes scheduled.  
 Good Friday: Friday, April 18, 2025. No classes scheduled.  
 Convocation: Sunday & Monday, May 11-12, 2025.  
 Victoria Day: Monday, May 19, 2025.  
 Canada Day: Tuesday, July 1, 2025.

**2025-2026 Fall/Winter Academic Dates\***

Fall 2025								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 11 Tuesdays – 10 Wednesdays – 13 Thursdays – 13 Fridays - 13
Sept. 3 <sup>rd</sup> (W)	Sept. 11 <sup>th</sup> (Th)	Oct. 27 <sup>th</sup> -Oct. 31 <sup>st</sup>	Nov. 14 <sup>th</sup> (F)	Dec. 5 <sup>th</sup> (F)	Dec. 6 <sup>th</sup> , 7 <sup>th</sup> (S/Su)	Dec. 8 <sup>th</sup> (M)	Dec. 19 <sup>th</sup>	
Winter 2026								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 11
Jan. 12 <sup>th</sup> (M)	Jan. 20 <sup>th</sup> (T)	Feb 16 <sup>th</sup> - 20 <sup>th</sup>	Mar. 6 <sup>th</sup>	April 10 <sup>th</sup> (F)	April 11-12 <sup>th</sup> (S/Su)	April 13 <sup>th</sup> (M)	April 23 <sup>rd</sup> (Th)	
Interession 2026								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring (6 week)								
Spring 1 (3 week)								
Spring 2 (3 week)								

Summer (6 week)					
Summer 1 (3 week)					
Summer 2 (3 week)					

**Key Dates 2025-26**

Labour Day: Monday, September 1, 2025. No classes scheduled.  
National Day for Truth and Reconciliation: Tuesday, September 30<sup>th</sup>, 2025. No classes scheduled.  
Thanksgiving: Monday, October 13, 2025. No classes scheduled.  
Remembrance Day: Tuesday, November 11, 2025. No classes scheduled.  
Nova Scotia Heritage Day Holiday: Monday, February 16, 2026. No classes scheduled.  
Good Friday: Friday, April 3, 2026. No classes scheduled.  
Convocation: Sunday & Monday, May 10-11, 2026.  
Victoria Day: Monday, May 18, 2026.  
Canada Day: Wednesday, July 1, 2026.



**Motion 2: That the “Academic Date Preparation Guidelines” be amended to include:**

**"In the event that a holiday falls on a weekend, and the holiday is to be observed on a weekday, that the observance be on Friday."**

Rationale: In general, calendar dates in the Fall term are constrained by 4 holidays: Labour Day, National Day for Truth and Reconciliation, Thanksgiving and Remembrance Day. Of these, Labour Day and Thanksgiving always fall on Mondays. The other 2 holidays always fall on the same day of the week. This amendment seeks to avoid observing all 4 holidays on Monday, unless the holidays actually fall on a Monday. In particular, when the holidays fall on a weekend, the suggestion is to observe them on Friday instead of Monday.

**Resolution from the Faculty of Arts Council re: the Strategic Academic Plan:**

Whereas the scope of the Academic Plan is being extended far too widely, to include items that should remain under the purview of Senate. And whereas insufficient consultation regarding the Plan has occurred, be it resolved that the Faculty of Arts requests that Senate postpone any motion to approve the Acadia University Academic Plan so as to allow sufficient time for revision and consultation that will address our many concerns about its aims and impact of its implementation.