



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 January 16th, 2023. 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 12th December, 2022

3) Announcements ([attached, pages 3-7](#))

4) Old Business

a) Transition Reports from Senate Sub-Committees

i) Curriculum Committee (Policy) ([attached, page 8](#))

b) Academic Planning Committee Pre-Budget Report to Senate. ([attached, pages 9-10](#))

c) Motion that Senate approve the Vaughan Memorial Library's revised Collection Development Policy. ([attached, pages 11-20](#))

5) New Business

a) Proposed Curriculum changes from the Graduate Curriculum Committee

i) School of Education M.Ed. program changes ([attached, pages 21-24](#))

ii) School of Computer Science: Introducing both course-based and project-based Master's degrees in Computer Science. Introduction of two new courses COMP 5923 Research in Computer Science and COMP 5950 Project. (*circulated separately*)

iii) Psychology: Course modification to PSYC 5053 Psychotherapy: Foundations. Course modification to PSYC 5013 Seminar. Course deletion PSYC 6076 Clinical Practicum and Psychopathology. (*circulated separately*)

- iv) Biology: Course modification to BIOL 5253 Data Science in Ecology. (*circulated separately*)
- v) Kinesiology: New course KINE 5043 Special Topics. (*circulated separately*)
- b) Motion from the Timetable, Instruction Hours and Examinations committee:
Proposed Calendar dates for 2026-2027 and 2027-2028. ([*attached, pages 25-26*](#))

6) Question Period – President/Provost and Vice-President Academic

7) Other Business

8) Adjournment

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Announcements

PRESIDENT AND VICE-CHANCELLOR REPORT - JANUARY 16TH, 2023

Happy New Year

I hope you all had a wonderful holiday break and I wish every member of Senate a very happy New Year. As we begin 2023, I am pleased to see our students returning for the winter term and to welcome many new international students who will be starting their Acadia journey this term. Many of those international students had to defer their arrival due to the delays in processing student visas, but with the backlog being cleared up we are seeing better turnaround times by IRCC. I hope that will continue as we get back on track with our strategic enrolment goals following the disruptions created by the global pandemic.

Appointment of Acadia's Jarislowsky Chair in Trust and Political Leadership

As mentioned in the Provost's report, Acadia has successfully completed its search for the Jarislowsky Chair in Trust and Political Leadership. I am very pleased to announce that Dr. Alex Marland is the successful candidate. Dr. Marland is currently Professor and Head of the Department of Politics at Memorial University of Newfoundland, and is a leading scholar and teacher in politics, and a member of the College of the Royal Society of Canada. I'd like to add my thanks to Dr. Rachel Brickner and the Chair Selection Committee, to Nancy Handrigan for her important work in helping to bring this search to a successful conclusion, and the Jarislowsky Foundation. I also want to recognise the Hon. Geoff Regan, former MP and Speaker of the House of Commons, who was hired as an external Program Coordinator to assist Acadia and the Jarislowsky Foundation in laying the groundwork for the development of the Chairs Network and the hiring process for each of the five universities involved.

In December I met with Mr. Jarislowsky in Montréal and we held a virtual meeting with the other four universities involved in the network. Acadia is the second of the five institutions to make their appointment, with Trent making their announcement back in November and the other three not far behind in their search processes. I am looking forward to when all five Chairs will be announced.

This appointment is an important milestone for Acadia and supports one of the aims of the *Campaign for Acadia* to provide for endowed chairs in the humanities and social sciences. I am very grateful to Stephen Jarislowsky and the Jarislowsky Foundation for their generous financial support but also for the vision in creating this network and having Acadia as a lead institution in its development.

Winter Term Masking

As you know, I announced in December that Acadia would be maintaining the classroom mask mandate for the winter term until April 30, 2023. Given the continued high rate of respiratory

illness and a new subvariant of concern, the so called Omicron Kraken subvariant XBB.1.5, this continued level of caution is wise. On Monday January 16, just before the Senate meeting, I will be attending a meeting with NS's Chief Public Health Officer, Dr. Robert Strang. I will provide a verbal update to Senate on the results of that meeting.

On January 25, Acadia will host a community vaccination clinic as part of our continued efforts to support the full vaccination of our campus community and the local region.

Internal Communications

I am pleased to announce that we have concluded a successful search for the position of University Secretary to provide administrative support for the Board of Governors and the Senate. As mentioned in previous reports, once this person is in place it will allow us to free up some resources to support increased internal communications, including the development of a replacement service for ACADIA-FYI to enable technology that will allow the University to communicate with employees, and for employees to communicate with one another about events and activities that are of interest to the community.

Deferred Maintenance and Facilities

I am also pleased to announce that the provincial government has approved Acadia's submission for the use of the \$22 million that was received for deferred maintenance. As a reminder, the high level breakdown for the use of these funds is as follows: \$6.5 million for Academic improvements; \$6.5 million for Residence improvements; \$4 million for IT Infrastructure Renewal; and \$5 million to address the Deferred Maintenance elements of the Student Union Building Renewal / Centre for Student Success Project.

I am grateful to Chris Callbeck, VP Finance and Administration, Marcel Falkenham, Executive Director of Facilities, and Gary Doucette, Executive Director of Technology Services and their respective teams for the hard work in putting together the submission.

Hon. Bill Morneau to be the 2022/23 BMO Lecturer

On the evening of Thursday, January 26, the Hon. Bill Morneau, former Canadian Minister of Finance, will present the 2022/23 BMO Lecture. Mr. Morneau will speak about his new book entitled *Where To From Here: A Path to Canadian Prosperity*. More details of the time and location of the lecture will be forthcoming.

Respectfully submitted,

Peter Ricketts
President and Vice-Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – JANUARY 16TH, 2023

Firstly, I welcome everyone back. I hope you had a chance to find some time for relaxation and rest after a very hectic fall term and I wish you all a Happy and Prosperous New Year.

DEAN OF ARTS SEARCH

Becky Casey and Michael Dennis are the two department heads on the committee. Cynthia Alexander has been elected as the Professor on the committee. I am awaiting the full membership of the committee including the identification of an Assistant or Associate Professor, and a student.

MI'KMAW OR INDIGENOUS AND AFRICAN NOVA SCOTIA/CANADIAN CLUSTER HIRES

I am very pleased to announce that the ads for the three Mi'kmaw/Indigenous and three African Nova Scotian/Canadian cluster hires are now live on the Acadia [website](#). This is very exciting, and I encourage you to share the ads widely with your networks.

The committees are:

Mi'kmaw/Indigenous Cluster Hire

Dale Keefe, Provost (chair)
Cynthia Alexander (Arts)
Glenys Gibson (Pure and Applied Science)
Jennifer Tinkham (Professional Studies)
Ann Sylliboy, Community Representative
Zabrina Whitman, Community Representative
Claudine Bonner, Vice-Provost EDI, Equity Representative

African Nova Scotian/Canadian Cluster Hire

Dale Keefe, Provost (chair)
Daniel Blustein (Pure and Applied Science)
Edith Callaghan (Professional Studies)
Chelsea Gardner (Arts)
Rachel Brothers, Community Representative
Steve Carrington, Community Representative
Claudine Bonner, Vice-Provost EDI, Equity Representative

JARISLOWSKY CHAIR

The selection process for the Jarislowsky Chair in Trust and Political Leadership has successfully concluded and an official announcement of the chair will be forthcoming in the next few days. I acknowledge and thank all those involved in this process, particularly the selection committee, Rachel Brickner (Head of Politics), and Nancy Handrigan (Vice-President Advancement). Without Rachel's and Nancy's tireless efforts, this chair would not be possible.

RECRUITMENT AND RESIDENCE UPDATE

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

Respectfully submitted,
C. Dale Keefe, PhD
Provost & Vice-President Academic

ASSOCIATE VP RESEARCH & DEAN OF GRADUATE STUDIES REPORT TO SENATE – JANUARY 16TH, 2023

No report received by January 12, 2023.

ACADIA STUDENTS' UNION – JANUARY 16TH, 2023

No report received by January 12, 2023.

COLLEGE OF DIVINITY AND FACULTY OF THEOLOGY – JANUARY 16TH, 2023

NEW HIRES

Staff - For our funded Pathways to Tomorrow Project Futuring Lab:

Dr. Jodi L. Porter, Director of Education for Ministry Innovation to begin July 1, 2023

Mr. Joel Murphy, Facilitator of Trend Research & Analysis began January 9, 2023

<https://acadiadiv.ca/futuring-lab-appointments/>

Faculty - soon to be announced:

Dr. D. Steven Porter, Assistant Professor of Church Innovation and Evangelism, Director of Doctoral Studies, to begin July 1, 2023

Dr. Grace Wing Yi Au, Assistant Professor of New Testament Studies, to begin July 1, 2023

PUBLICATIONS / SPEAKING ENGAGEMENTS

Dr. Lennett Anderson was invited to Springhill Penitentiary to lead a cultural competency session with the Parole Officers and inmates, considering the significant overrepresentation of Black men at the institution.

Dr. Stuart Blythe published "Preaching as a Rhetorical Act: Practices and Possibilities with Reference to the Rev. Dr. John Gladstone (1921-2005)", *McMaster Journal of Theology and Ministry* 23(2021-2022) 3-36.

AND

"The Metaphors we Preach By: Preaching as Graffiti," *Journal of European Baptist Studies*, Vol 2, No. 2, 2022.

Dr. Matthew Walsh published “With God (and the Angels) on Our Side: A Comparison of Celestial Assistance in the War Scroll and 2 Maccabees.” Pages 141–75 in *The Dead Sea Scrolls in the Context of Hellenistic Judea: Proceedings of the Tenth Meeting of the International Organization for Qumran Studies* (Aberdeen, 5–8 August 2019). Edited by Pieter B. Hartog and Andrew B. Perrin. *Studies on the Texts of the Desert of Judah* 142. Leiden: Brill, 2022.

Dr. Melody Maxwell launched *Called to Serve: Atlantic Baptist Women in Ministry 1950-2020* at CalledToServe.ca. Emerging from some of her funded research, the website reflects her work to preserve, share, and analyze the stories of women ordained to ministry by Baptist churches in Atlantic Canada between 1950 and 2020.

OUTDOOR CLASSROOM CONSULTATION

Engineering Ministries International (EMI) will be onsite on January 17-18 to explore the possibility of an outdoor learning space outside of the College.

As we develop an appreciation for Indigenous ways of knowing and learning, we realize the important role that an outdoor-based learning space could play in indigenizing our pedagogy. Decolonization also leads to innovation. Having heavily invested in educational technology we are also interested in how we might integrate technology and an outdoor learning space. As a first step, we have received funding to investigate a potential design and plan – including the selection of the optimal site, location, and features to create a three-season outdoor learning environment.

Anna Robbins, PhD

*President, Acadia Divinity College
Dean of Theology, Acadia University*

**Senate Curriculum Committee (Policy)
Transition Report 2022**

Meeting date: November 16, 2022

Committee Membership: Aditi Sharma (Student), Arts (Vacant), Roxanne Seaman (Chair), Eva Curry, Christopher Killacky, Heather Saunders, Mark Bishop.

Schedule of Meetings: mid-January, March. Teams was selected as meeting modality.

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.

Goals and priorities: reinvigorate the program and credential review/Calendar nomenclature project. As this Committee mandate and activities can impact or inform other Senate Committees, endeavour to list other connected Senate Committees and plan to communicate with them.

Respectfully submitted,

Mark Bishop
Registrar
Acting Transitional Chair

ACADEMIC PLANNING COMMITTEE
Pre-Budget Report to Senate
December 12, 2022

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

Background

The three Faculties and the Library and Archives 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 September Senate meeting. In total, 38 positions were requested by the faculties. In October, the Provost authorized six tenure-track positions using the order ranked by the APC. Subsequently, the Deans reviewed their unit plans and brought forward priorities collected into the recommendations below.

Recommendations

The APC is bringing forward seven recommendations for priorities from the academic sectors to be used as guideposts in the upcoming operating budget discussions. While the recommendations are presented as distinct items, there is considerable overlap. The recommendations clearly defined fully replacing faculty on leave as the top priority; the rest of the recommendations were not ranked and are presented below as having equivalent priority.

- **Top priority is fully replacing faculty on leave from each academic unit**
Units are experiencing challenges keeping up with the necessary operational and service requirements (such as program reviews, committee work, program development) when individuals are on leave from the unit. These leaves include sabbaticals, sick leave, and secondments to other administrative positions within the university. The committee strongly recommend that as many positions as possible be filled by full-time limited term replacements. Many units are struggling to find individuals to teach on a per course basis. Full-time replacements can also increase the diversity within units that have had little rejuvenation in many years.
- **Centralized advising support**
Several units, particularly units with a large number of majors, are struggling to provide student advising. Centralized first-year advising support that provides assistance to students on more general enrolment matters, peer support, and navigating the university bureaucracy would be beneficial and reduce the burden on academic units.
- **Increased budget for purchase of new and replacement equipment, laboratory consumables, and software for pedagogical use**
Units, particularly in FPAS and FPS, need new or replacement equipment and software to maintain currency with professional or industry standards.
- **Increased TA budgets**
There is a need to increase units' TA budgets to incorporate the increase in the Nova Scotia

minimum wage. Additionally, several units require an increase to the number of TAs to support increased course enrolments. This was brought forward across all three faculties.

- **Initiatives to support student resilience**

COVID has created a different learning environment and experiences for students both at the secondary and university levels. Incoming and current first year students have been most impacted. An investment in formalized programs to support student resilience and success are needed now more than ever.

- **New programs responsive to societal needs**

Several units have recently or are in the process of developing new programs. These programs need program specific financial support and resources as they are implemented and established.

- **Support for academic outreach and engagement**

Several units expressed interest in activities to celebrate and promote research, scholarly, and creative activities, and support of community-engaged learning.

Motion that Senate approve the Vaughan Memorial Library's revised Collection Development Policy.

**Vaughan Memorial Library
Collection Development Policy**

Previous version approved by Senate, November 14, 2006

1. Purpose

The purpose of the Vaughan Memorial Library collection development policy is to provide the guiding direction and rationale for the development of the Library's collections.

In particular, the collection development policy ensures that the teaching and research needs of the academic disciplines represented at Acadia are reflected in ongoing collection development. It provides guidelines for defining and assessing the types of materials collected in a consistent and systematic manner. The policy ensures the best use of the University's resources in building the collections. It articulates and clarifies the roles of the Library and the University community in collection building and encourages and facilitates input from the community in this endeavour. The policy also acknowledges the role of the Library in co-operative collection development initiatives in the region and the country.

2. Acadia University

Acadia University is a liberal education university. Its four faculties – Arts, Pure and Applied Science, Professional Studies, and Theology – primarily offer undergraduate programmes, as well as a number of graduate programmes.

3. Vaughan Memorial Library

The Vaughan Memorial Library's collection development policy is guided by the mission statements of the University and the Library (see Appendix A). The basis of collection building will be the ongoing scholarly needs of undergraduate and graduate students and the faculty as they are reflected in curricula and research initiatives.

Acadia's current and future students, faculty and staff are the primary communities for whom the Library's collections are built. Alumni, retired faculty and the public also have access to the Library's physical and, where licenses allow, electronic collections. In addition, the Library makes its circulating collections available to students, faculty and staff at universities across Canada and beyond through its interlibrary loan and reciprocal borrowing agreements. The Library's collections are extended and complemented by the ready access to other collections that these agreements provide. The Library is a full participant in the Council of Atlantic Academic Libraries (CAAL) and in Novanet, and participates in the Canadian University Reciprocal Borrowing Agreement (CURBA). These initiatives provide barrier-free access to the collections and services at university libraries in the Atlantic region and across Canada. Through CAAL and other co-operative groups such as the Canadian Research Knowledge Network (CRKN), Acadia participates in a number of consortial purchasing arrangements that provide cost-effective access to a wide range of electronic

materials which would be otherwise unattainable due to the high cost of individual library subscriptions. These initiatives influence and complement the development of collections at Acadia.

The Library is committed to supporting intellectual inquiry and recognizes the right of individuals and groups to criticize and disagree with ideas expressed in materials held in the Library's collections. Efforts to limit access to information or to impose censorship are vigorously resisted. The Library supports and endorses the Canadian Federation of Library Associations' "Statement on Intellectual Freedom" (see Appendix B).

4. Vaughan Memorial Library Collections

Acadia's collections are defined in the broadest possible way as including on-site materials regardless of format (books, DVDs, government documents, data sets, electronic collections developed or acquired as part of the Library's digital collections, etc.) as well as off-site materials regardless of format (electronic collections accessed through purchase or license agreement, selected internet resources, etc.).

The primary purpose of the collections is to support undergraduate research, teaching and scholarly activity and to support graduate research at the graduate level in specific programme areas.

5. Collection Development

Collection development includes building the collections through selection of new materials as well as ongoing assessment and maintenance of existing materials. The foundation for developing an appropriate collection for Acadia is the curriculum or areas of study in the degree programmes and the areas of concentration of the departments and schools of the University. An in-depth understanding of the curriculum of these programmes is essential for both ongoing collection building and assessment of current collections.

5.1 Selection

Selection of titles for the collection is carried out by librarians with input from professors and instructors. Titles selected must support the academic initiatives of the University as already stated. In addition, the following criteria are considered:

- ∞ Level of scholarship
- ∞ Reputation of author
- ∞ Reputation of publisher
- ∞ Language
- ∞ Geographic coverage

Collection building must also take into account the variations in scholarly communication among the disciplines.

5.2 Maintenance

Maintenance encompasses assessment, preservation, and withdrawal activities.

Assessment is a process that evaluates how well the Library's collections meet teaching and research needs at the University.

Preservation is essential for ensuring the longevity of library materials and is most frequently accomplished through mending, binding or reformatting. Mending and binding focus on the preservation of the physical item, while reformatting focuses on the preservation of the item's intellectual content rather than its physical format. Reformatting can include, for example, the microfilming of newspapers or the purchase of electronic versions of titles that are no longer available in any other format.

Withdrawal is defined as the removal of materials from the collections and is a carefully planned, ongoing process that is developed and implemented by librarians with input from professors and instructors to ensure that the integrity of the collections is maintained. Librarians continuously identify outdated, irrelevant, or damaged items for possible removal and replacement. Lack of space is not considered a legitimate reason for withdrawing materials from the collection. The definition of withdrawal does not include the removal of duplicate copies as long as one copy of a work remains in the collection, since the intellectual content of the collection does not change. (Different editions of a work are not considered to be duplicates.)

Maintenance of the collections is an ongoing activity.

6. Collections considerations

6.1 Equity, Diversity, Inclusion, and Accessibility

The Library strives to maintain diverse materials in its collections and acknowledges the historical silencing of particular voices and perspectives in academic library collections: those of Black people, Indigenous people, People of Colour, people with disabilities, 2SLGBTQ+ people, and others. The Library will include materials in its collections from these historically silenced perspectives as part of its ongoing acquisitions.

The Library is committed to serving the information needs of patrons with disabilities, and will endeavour to acquire and provide materials in accessible formats. The Library provides equitable access to its collections for current Acadia students, faculty, staff, alumni, and the general public when possible.

6.2 Duplicate titles

The Library will not normally purchase or retain duplicate copies of works unless there is the expectation or demonstration of heavy or continuous use. Journals in print format that are duplicated electronically will be retained until secure electronic archives are ensured.

Exceptions:

- ∞ Duplicates of titles in non-circulating collections may be added to or retained in the main circulating collection on the recommendation of the appropriate librarian.
- ∞ Print copies of Acadia master's and honours theses and in-depth studies (School of Education) are maintained in Special Collections in addition to the electronic versions.
- ∞ Paper copies of newspapers and journals published in the Annapolis Valley are retained even if they are also available electronically or in microform.
- ∞ For the purposes of this document, electronic versions of monographs are not considered duplicates and vice versa.

6.3 Format

In considering new acquisitions and the retention and preservation of existing collections, the implications of cost, staffing, storage and use are taken into account. Although content rather than format is the main criterion for selection, economy of storage and maintenance, long term preservation and access, accessibility, and convenience of use are considered when material is available in more than one format.

For the ever-increasing amount of electronic materials, additional selection criteria must be used. These include:

- ∞ Ability to print and download
- ∞ Accessibility
- ∞ Archiving commitments by the publisher
- ∞ Campus-wide access
- ∞ Ease of use
- ∞ Licensing terms
- ∞ Number of simultaneous users supported
- ∞ Remote access
- ∞ Stability of the publisher
- ∞ Technical requirements

Materials that require special equipment will only be purchased if the equipment is commonly available. For example, film strips will not be acquired because of the extreme scarcity of film strip projectors.

6.4 Gifts

Gifts will be accepted at the discretion of the liaison librarians when they fall within the scope of the Library's collection development policy. For the purposes of this policy, gifts include books, periodicals, music, and film in supportable formats. Because of the high cost of processing gifts, the collections development policy will be used carefully when deciding on their acceptance. Gifts can be accepted only when the donor does not place restrictions on the access, use or handling of the materials that are inconsistent with the Library's overall mission, services and policies.

6.5 Textbooks

Textbooks and related instructional aids are not normally purchased unless they are core resources in the field. With their high costs and short lifetimes, most textbooks are unaffordable and do not make lasting contributions to the Library collections.

6.6 Languages

The Library's collections are primarily in English. Materials in other languages are acquired in support of current programs at Acadia, such as French, German, and Spanish. Additional consideration is given to items in Mi'kmaw for their cultural relevancy.

7. Roles and Responsibilities for Collection Development

The ultimate responsibility for the long-term development, care and management of the Library collections rests with the Dean of Libraries and Archives.

Librarians at Acadia work with one or more Academic Units on an ongoing basis to build the library collection. Librarians are responsible for being well informed about the courses and programmes offered, new course and programme initiatives, new research directions, and the interests and information needs of members of the department. This background, gained in liaison with the department, serves to inform the management of an appropriate balance of selections in ongoing collection development, the assessment of the strengths and weaknesses of the existing collection, and the description of specific collection guidelines within the Library collection development policy.

Librarians receive order requests from the Academic Unit, support professors in the selection process, explain library policies and guidelines, and prepare background information for new course and programme proposals and for departmental reviews. They are also responsible for ongoing assessment and maintenance of those areas of the collection with which they work most frequently and for keeping the Units up to date on their findings, especially as they relate to the support of the current curriculum and of new courses and programmes being developed.

8. Acadia's Special Collections

Special Collections are those collections of library materials which, by virtue of their rarity, physical form, content, or depth of subject coverage, are distinguished from the general stacks of the Library. They are maintained as separate and identifiable collections and do not circulate. Special Collections at Acadia are rich and diverse research resources containing a wide range of materials acquired by purchase, gift and bequest over the course of the University's existence.

Special Collections at Acadia presently consist of the following defined collections:

8.1 The Eric R. Dennis Collection

A significant collection of mid 18th- to early 20th-century Canadian materials with an emphasis on historical, political, literary, and religious monographs and serials. It was collected by Major J. Plimsoll Edwards and sold to Acadia in 1917. The bulk of the purchase price was subsequently paid by the Dennis family of Halifax on the condition that the collection be renamed to honour their son, Captain Eric R. Dennis, a former Acadia student who was killed at Vimy Ridge. *A Catalogue of the Eric R. Dennis Collection of Canadiana in the Library of Acadia University* was published in 1938.

8.2 The John Daniel Logan Collection

This collection was assembled by J.D. Logan and presented to Acadia between 1918 and 1930. It consists of late 19th- and early 20th-century Canadian literature with an emphasis on poetry. In 1923 Dr. Kenneth G.T. Webster, a Dalhousie and Harvard classmate of Logan, began to regularly donate Canadian literature to the Logan Collection to honour his friendship and admiration for Dr. Logan.

8.3 The William Inglis Morse Collection

A collection of 17th-, 18th-, and 19th-century works assembled by William Inglis Morse, an Acadia graduate of the Class of 1897, and donated to Acadia between 1926 and 1931. The Morse collection was divided between Acadia, Dalhousie and Harvard. A catalogue for the Acadia portion was published in 1931.

8.4 The Jarold K. Zeman Collection

This collection, donated to Acadia in 1991, consists of the private library of Jarold Knox Zeman, Professor of Church History at Acadia Divinity College and significant Canadian Baptist leader. It includes monographs, serials and pamphlets relating to the Hussite and Anabaptist movements in

Europe, and many works on North American Baptist history.

8.5 The Watson Kirkconnell Collection

This collection, the private library of Dr. Watson Kirkconnell, ninth President of Acadia University, came to Acadia upon his death in 1977. A Milton scholar and translator of many poetic literatures (Icelandic, Hungarian, Polish, and Ukrainian among them), Kirkconnell was a founder of the Humanities Research Council of Canada and the Baptist Federation of Canada. This collection of monographs and serials exemplifies Kirkconnell's broad interests.

8.6 The Haliburton Collection

This collection consists of editions and imprints of the works of the 19th-century Nova Scotia satirist Thomas Chandler Haliburton and biographical and critical material relating to his works. This collection was donated by Robie Lewis Reid (1866-1945), noted historian and jurist in British Columbia. Mr. Reid was born in Steam Mill, Cornwallis Township and collected works of and about Haliburton throughout his life.

8.7 Bible/Hymnbook Collection

This collection consists of Bibles and hymnbooks, mainly relating to the Baptist denomination, in various languages and editions.

8.8 Historic Textbook Collection

This collection consists of nearly 300 textbooks used in the public schools of Nova Scotia from the 1860s to the mid-1960s.

8.9 Rare Book collection

The Vaughan Memorial Library is not actively acquiring rare books for this collection but may accept donations if we can provide the appropriate environment for the preservation of the material and if the material meets any of the following criteria:

- a) books bearing a stated print run limitation of less than 500 copies
- b) books printed before 1868 in what is now Canada
- c) books printed outside Canada before 1850 that are pertinent to the research and teaching initiatives at Acadia and are not available through antiquarian book catalogues.

8.10 Tufts Collection

This collection consists of the monographs, serials, and offprints from the library of Robie W. Tufts (1884-1982) of Wolfville, Nova Scotia. Tufts was a migratory bird officer for Nova Scotia from 1919 to 1946, serving with the federal government for 28 years. Dr. Tufts held honorary degrees from Acadia and Dalhousie.

8.11 Silverberg Collection

This collection consists of art and travel books from the library of David Silverberg. Born in Montréal, Silverberg graduated from McGill in 1957. In 1991 and 1992 Silverberg was invited by the Chinese government to travel, work, teach, and exhibit throughout China. Many of the books in this fine collection were acquired on these travels. In 1995, Silverberg became artist-in-residence at Acadia.

8.12 Henry Bell Collection

This collection consists of the working library of the Reverend Henry Revel Bell (1881-1961). A native of Scotland, Bell immigrated to Canada. After being ordained in 1918, Bell served the congregation at East Point United Baptist Church, Prince Edward Island as their minister for close

to 30 years. Bell was a Maritime Baptist fundamentalist and his library reflects that aspect of the denomination.

8.13 Wallace Collection

A collection of French imprints, the majority of which belonged to Sir Robert Wallace (1818-1890), British art collector and philanthropist. The collection was given to Acadia in 1921 by Dr. M.C. Smith of Lynn, Massachusetts. Dr. Smith grew up in Cornwallis Township, Nova Scotia.

8.14 Sanatorium Collection

This collection consists of monographs, serials, and offprints from the library of the former Nova Scotia Sanatorium located in Kentville, Nova Scotia.

8.15 John Herbin Collection

This collection consists of books from the library of John F. Herbin (1860-1923), jeweller, author, local historian, and promoter of Acadian heritage. Herbin graduated from Acadia in 1890.

8.16 Harry Starr Collection

Charles (Harry) Starr (1905-1990) was a member of the Starr family of Cornwallis Township, Nova Scotia. After completing a certificate in Engineering from Acadia in 1929, he pursued a career in Canada and the United Kingdom. Starr was deeply interested in his Planter heritage and his collection reflects that. The majority of this collection came in 1985.

8.17 Duncanson Collection

This collection consists of the library of John V. Duncanson (1918-1999), genealogical and historical researcher of Hants County, Nova Scotia. His research resulted in three publications on Falmouth, Newport, Rawdon, and Douglas. Mr. Duncanson was named a Planter Scholar by Acadia in 1995.

8.18 John Mockett Cramp Collection

John Mockett Cramp (1796-1881) was a Baptist minister, author, and educator. In 1850 he was selected to succeed John Pryor as Acadia's President and is often referred to as the "Second Founder" of Acadia. His extensive library covers the fields of history, theology, geology, and philosophy.

8.19 Frederick C. Burnett, Jr. Collection

Reverend Burnett (1928-2018) was the last surviving Elder of the Free Baptist denomination of Nova Scotia and New Brunswick. Born in Yarmouth County, NS, he was ordained in 1951. A highly regarded historian, he is best known for his *Biographical Dictionary of Nova Scotia and New Brunswick Free Baptist Ministers and Preachers* (1996). This collection consists of his library of monographs and serials related to his research.

Note: No new material is being added to the above nineteen collections. The following seven continue to grow.

8.20 Acadiana Collection

This collection contains material relating to all aspects of Acadia University. Publications in all formats by or about the University and its faculty are included. Serials and newsletters produced by the University are also included.

8.21 Acadia Theses

This collection consists of the print copies of Acadia University honours and graduate theses.

8.22 Baptist Collection

This collection contains published material relating to the Baptist denomination in Atlantic Canada. The Baptist denomination includes all of the former branches of the denomination that presently exist in the Convention of Atlantic Baptist Churches. Serials, newsletters, and newspapers produced by the denomination and its various agencies are included in this collection. (Published monographs of less than twenty pages are treated archivally and catalogued using the Rules for Archival Description.)

8.23 Gaspereau Press Collection

Gaspereau Press is a Nova Scotia-owned and -operated literary press and trade publisher based in Kentville. Founded in 1997, it publishes short-run editions of both literary and regional interest. Through an agreement with Gaspereau Press, the Library acquires all monographs and ephemera that they publish and print.

8.24 The Annapolis Valley Collection

This collection is an exhaustive collection of all monographs, serials, newspapers and ephemera relating to the geographic area known as the Annapolis Valley. It includes items published in the Annapolis Valley or elsewhere relating to the historical, social, economic, literary and current state of the Valley. This collection does not include provincial or federal government documents. The Annapolis Valley is defined for this purpose as the area extending from the boundary of the Municipality of West Hants in the east to the western boundary of the Municipality of the District of Digby in the west. It therefore includes all of the counties of Kings and Annapolis bounded on the north by the Bay of Fundy, on the south by the Lunenburg and Queens County lines, and portions of Hants and Digby Counties as described.

8.25 Print Artifacts Collection

The Print Artifacts collection contains items with important material value. This includes age (19th- and early 20th-century), limited print run, marginalia (in some cases an author's signature), fragility, illustrations, size, and/or loose parts.

8.26 Clara Jefferson Collection

The majority of this collection of cookbooks was donated by Clara (Nowlan) Jefferson, who graduated from Acadia in 1948. The collection includes some rare and very old cookbooks, and is particularly noteworthy for the many cookbooks that were written and published by local churches, Women's Institutes, Ladies' Auxiliaries, and community groups between the end of the Second World War and the early 1970s.

9. Esther Clark Wright Archives

The Esther Clark Wright Archives holds two distinct groups of archival fonds and collections:

9.1 Archives of Acadia University and Affiliates

This group consists of records (regardless of format or medium) supporting the mission of the University that were created, received, used, or maintained by members of the University community during activities and undertaken on behalf of, or during employment duties to, the University. This group includes administrative records created by Offices, Academic Units, Associations, and Institutes that report within the administrative structure of the University. Faculty, student, and alumni records (regardless of format or medium) may be acquired under this category.

9.2 Archives of the Annapolis Valley/Minas Basin area

This group consists of records (regardless of format or medium) created, received, used, or maintained by members and organizations of communities between Digby and Windsor, NS. Recognizing that this is a task shared with other community memory and heritage institutions in this region, the Esther Clark Wright Archives fully participates in the Council of Nova Scotia Archives' Cooperative Acquisitions Strategy.

The Esther Clark Wright Archives acquires records to assist with:

- 1) the continuing development of strong archival fonds and collections to support student, faculty, and community research;
- 2) the building of an archives that supports study, research, and intellectual growth, and that promotes a habit of critical inquiry and a love of learning.

Acquiring records for the Esther Clark Wright Archives is based on institutional goals and priorities determined by the following criteria:

- Ownership of the records
- Physical condition of the records
- Available resources and facilities
- Historical importance and likely research interest
- User needs

Records acquired by the Esther Clark Wright Archives are received by a signed Donor Agreement or by a signed internal University Transfer Agreement. The Esther Clark Wright Archives is the custodian of both the intellectual and physical rights on behalf of Acadia University's Board of Governors.

Staff follow the Association of Canadian Archives' Code of Ethics when acquiring archival fonds and collections. National archival standards and the Council of Nova Scotia Archives' Cooperative Acquisitions Strategy are followed when considering archival fonds and collections for acquisitions.

Appendix A

Acadia University Mission Statement

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. (Approved by the Acadia University Board of Governors, May, 2006)

Vaughan Memorial Library Mission Statement

The Vaughan Memorial Library is primarily an undergraduate research centre committed to providing the highest standard of programmes, services, and resources in support of learning, teaching, research and scholarly communication.

Appendix B

Canadian Federation of Library Associations (CFLA-FCAB) Statement on Intellectual Freedom

Approval History: ~ CLA: June 27, 1974; Amended November 17, 1983; November 18, 1985; September 27, 2015. CFLA-FCAB: Adopted August 26, 2016; Reviewed April 12, 2019.

The Canadian Federation of Library Associations recognizes and values the Canadian Charter of Rights and Freedoms as the guarantor of the fundamental freedoms in Canada of conscience and religion; of thought, belief, opinion, and expression; of peaceful assembly; and of association.

The Canadian Federation of Library Associations supports and promotes the universal principles of intellectual freedom as defined in the Universal Declaration of Human Rights, which include the interlocking freedoms to hold opinions and to seek, receive and impart information and ideas through any media and regardless of frontiers.

In accordance with these principles, the Canadian Federation of Library Associations affirms that all persons in Canada have a fundamental right, subject only to the Constitution and the law, to have access to the full range of knowledge, imagination, ideas, and opinion, and to express their thoughts publicly. Only the courts may abridge free expression rights in Canada.

The Canadian Federation of Library Associations affirms further that libraries have a core responsibility to support, defend and promote the universal principles of intellectual freedom and privacy.

The Canadian Federation of Library Associations holds that libraries are a key institution in Canada for rendering expressive content accessible and affordable to all. Libraries are essential gateways for all persons living in Canada to advance themselves through literacy, lifelong learning, social engagement, and cultural enrichment.

Libraries have a core responsibility to safeguard and facilitate access to constitutionally protected expressions of knowledge, imagination, ideas, and opinion, including those which some individuals and groups consider unconventional, unpopular or unacceptable. To this end, in accordance with their mandates and professional values and standards, libraries provide, defend and promote equitable access to the widest possible variety of expressive content and resist calls for censorship and the adoption of systems that deny or restrict access to resources.

Libraries have a core responsibility to safeguard and foster free expression and the right to safe and welcoming places and conditions. To this end, libraries make available their public spaces and services to individuals and groups without discrimination.

Libraries have a core responsibility to safeguard and defend privacy in the individual's pursuit of expressive content. To this end, libraries protect the identities and activities of library users except when required by the courts to cede them.

Furthermore, in accordance with established library policies, procedures and due process, libraries resist efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Library employees, volunteers and employers as well as library governing entities have a core responsibility to uphold the principles of intellectual freedom in the performance of their respective library roles.

SCHOOL OF EDUCATION
SUMMARY OF CURRICULUM CHANGE PROPOSALS – FALL 2022

ADMINISTRATIVE SECTION CHANGES:

Additions/Edits are highlighted in green

Deletions are highlighted in yellow

M.Ed. Program

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Education (MEd)

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

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

Professional Conduct

The School of Education has adopted guidelines for the conduct of professionals enrolled in the School's undergraduate and graduate programs. As students and aspiring teachers, counsellors, and administrators, all members of the School of Education must sign and adhere to the guidelines as outlined ... [See Attachment]

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.

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. **Core courses in the MEd in Counselling program are taught exclusively in person.** 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 **friend or** 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.

MEd (Counselling) Additional Admission Requirement

- **At the time of application,** 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-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 **a pre-interview program information session and** 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, except at the discretion of the director, School of Education.**

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, except at the discretion of the director, School of Education.**

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 MEd (Curriculum Studies and Inclusive Education) graduate degree programs in the School of Education 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 in the MEd (Counselling) to start the program in the Summer. Admission decisions will be made no later than April 30th.**

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.

Attachment: Professional Conduct (From B.Ed. and M.Ed. Administrative Section Changes)

Professional Conduct

The School of Education has adopted guidelines for the conduct of professionals enrolled in the School's undergraduate and graduate programs. As students and aspiring teachers, counsellors, and administrators, all members of the School of Education must sign and adhere to the Guidelines as outlined in the School of Education Professional Codes of Conduct specific to each program. These Guidelines make reference to a number of documents, including, but not limited to, the Acadia Non-Academic Judicial Student Code of Conduct, Acadia's Policy Against Harassment and Discrimination, Acadia's Sexualized Violence Policy, the Nova Scotia Teachers Union Code of Ethics, and/or the Canadian Counselling and Psychotherapy Association Code of Ethics & Standards of Practice.

In the event of perceived unprofessional conduct of a student, a university advisor or faculty member is required to bring it to the immediate attention of the Director of the School of Education. The Director of the School of Education shall call a meeting of the School of Education Professional Concerns Committee (PCC), which will examine the circumstances of the reported incident(s). In some cases, such as when the professional conduct of a student falls outside of the expertise of the committee, and/or occurs in a time and/or location outside of the field or practicum experience, the Director and the School of Education PCC may request assistance from other internal university officers (e.g., Equity, Diversity, and Inclusion Officer or Executive Director of Student Services) or other external practicum partners (e.g., Annapolis Valley Regional Centre for Education). In instances where conduct is related to alleged violations of the Acadia Non-Academic Judicial Code of Conduct or Acadia's Sexualized Violence Policy or Acadia's Policy Against Harassment and Discrimination, these cases would be referred to those relevant bodies (e.g., Discipline Committee, Responsible Authority for Sexual Violence). Decisions and actions taken by these bodies will also inform the decisions made by the School of Education PCC.

This Committee may recommend to the Dean of Professional Studies or Dean of Graduate Studies penalties, including the justification for the recommended sanction(s), which may include delay in program completion or failure of the field or practicum experience, or suspension or dismissal from their respective program. In all cases it is expected that all parties will treat the matter as confidential, and that they will refrain from discussion of the matter with others who are not directly involved. Students may appeal the penalty to the Senate Admissions and Academic Standing Appeals Committee within seven days of receiving the decision from the Dean of Professional Studies or Dean of Graduate Studies.

CURRICULUM CHANGES:

M.Ed.

PROPOSED COURSE DELETION:

EDUC 529A, Professional Seminar in Counselling

This half course will feature new topics each year to provide continued education opportunities for graduate students and in-service counselling professionals. Topics will cover currently relevant areas for ongoing development and enhanced competencies for counselling practitioners. Examples of topics include tele-counselling, counselling supervision, program evaluation for counsellors, portable play therapy, creative approaches to working with teens, and counselling for social justice. Each course will prioritize an integration of theory, research, and practice to enhance professional counsellors continued development during and post graduate education.

PROPOSED TITLE CHANGE:

Current Title:

EDUC 5313, Assessment for Learning

Proposed Title:

EDUC 5313, Assessment for Learning: Standardized Assessment

PROPOSED ADDITION OF PREREQUISITE:

EDUC 5713, Project in Education

The focus of the project in this course is on practical applications grounded in scholarly work. The project should be a substantial piece of work with a written component. Projects might include, but are not limited to: development of software or artistic presentation, curriculum development, creation of a professional development program, action research and systematic program evaluations. ***Prerequisite: EDUC 5513 or permission of instructor.***

Motion from the Timetable, Instruction Hours and Examinations Committee

2026-2027 Fall/Winter Academic Dates*

Fall 2026								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Sept. 9 th (W)	Sept. 17 th (Th)	Oct. 26 th –Oct. 30 th	Nov. 13 th (F)	Dec. 9 th (W)	Dec. 10 th (Th)	Dec. 11 th (F)	Dec. 20 th (Su)	Mondays – 11 Tuesdays – 12 Wednesdays – 11 Thursdays – 12 Fridays – 12
Winter 2027								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Jan. 11 th (M)	Jan. 19 th (T)	Feb. 15 th –19 th	Mar. 5 th (F)	April 9 th (F)	Apr. 10 th /11 th (S/Su)	Apr. 12 th (M)	Apr. 21 st (W)	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 11
Interession 2027								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring 1 (3 week)	May 10 (M)	May 12 (W)	May 19 (W)	May 28 (F)				
Spring 2 (3 week)	May 31 (M)	June 2 (W)	June 9 (W)	June 18 (F)				
Summer 1 (3 week)	June 21 (M)	June 23 (W)	June 30 (W)	July 9 (F)				
Summer 2 (3 week)	July 12 (M)	July 14 (W)	July 21 (W)	July 30 (F)				
Key Dates 2026-2027								
Labour Day: Monday, September 7, 2026. No classes scheduled.								
National Day for Truth and Reconciliation: Wednesday, September 30 th , 2026.								
Thanksgiving: Monday, October 12, 2026. No classes scheduled.								
Remembrance Day: Wednesday, November 11, 2026.								
Nova Scotia Heritage Day Holiday: Monday, February 15, 2027. No classes scheduled.								
Good Friday: Friday, March 26, 2027. No classes scheduled.								
Convocation: Thursday & Friday, May 20-21, 2027.								
Victoria Day: Monday, May 24, 2027.								
Canada Day: Thursday, July 1, 2027.								

2027-2028 Fall/Winter Academic Dates*

Fall 2027								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Sept. 8 th (W)	Sept. 17 th (Fr)	Oct. 25 th –Oct. 29 th	Nov. 12 th (F)	Dec. 8 th (W) While a Wednesday this would be treated as a Thursday to get 11 Thursdays	Dec. 9 th (Th)	Dec. 10 th (F)	Dec. 20 th (Su)	Mondays – 11 Tuesdays – 12 Wednesdays – 12 Thursdays – 11* Fridays – 12
Winter 2028								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Jan. 10 th (M)	Jan. 18 th (T)	Feb. 21 st –25 th	Mar. 10 th (F)	April 7 th (F)	Apr. 8 th /9 th (S/Su)	Apr. 10 th (M)	Apr. 21 st (Fr)	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 12
Interession 2028								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring 1 (3 week)	May 8 (M)	May 10 (W)	May 17 (W)	May 26 (F)				
Spring 2 (3 week)	May 29 (M)	May 31 (W)	June 7 (W)	June 16 (F)				
Summer 1 (3 week)	June 19 (M)	June 21 (W)	June 28 (W)	July 7 (F)				
Summer 2 (3 week)	July 10 (M)	July 12 (W)	July 19 (W)	July 28 (F)				
Key Dates 2026-2027								
Labour Day: Monday, September 8, 2027. No classes scheduled.								
National Day for Truth and Reconciliation: Thursday, September 30 th , 2027.								
Thanksgiving: Monday, October 11, 2027. No classes scheduled.								
Remembrance Day: Thursday, November 11, 2027.								
Nova Scotia Heritage Day Holiday: Monday, February 21, 2028. No classes scheduled.								
Good Friday and Easter: Friday, April 14-16, 2028. No exams scheduled.								
Convocation: Thursday & Friday, May 18-19, 2028								
Victoria Day: Monday, May 22, 2028.								
Canada Day: Saturday, July 1, 2028. Monday, July 3 rd no classes scheduled.								