



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 9:00 a.m. to 12:00 p.m. on Wednesday, May 10th, 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

- a) Approval of the Minutes of the Senate Meeting of March 13th, 2023

3) Time-sensitive Items

- a) Approval of the List of Graduands for the Convocation of May 2023 (*circulated separately*)
- b) Enabling Motion ([attached, page 3](#))

4) Announcements ([attached, pages 4-10](#))

5) Old Business

- a) **Motion:** It is moved that the Senate Bylaws Committee shall consider the rationale and feasibility of adding as voting members of Senate three (3) non-continuing faculty and to make a recommendation of its findings to Senate. (*J. Sachs*) ([attached, page 11](#))
- b) Chair and Deputy Chair of Senate for 2023-2024 (*A. Quéma*)

6) New Business

- a) Reports from Senate Sub-Committees
 - i) Research Ethics Board Report for 2022-2023 ([attached, page 12](#))
 - ii) Archives Committee Annual Report 2022-2023 ([attached, page 13](#))
 - iii) Awards Committee Report for 2022-2023 ([attached, pages 14-15](#))
 - iv) Timetable, Instruction Hours, and Examinations committee Report for 2022-2023 ([attached, pages 16-17](#))

- v) Scholarships, Prizes, and Awards Committee Report 2022-2023 ([attached, 18-19](#))
- b) Curriculum changes- Graduate Studies- School of Education
 - i) Proposed modification to M.Ed in Counselling program ([attached, pages 20-22](#))
 - ii) New Full time cohort- Master of Education in Counselling Program ([attached, page 23](#))
 - iii) New Part Time cohort- Master of Education in Counselling Program ([attached, page 24](#))
 - iv) Proposed modification to an existing course- School of Education EDUC 50N3 ([attached, pages 25-26](#))
 - v) New course proposal – School of Education EDUC 50P3 ([attached pages 27-29](#))
- c) Motions: Emeritus status and Honorary Degrees (*D. Looker*) ([attached, page 30](#))
 - i) **Motion:** That the Senate By-laws Committee review and revise the guidelines for emeritus status to ensure that they include some criterion of “meritorious behaviour” with respect to the professional service being recognized.
 - ii) **Motion:** That the Senate By-laws Committee review and revise the terms of reference for the Awards Committee for Honorary Degrees and Emeriti Distinction to provide a process to allow and require the committee to investigate concerns raised by Senate about a recommended candidate. The committee would report back to Senate on their investigation of those concerns before asking Senate to vote on that candidate.

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

8) Other Business

9) Adjournment

Sincerely,

ORIGINAL SIGNED

G. Menon,
Recording Secretary of Senate and University Secretary

Enabling Motion:

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2023, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

Announcements

PRESIDENT AND VICE-CHANCELLOR REPORT – MAY 10, 2023

President's Report to Senate May 2023

A Successful Academic Year

As the 2022-23 academic year draws to a close, we can look back with satisfaction at a very successful year. For the first time in four years, we have had an academic year that has not been disrupted by the global pandemic or other events. Our students have been able to complete their academic year with only the minor inconvenience of wearing masks in classrooms and formal learning spaces. We have had a full and uninterrupted season of varsity and club sports, and on-campus events and activities are well on their way back towards normality.

We have had no significant health issues on campus and our classroom mask mandate ended on April 30. The Joint Occupational Health and Safety Committee (JOHSC) has recommended the cessation of the mask mandate and the development of a clear message of social responsibility to encourage masking as a personal choice within the context of protecting self and others. We will continue to monitor the COVID situation in the province and in other universities, and as we have done throughout the pandemic, we will be guided by NS Public Health and make decisions that are in the best interests of the health and safety of our campus community. However, we are truly hopeful that May 1 marked the end of all mandatory pandemic restrictions on campus.

I commend all employees and students for your diligence in responding to the various mandates and restrictions that have been imposed over the past few years. This responsible approach has helped keep Acadia safe as well as the wider community in which we are located. I am pleased that student behaviour on and off campus this year has been exemplary, and I hope this bodes well for the future as we continue to work with the Town of Wolfville and the Acadia Students Union to build a respectful, safe, and harmonious community.

Acadia Convocation and Honourary Degree Recipients

The academic year will culminate with our convocation ceremonies for the Class of 2023 on May 14 and 15. This will be my last convocation as President, and I am looking forward to congratulating our graduates and wishing them well for the future. I am also very excited about the roster of outstanding honorary degree recipients this year. We will award honorary degrees to Gerald Gloade, Michaëlle Jean, Peter MacKay, Beverley McLachlin, David Mensah, and David States, and you couldn't ask for a more accomplished group of individuals representing the incredible diversity of our society and our country. I invite and encourage every member of the Senate to attend at least one of the formal events including the Baccalaureate Service on the morning of May 14 and the three graduation ceremonies in the afternoon of May 14 and the morning and afternoon of May 15.

Board Approves 2023-24 Budget and New Tuition Model

On April 27, the Board of Governors approved a \$103 million budget for fiscal year 2023-24 which includes a stable and reasonably healthy balance sheet, a new per-course tuition model, increased funding for EDI positions, economic increases in salaries for all employees, funding for a number of new faculty and staff positions, and continued investment in the enrolment growth strategy. The budget also includes increased investment in infrastructure renewal due to the ability to draw on the additional \$22 million we received from the provincial government last year. The base budget for 2023-24 has a small projected surplus of \$895,000 but after the continuation of the up-front strategic investment in student recruitment and retention, a small deficit of \$775,000 is projected. This projected deficit amounts to just over 0.75% of the total budget. Of course, this bottom line will change up or down depending upon the actual revenues and expenses incurred during the year.

The new tuition model is a very important development and will provide Acadia with the flexibility to address the inequities in the existing model (both in terms of fairness and accommodations) and increase support for student retention where reduced course loads are involved. Acadia is now on a much more secure financial footing that it has been for a very long time, allowing us to continue to invest in the enrolment growth strategy as well as EDI and new faculty and staff positions. Since 2017 budgeted revenues have increased by \$15,841,000 (+18.2%) and operating expenses by \$14,972,000 (+17.2%). During the same time, our loan debt has been reduced and our cashflow is stronger than it has been in recent memory, and we are benefitting from the current increased interest rates in terms of endowment and interest income. One wonders what we might have been able to achieve had we not had to endure the negative financial impacts caused by the pandemic!

I would like to thank all those involved in developing the 2023-24 budget and the new tuition model. This is a milestone change for Acadia that if managed effectively will have considerable benefits for our students and the university overall. And let's not forget, that had it not been for the earlier investment and hard work in the implementation of the Colleague SIS, the new tuition model would not have been possible under the old Eden system.

Renewal of Town-Gown MOU

The Board also ratified a renewed MOU between Acadia, the Town of Wolfville, and the ASU. First signed in October 2018, the MOU was up for review this year, and after successful discussions a renewed MOU was agreed upon by the Town-Gown Committee. The new MOU is a higher level document than the original, reflecting the maturation of the relationship between the three parties over the past five year and the establishment of a number of ongoing working committees to address operational issues and relationships. All parties have now ratified the new MOU, and we are planning for a formal signing ceremony in June, at which time the new MOU will come into effect.

Strategic Plan: *Acadia 2025*

We continue to work on a number of key strategic priorities to advance the implementation of Acadia's strategic plan. These include continuing to work on the Nursing program proposal, student housing initiatives, the EDI action plan and new equity appointments, the employee

engagement and wellness action plan, developing a campus net-zero carbon plan, and seeking funding for the Centre for Student Success. These together with the strategic enrolment growth plan, the new tuition model, and the renewal of the Town-Gown MOU mean that we are making significant progress on many key areas of *Acadia 2025*. A mid-plan report is being prepared for the Board Retreat in June at which we will assess the progress made, the remaining gaps to be completed, and set the scene for the eventual development of the next strategic plan.

Maple League

The Maple League has been going through some exciting changes as we adapt to the new governance structure and manage changes at the leadership level. At the Maple League Presidents' Council (MLPC) meeting on March 22, Andy Hakin, President of St. FX was confirmed to be my successor as the next Chair and will take on this role after the meeting of the MLPC on May 25, 2023. With Jessica Riddell ending her five-year term as Executive Director of the Maple League on June 30, 2023, the process to appoint a new Executive Director has resulted in a joint appointment of two individuals to reflect the increase level of scope and activity that has developed over the last five years.

Jack Rice, Director of Online Learning and Professional Studies at St FX will become the new Executive Director responsible for managing the administrative and operational business of the Maple League, and Juan Carlos López from Acadia will take on the new position of Director of the Virtual Maple League Teaching and Learning Centre (VMLTLC). I am very grateful to Jack and Juan Carlos for putting themselves forward and agreeing to take on these roles. With a new executive team and three of the four Maple League presidents completing their terms on June 30, there will be a significant change in personnel for the organisation.

Universities Canada Spring Meeting 2023

On April 25-26, 2023 I attended the spring meeting of Universities Canada in Toronto at which a number of important new initiatives were adopted.

New Commitments to Truth and Reconciliation

At the Business Meeting we approved the new *Commitments to Truth and Reconciliation* which replace the 2015 *Principles on Indigenous Education*. Following extensive national consultation with the Universities Canada Advisory Group on Indigenous Higher Education, leaders across universities, and Indigenous communities and organizations, these new commitments have been updated to reflect the evolving context of truth and reconciliation in Canada. They seek to deepen the commitment of Canadian universities to supporting university education for Indigenous students and advancing reconciliation with Indigenous Peoples.

Through the renewed Commitments to Truth and Reconciliation, universities affirm their commitment to:

- respecting and making space for Indigenous expertise, Knowledges and cultures in policies, structures, and governance;
- supporting Indigenous student success;
- advancing the Indigenization of teaching and learning;
- ensuring research is respectful, mutually beneficial, and collaborative;
- developing strong engagement with Indigenous communities; and

- supporting Indigenous Peoples within Canadian universities.

The full text of the new commitments can be found on the Universities Canada website at <https://www.univcan.ca/media-room/publications/universities-canadas-commitments-to-truth-and-reconciliation/>.

New Climate Initiative Launched – Action for Net Zero

As part of the meeting, we visited the University of Toronto's new geo-thermal exchange project under construction at the St. George campus. Universities Canada used this occasion to officially launch its new climate initiative, *Canada's Universities Action for Net Zero*. As stated in the Universities Canada press release of April 26, Canada's universities play a leading role in fighting climate change, by educating the next generation of climate leaders, broadening our understanding of climate change and its impacts, developing sustainable technologies, and implementing climate-friendly measures on campus. This new initiative will engage Canadian universities in a coordinated effort to mitigate and address the impacts of climate change, by collaborating locally, nationally and internationally to align efforts and share strategies to address gaps, share resources, and identify best practices to address climate change.

The initiative will also lead several activities, including launching a nationwide survey to help measure and track universities' greenhouse gas emissions and targets, hosting virtual member workshops to discuss challenges and opportunities for collaboration, as well as pursuing new investments in universities' capacity to address climate change through research and infrastructure supports. More information on *Action for Net Zero* can be found on the Universities Canada website at <https://www.univcan.ca/priorities/action-for-net-zero/>. This new national initiative by Universities Canada aligns well with our *Acadia 2025* strategic plan and will help us move forward on implementing the goals under the *Caring for Our Planet* strategic direction.

Dr. Peter Ricketts
President and Vice-Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – MAY 10, 2023

No written report received.

ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION AND GRADUATE STUDIES REPORT TO SENATE – MAY 10, 2023

To better reflect the growing opportunities under the banner of 'innovation' and the breadth of activities undertaken by staff in Research and Graduate Studies, the support unit has been renamed. It is now called *Research, Innovation and Graduate Studies*.

Dianne Looker, a member of SSHRC Council, has shared the following report (distributed by Anna Kieft to faculty via email on 3 May), which includes a call for increased funding to the Tri-Councils, and increased funding for graduate students and post-doctoral fellows. Other suggestions are more contentious and may require a lobbying effort in support of primarily undergraduate universities. This report will be on the

agenda for the next Maple League Research Committee meeting. To view the report, go to [Report of the Advisory Panel on the Federal Research Support System \(canada.ca\)](#).

EXTERNAL GRANTS TO FACULTY

NSERC – Discovery Grants (\$592,500)

- **Dr. Mark Mallory** (Biology) received **\$295,000** in funding for his 5-year project entitled: *Humans, Birds and Coastlines: How Anthropogenic Activities Influence Health of Marine Birds and their Habitats*. Dr. Mallory was also awarded **\$95,000** in funding from the **Northern Supplements** program for the same project.
- **Dr. Laura Ferguson** (Biology) received **\$190,000** in funding for her 5-year project entitled: *Comparative physiology of mosquito overwintering*. Dr. Ferguson was also awarded **\$12,500** in funding from the **Discovery Launch Supplement** program for the same project.

NSERC – Research Tools & Instruments (RTI) Funding

- **Dr. Nelson O'Driscoll** (Earth and Environmental Science) received **\$103,879** in funding for a new *Freeze Drier for the Preparation of Trace Contaminant Samples*.

SSHRC – Insight Grant

- **Dr. Lesley Frank** (Sociology) received **\$237,238** in funding for her 3-year project entitled: *Finding formula: Caregiver stories and institutional relations of the North American infant formula shortage*.

SSHRC – Partnership Development Grant

- **Mark Adam** (Music) is a co-applicant on a Partnership Development Grant to establish a *Canadian Percussion Network: A partnership to enhance percussion research, knowledge mobilization and performance across Canada*, **\$200,000**. The team is comprised of members from Acadia, McGill, McMaster and Manitoba. Mark Adams is responsible for leading the Culture and Community activities of the Network.

Nova Scotia Health Authority – Innovation Catalyst Fund Award

- **Dr. Jonathon Fowles** (Kinesiology) received **\$50,000** in funding in partnership with **Dr. Rob Doyle** (Chief of Anesthesia, Western Zone, NS Health Authority) for their project entitled: *Re-imagining Hip and Knee arthroplasty wait lists in NS*.

RESEARCH & SERVICE AGREEMENTS

Department of Natural Resources – Polar Continental Shelf Program – Project Agreement

- **Dr. Mark Mallory** (Biology) received **\$36,245** in funding for his project entitled: *Contaminants in Seabirds at Prince Leopold Island*.

Ducks Unlimited Canada – Memorandum of Understanding Grant

- **Dr. Michael Stokesbury** (Biology) received **\$25,000** in funding for his project entitled: *Evaluating Species-Specific Success for Fish Passing through Fishways: 2023*.

The Confederacy of Mainland Mi'kmaq - Services Agreement

- **Dr. Trevor Avery** (Biology) received **\$344,625** in funding for two projects: *Assessment of Habitat and Fish Passage Effectiveness and Efficiency at Avon River Causeway, Nova Scotia - 2022-2023*

Monitoring Proposal; and Assessment of Habitat and Fish Passage Effectiveness and Efficiency at Halfway River, Nova Scotia - 2022-2023 Monitoring Proposal.

Bishops University – Sub-Contract Agreement

- **Drs. Kirk Hillier** (Biology), **Dave Shutler** (Biology), **Nicoletta Faraone** (Chemistry) and **Laura Ferguson** (Biology) received **\$18,000** in collaboration with Dr. Jade Savage from Bishops University, for their project entitled: *Citizen-based surveillance of Ixodes scapularis and other ticks in Canada using a eTick.ca, a web platform dedicated to image-based tick identification.*

Christmas Tree Council of Nova Scotia – Services Agreement

- **Dr. Zoë Migicovsky** (Biology) received **\$42,634** in funding for her project entitled: *Production of New Balsam Fir Lines Using Somatic Embryogenesis.*

Nova Scotia Salmon Association – Contribution and Services Agreement

- **Dr. Trevor Avery** (Biology) received **\$20,000** in funding for his project entitled: *Monitoring in support of the NSSA's watershed stewardship plan on the Medway River, NS.*

MITACS AWARDS TO SUPPORT RESEARCH INTERNS

- **Dr. Mark Mallory** (Biology) has been awarded **\$90,000** in Mitacs Accelerate Internship funding in partnership with Birds Canada (ON). Project Title: *Regional and individual-level factors influencing common loon reproductive success.*

OTHER ACTIVITIES

Towards Solutions – Data and Technologies in Agriculture Connector Event

On March 29th, Acadia's Office of Industry & Community Engagement, together with the Nova Scotia Community College (NSCC), the Valley Regional Enterprise Network and Springboard Atlantic welcomed 80+ attendees from the agriculture sector (food producers, processors and service providers, researchers and ecosystem supporters) to the Fountain Commons for a one-day industry/researcher connector event. The goal of the event was to facilitate connections to address challenges in the agri-tech/agri-food sector. More than twenty representatives from industry, academia and government presented ideas, challenges/needs, expertise and funding opportunities.

RESEARCH GRANT AND SCHOLARSHIP PROGRAMS / SUBMISSION DATES

Internal

- Harrison McCain Foundation Grants – May 23, 2023
- SSHRC Institutional Grants (SIG) – call pending; applications due June 13, 2023

External (not inclusive of all opportunities)

- SSHRC Connection Grants (4/yr) – February 1, May 1, August 1, November 1
- SSHRC Insight – October 1
- SSHRC Partnership Engage Grants (4/yr) – March 15, June 15, Sept 15, Dec 15
- NSERC Research Tools and Instruments – October 25

- NSERC Discovery – NOI due Aug 1; application due Nov 1
- NSERC Alliance (partnership) Grants – Open Call
- MITACS (student and post-doc internships; various programs) – Open Call
- CLARI (Change Lab Action Research Initiative; <https://actionresearch.ca/>) – Open Call

Respectfully submitted,

Anna Redden, PhD

Associate VP Research, Innovation and Graduate Studies

ACADIA STUDENTS' UNION – MAY 10, 2023

No written report received.

COLLEGE OF DIVINITY AND FACULTY OF THEOLOGY – MAY 10, 2023

No written report received.

Proposed Motion to the Senate on Additional Senators

Whereas the Act of Incorporation defines the responsibility of Senate as being “to control, regulate and determine the educational policy of Acadia University”;

Whereas the Senate cannot faithfully and efficiently discharge this duty unless it can draw upon the knowledge and experience of all those charged with implementing the educational policy of Acadia University;

Whereas the faculty is more likely to trust the outcomes of Senate’s deliberation when it sees itself reflected in Senate’s composition;

Whereas non-permanent part-time and Contractually Limited Term (henceforth “non-continuing”) faculty teach a significant proportion of courses at Acadia University, as well as supervise labs, perform service, and conduct research;

Whereas section III(i) of the Senate Constitution states that faculty senators shall serve for a term of three years, a length of time that makes it extremely unlikely for any non-continuing member of the Acadia faculty to serve as a senator;

And Whereas the absence of non-continuing faculty in Senate represents an obstacle to equity and inclusion at Acadia University;

It is moved that the Senate Bylaws Committee shall consider the rationale and feasibility of adding as voting members of Senate three (3) non-continuing faculty and to make a recommendation of its findings to Senate.

In particular, the Senate Bylaws Committee shall consider the proposal to add as voting members of Senate one non-continuing faculty from each of the three Faculties. Each of these Senators would serve for a term of one (1) year and would be nominated by the Senate Nominating Committee and confirmed by the Senate.

RESEARCH ETHICS BOARD ANNUAL REPORT, 2022–2023

For the period 1 May 2022 to 30 April 2023:

Committee membership: Daniel Blustein (Science, from July 1), Rebecca Casey (Arts, from July 1), Erin Crandall (Arts, to June 30), Jim Grant (Professional Studies, to June 30), Nina Harvey* (AGSA, to June 30), Michael Jeffrey (Community), Stephanie Jones (Science, to June 30), Cheri Killam (Community), Jody Linkletter (Theology, from January 1), Ryan MacNeil (Professional Studies, from July 1), Stephen Maitzen (Chair), Melody Maxwell (Theology, to June 30), Stephen McMullin (Theology, July 1 to December 31), Anna Redden* (RGS, *ex officio*), Shon Whitney (Community)

* non-voting

Meetings and review of applications: The REB met monthly via Teams on 12 occasions and reviewed 73 new formal applications for ethics approval. The Chair also reviewed numerous formal requests from researchers to approve changes to previously approved research.

Other activities: The REB's Chair responded to numerous informal inquiries from student and faculty researchers at Acadia and elsewhere. The Chair serves as the University's liaison to the Canadian Secretariat for Research Ethics, prepares and distributes the agendas for meetings, records the minutes at meetings and distributes them for approval, writes letters of ethics approval or rejection, performs all filing and maintenance of records, follows up on unapproved research, reviews annual reports from department-level ethics committees, publicizes the role and requirements of the REB, maintains the REB website, and prepares reports for Senate and other bodies concerning the business of the REB.

Training of members: Each newly appointed REB member receives a detailed written orientation from the REB Chair describing the new member's duties and the REB's procedures.

Ad hoc advisors: Ad hoc advisors are appointed only when the REB judges that it lacks the knowledge needed to review a particular application. The REB judged that no ad hoc advisors were needed during the reporting period.

Appeals: None

Guidance sought from the Canadian Secretariat on Research Ethics: The Secretariat confirmed that the Acadia REB's longstanding practice of conducting independent reviews of all ethics applications, including applications that have previously been approved elsewhere, is consistent with Articles 8.1 and 8.2 of TCPS2 (as revised, 2022).

Matters out of the ordinary: None

Transitional chair for summer: S. Maitzen

Other comments: None

Submitted by Stephen Maitzen (Chair)

SENATE ARCHIVES COMMITTEE ANNUAL REPORT, 2022-2023

April 28, 2023

COMMITTEE MEMBERSHIP:

Committee Chair and Dean of Libraries and Archives: Heather Saunders (ex-officio)

Archivist: Pat Townsend (ex-officio)

Archivist: Wendy Robicheau (ex-officio)

Arts Representative: Jamie Sedgwick

Arts representative: Xiaoting Wang

Arts representative: Richard Cunningham

Professional Studies representative: Michelle Boyd

Pure and Applied Science representative: Peter Williams

Theology representative: Melody Maxwell

Alumni appointee: Eleanor Palmer

Presidential appointee: Catherine Fancy

Canadian Baptists of Canada representative: Scott Kindred-Barnes

Student representative: vacant

Secretary: Kelly Bennett

COMMITTEE MANDATE: As members of their various constituencies, members of the Senate Archives Committee will work collaboratively;

1. To advise and guide on long-term and short-term directions that are consistent with the mandate and strategic direction of the Archives;
2. To advocate for the Archives within the University, the Convention of the Atlantic Baptist Churches and the local community;
3. To make an annual report;
4. To address other Archives-related issues that shall arise from time to time;
5. To support academic activity.

The committee met on two occasions this year: October 4, 2022 and March 17, 2023, to discuss the growing demands of researchers, the post-pandemic goals for the Archives, and the course 'Unlocking the Archives'. All meetings took place via Teams. The committee also heard detailed reports and updates from the Archivists. The Kirkconnell Room continued to be open to on-campus researchers and the wider community (with limited seating). The University Archives are heavily used by students, faculty and community members and thus form a crucial link in the University's community engagement. In-person classes returned to the Kirkconnell Room (bringing in 163 students), while instruction with online collections continued (reaching 150 students). New deposits to the Archives from the University, the local community, and the Baptist Churches continue to arrive, growing the collection at an impressive rate. Digital collections have grown in importance since the pandemic, shaping unforeseen methods of and demands for research. Several new initiatives began as the Archives reached out to tell more stories about the founding of Acadia and the development of the early campus. The next Archives Committee meeting will be held in the early Fall.

Awards Committee for Honourary Degrees and *Emeriti* Distinction(Awards Committee) | Annual Report for 2022-2023 May 10, 2023

Committee Members 2022-2023:

Dr. Peter Ricketts, President and Vice-Chancellor (Chair) Dr. Xiaoting Wang, Faculty of Arts Representative
Dr. Heather Hemming, Faculty of Professional Studies Representative Dr. Lisa Price, Faculty of Pure and Applied Science Representative
Rev. Dr. Anna Robbins, Acadia Divinity College / Faculty of Theology Representative Erin Patterson, Librarian/Archivist Representative
Henry Demone, Board of Governors Representative Sadie McAlear, Student Representative
Natalie Weekes, Recording Secretary

The purpose of the Committee is to:

1. Invite nominations for Honourary Doctorate degrees and Professors, Librarian, Archivists and Instructor *Emeriti* awards.
2. Adjudicate the nominations.
3. Recommend nominees thereon to Senate.

Meetings held 2022-2023:

Two meetings were held virtually via Microsoft Teams. The first meeting was held on February 3, 2023 to consider nominations for honourary degrees, and the second on March 20, 2023 to consider the nominations for *Emeriti* status.

Summary of Committee Activities:

A call for Honourary Degree nominations was sent to the campus community *via* email on September 8, 2022, and a call for *Emeriti* distinction nominations was sent out on October 7, 2022. Following thorough review and discussion, the Committee recommended to Senate a total of six (6) Honourary Degree nominees. Six (6) candidates for Honourary Degrees were approved by secret ballot at an *in camera* meeting of Senate on February 13, 2023. Five (5) nominations were received for *Emeritus/a* status and after thorough review and discussion, three (3) were recommended to Senate for approval. Four (4) *Emeritus/a* nominees, including one that was carried forward from the previous year, were approved by secret ballot at an *in camera* session at a meeting of Senate on April 10, 2023 to be awarded at the 2023 Convocation ceremonies.

The Committee also considered a letter received from a number of faculty members

concerning the importance of equity, diversity and inclusion in the consideration of honorary degree nominations, both in terms of individuals nominated and the recognition of accomplishments in advancing EDI as a criterion for assessing nominations. The Committee had a good discussion on this topic, recognising that it has in recent years given specific consideration to EDI but also noting that this should be more formally included in the Committee's Terms of Reference and procedures. The Committee decided to review its Terms of Reference and the Honorary Degree Guidelines and will present revisions to the Senate for approval at a later date but before the next call for nominations in the fall of 2023.

Respectfully submitted,

A handwritten signature in black ink, appearing to be 'P. Ricketts', with a stylized, flowing script.

Dr. Peter Ricketts

President and Vice-Chancellor Chair, Senate Awards Committee

Timetable, Instruction Hours, and Examinations (TIE) Committee

Annual report to Senate for 2022 – 2023

Membership:

Mark Bishop (ex officio), Registrar
James Sanford (ex officio), Student Affairs
Hugh Chipman (chair), Pure and Applied Science
Scott Landry, Professional Studies
Bernard Delpeche, Arts
Sadie McAlear, Student
Chiara Lu, Student

Duties: (from senate membership document)

1. to communicate the approved rules on instruction hours to all members of Faculty before the end of August of each academic year;
2. to recommend to Senate the approval of special requests as it deems valid, with supporting reasons;
3. to recommend to Senate new or modified policies and regulations pertaining to instruction hours;
4. to publish in the spring of each academic year, a time, a place and schedule of classes for the following year;
5. to make such amendments and corrections as may be deemed necessary in the timetable throughout the year;
6. to make recommendations concerning any changes in the scheduling of courses which, in its judgment, will more efficiently utilize the physical plant of the university without compromising academic needs;
7. to publish a timetable for December and April examinations;
8. to ensure that proper examination procedures are carried out;
9. to consider and to rule on all individual cases that may arise in the course of examination procedures and may deserve special consideration;
10. to recommend to Senate by the January meeting in each year the dates for the following academic year.

Meetings:

The committee met on June 28, September 22, October 17, November 16, November 30, January 5, January 30, and March 31.

Summary of activities:

1. Preparation and review of suggested Senate motions:
 - a. Revision to teaching slots (Dec 12, 2022 Senate meeting, motion passed). Relatively small revision, in which 3-hour slots on T/W/Th mornings were changed to start at 8:30 (previously a 9:30 start).
 - b. Amendment to “Principles for the Preparation of Academic Dates” (Dec 12, 2022 Senatemeeting, motion passed). Item 12 added to principles document, listing holidays for which there are no classes.
 - c. Policy on tests and in-term examinations being held during scheduled classes (Dec 12, 2022 Senate meeting, motion was referred back to TIE and is still under consideration).
 - d. Proposed Calendar Dates for 2026-27 and 2027-28 (Jan 16, 2023 Senate meeting, motion tabled and brought back to Feb 13 Senate meeting where the motion passed).
2. Other changes to teaching slots: Other changes were considered by the committee at various points during the year. The committee decided that since the new slots had been in use for less than 2 full years and changes would require widespread consultation that any further changes would be considered in future years.
3. Convocation Dates: The committee has been working on a proposal to change convocation dates to a later date than Mother’s Day and the Monday immediately after. No proposal has been brought to Senate. Other committees are being consulted for additional feedback.
4. Calendar Dates: The committee considered a policy for unexpected holidays, such as the September 19, 2022 National Day of Mourning for the Queen. The committee decided to not suggest any policies.
5. Scheduling of tests and in-term examinations: The committee has conducted a survey of students and is still reviewing the results. Any policy suggestions would ideally be brought to Senate before fall term begins.
6. At Senate’s request the committee considered whether changes to the timing of fall break week should be considered. The committee did not feel at this time that the dates should be moved.

Respectfully submitted,

Hugh Chipman,
Chair

May 2, 2023

Report of the SCHOLARSHIPS, PRIZES AND AWARDS COMMITTEE (SPAC) to SENATE
REPORT DATE: May 1, 2023

SPAC COMMITTEE MEMBERS

Membership	July 1, 2022 - June 30, 2023
Arts	Chelsea Gardner
	Wanda Campbell
	Genna Beed (Student Rep)
Professional Studies	Scott Landry (Committee Chair Oct 2022-2024)
	Wenxia Guo
	Maggie Fayer (Student Rep)
Pure & Applied Science	Ashley Parsons
	Peter Williams
	Kathryn Murray (Student Rep)
Registrar or Delegate	Kim Rhymes, Manager, Scholarships and FinancialAid
Financial Aid Counselor	Candace Bird (Committee Secretary)

PURPOSE AND DUTIES OF COMMITTEE

1. To decide policy and process by which recipients of scholarships, prizes, bursaries, scholar-bursaries, awards, and convocation medals are to be selected and to gather all information it considers necessary for the selection;
2. To select the recipients of undergraduate entrance scholarships, prizes and awards and some in-course scholarships, prizes, and awards;
3. To periodically review the scholarships, prizes and awards program and to recommend improvements (increased funds, new scholarships, more prizes, etc.) to those involved in the program;
4. To promote interest in the scholarship program;
5. To consider such other matters as the Senate may from time to time entrust to the Committee.

MEETINGS DATES

Committee meetings were held during 2022-2023 on the following dates:

August 18, 2022 via Microsoft Teams

November 3, 2022 via Microsoft Teams

February 22, 2023 (entrance scholarship process information session) via Microsoft Teams
March 6, 2023 via Microsoft Teams

April 19, 2023 via Microsoft Teams

AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

1. The Appeals Sub-Committee met on August 18, 2022, to review 59 appeals from students who did not meet the renewable scholarship criteria. As long as students meet the benchmarks in the appeal process, it was decided that only complicated appeals would be brought forward to the committee for review. For the first time, any student who identified as Black or Indigenous were automatically renewed at a minimum SGPA of 2.0 or higher.

2. Awarding of 2023 Entrance Scholarships

Through the entrance scholarship process, 2443 prospective students were offered entrance scholarships or scholar-bursaries for the 2023-24 academic year as of the date of this report. This included renewable entrance merit-based scholarships to all incoming students (in their first undergraduate degree) with a scholarship average of 80% or above.

To be competitive with other universities, our top entrance scholarships were valued as follows: Three Chancellor's Scholarships each valued at \$10,000 renewable

Three Board of Governors' Scholarships each valued at \$8,000 renewable Three President's Scholarships each valued at \$7,000 renewable

Four International Baccalaureate Scholarships each valued at \$6,000 renewable

The academic requirements for the 2023-2024 grade-based entrance scholarship program criteria did not change from the previous year. The scholarship program uses a combined average – a weighted average using grade 11 and grade 12 to calculate a scholarship average provided the grade 12 average is 80% or above.

As part of the entrance scholarship application process the Committee again used a standardized group score spreadsheet. The top 122 files were reviewed.

3. Review of Committee Mandate

The Committee duties were reviewed. No changes were made.

4. Bursary Program Process:

The Bursary program was reviewed. No changes were made. Acadia's Student Assistance Program (ASAP) assisted 130 students in the 2022-23 academic year and had a budget of \$250,000.

5. Entrance scholarship form review- Discussions are taking place on how to make the forms more equitable and clearer for students who apply. These discussions will continue during the summer months.

6. Scholarship Renewability:

Slight changes in processes within Colleague and Informer were fine-tuned.

7. Entrance Scholarship Timeline:

No changes were made to the timeline for evaluating the entrance scholarships in March.

Respectfully submitted,

Candace Bird
Secretary

Scott Landry
Chair

Acadia University Senate Curriculum Committee (Administrative) 2023-2024
Form 4: Proposed Modification to a Program

Department/School:	School of Education
Presented to Faculty Council?	Yes
Date presented to Faculty Council:	Click or tap to enter a date.

Program / Rationale	
Program being modified:	M.Ed. in Counselling Program
<p>Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. We are proposing two changes.</p> <ol style="list-style-type: none"> 1. Duration of Full Time Program: Currently, our full-time M.Ed. in Counselling program is offered in a 14 month format, from July to August. We are proposing a modification that would allow the program to extend to December of year two, making it an eighteen month program. This will allow for a spacing out of coursework and placement of practicum at the end of the program. 2. An optional extension of both our full time and part time practicum. We would like to offer an option for both the part-time and full-time programs to select either a full-time or part-time practicum. Currently, both cohorts are required to complete a four-month full time (500 hour) practicum with no option to do the practicum part-time. We would like both groups to have the option to complete a part-time six to eight-month practicum instead. 	
<p>Briefly state the reason for requesting this modification. Please be specific.</p> <p>Duration of Full Time Program: Students consistently report the full-time program is too intensive, too condensed, and they find it difficult to maintain their self-care and wellness concurrently with the program. We witness as counsellor educators a significant shift from the wellbeing of students when they enter the program, including their energy, enthusiasm, and capacity to handle the demands of the rigorous program, compared to where they are mid-way or at the end of the program. We do not believe extending the program by four months will decrease interest in the program and feel strongly it is warranted to support a more positive student experience and promote the wellbeing of our students. This extension will not result in any additional courses being added to the program or additional tuition costs to students. Rather, we will shorten their summer intercession by one course, putting more space between intercession and fall, and will also schedule three rather than four courses at a time in their fall and winter semesters. A current and amended course rollout is attached. It is important to note that this was a recommendation from our recent accreditation report AND that by increasing the length of the program we are still shorter than any other program in Canada (the shortest one is 24 months).</p> <p>An optional extension of both our full time and part time practicum. We would also like to offer all of our students, whether studying in the part-time (3 year) or full-time (14month – soon to be 18 month) program an option to have a part-time or full-time practicum. We often receive requests from students for financial, medical, or other personal reasons that a full-time practicum is difficult. The requirement to complete their practicum in a four-month timeframe causes undue stress to many students, which interferes with their well-being as well as their capacity to obtain the most growth and learning from their practicum experiences. We will still offer the four-month full time practicum to both cohorts but will give an option to extend practicum over a six to eight month timeframe instead. For the full-time cohort, this will mean they will complete the program in 22 months (instead of 18 months). For the part-time program, it will mean still completing the program within three years but extending practicum over the winter and spring terms. The choice to do practicum on a part or full time basis will not have any financial implications for students and</p>	

they will not be disadvantaged in any way regardless of the selection that best fits their needs and circumstances.

Anticipated Impacts & Consultations	
Will this modification alter, in any substantive way, the way your program is currently delivered?	No If you chose 'No', you may skip the rest of this section.
If you chose 'Yes', briefly state how the modification will change the nature of your program below. Click or tap here to enter text.	
Are the effects of this program restricted to your own Department/School?	Yes
Has the proposed modification been discussed with students?	No
Do students approve of the modification?	Choose an item.
If you answered 'No' to any of the last three questions, please explain. This change would not impact our current students so discussing it with our current students would not be warranted. However, we have had many conversations with our students the past four years of the tenure of the full-time counsellor educators in the program that have confirmed the full-time program is too intensive and overwhelming. We also have had several requests each year for part-time practicum options.	

New Calendar Description
Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements. Pg 32: Part-time students enrolled in the Counselling program should plan one year in advance for the required 500-hour block practicum (which consists of Practicum 1 -100 hours and Practicum 2 – 400 hours) for which they must be available on a full-time basis for four months or part-time basis for six months. All students enrolled in a full-time practicum are recognized as having full-time status during their practicum semester. Pg 238: 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 18 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. Pg 242: Part-time students enrolled in the Counselling program should plan one year in advance for the required 500-hour block practicum (which consists of Practicum 1 – 100 hours and Practicum 2 – 400 hours) for which they must be available on a full-time basis for four months or part-time basis for six months.

Impacts on Courses	
Will this program change result in the addition of any new courses?	Yes
If you chose 'Yes', please list all new course numbers below, and fill out a Form 1 New Course Proposal for each. EDUC 50N3 and EDUC 50P3	
Will this program change result in the deletion of any existing courses?	No
If you chose 'Yes', please list all deleted course numbers below, and fill out Form 2 Proposed Course Deletion for each.	

Click or tap here to enter text.

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

No

If you chose 'Yes', please list all the affected course numbers below, and fill out Form 3 Proposed Course Modification for each.

Additional Information

Give any additional information that you feel may be useful to the Curriculum Committee in its deliberation. Please see attached current course roll-outs for the Part Time and Full Time program and the attached proposed revised roll-outs for the forthcoming Full Time and Part Time programs.



School of Education

*New Full Time Cohort - Master of Education in Counselling Program

Orientation	July – Before first class
5033 SU01 Counselling Theories	Summer Intercession 1a – 9 days (8:30am – 12:30pm)
5133 SU01 Counselling Skills	Summer Intercession 1b – 9 days (8:30am – 12:30pm)
50D3 SU01 Ethics in Counselling Practice	Summer Intercession 2a—9 days (8:30am – 12:30pm)
50C3 FA01 School Counselling Programs (School stream requirement) ... OR.... 50K3 FA01 Clinical Mental Health Counselling (Agency stream requirement)	FALL – 12 weeks; 3 hours/once weekly [September-December]
5623 FA01 Group Counselling: Theory and Practice	FALL – 12 weeks; 3 hours/once weekly [September-December]
5343 SU01 Counselling for Social Justice and Culturally Responsive Practices	FALL – 12 weeks; 3 hours/once weekly [September-December]
50F3 FA01 Counselling Pre-Practicum	WINTER – 12 weeks; 3 hours/once weekly [January-March]
5353 SU01 Crisis and Trauma	WINTER – 12 weeks; 3 hours/once weekly [January-March]
5513 SU02 Research Design in Education	WINTER – 12 weeks; 3 hours/once weekly [January-March]
50P3 Counselling Practicum 1 and Group Supervision <i>100 hour practicum</i>	SPRING – 16 weeks; 6 hours/week [March-June] + weekly class
50E3 SU01 Counselling Across the Lifespan	SPRING – 12 weeks; 3 hours/week [April-June]
50J3 SU01 Assessment in Counselling	SPRING – 12 weeks; 3 hours/week [April-June]
5543 SU01 Theories of Career Development	Summer Intercession 1a – 9 days (8:30am – 12:30pm)
5553 SU01** Topics: Advanced Counselling Skills	<i>Summer Intercession 1b – 9 days (8:30am – 12:30pm)</i>
5553 SU01** Topics: Option 1 OR 5553 SU02** Topics: Option 2	Summer Intercession 2a – 9 days (8:30am – 12:30pm) Summer Intercession 2a – 9 days (1:00pm – 5:00pm)
50N3 SU01 Counselling Practicum 2 and Group Supervision <i>400 hour practicum</i>	FALL – Full Time – Monday-Friday + Weekend classes (6) FALL & Winter—Part Time – 3 days/week + Weekend Classes (6)
Graduation / Convocation	December [FT Practicum] or April [PT Practicum] <ul style="list-style-type: none"> Students who apply for Fall graduation and complete all degree requirements by the calendar deadline are awarded their degree in the Fall. Because there is no Fall ceremony, graduates will also be invited to attend Spring Convocation in May.

Notes:

- The program is 48 credit-hours for the Non-thesis option; and 51 credit-hours for the Thesis option
- Courses marked with an asterisk (*) are recommended for both School and Agency streams.
- Courses marked with two asterisks (**) are additional/elective courses.
- All other courses listed are core (required) courses for both School and Agency streams.
- Thesis students are required to take EDUC 5113 and 5966; these courses may replace recommended or additional/elective courses.
- The sequence and location of courses shown above are subject to change.
- Specific additional/elective courses are designated for each cohort; alternatives require approval.



School of Education

*New Part Time Cohort - Master of Education in Counselling Program

Orientation	July – Before first class
5033 SU01 Counselling Theories	Summer Intercession 1a – 9 days (1:00pm – 5:00pm)
5133 SU01 Counselling Skills	Summer Intercession 1b – 9 days (1:00pm – 5:00pm)
50D3 SU01 Ethics in Counselling Practice	FALL – 12 weeks; 6 weekends [September-December]
50C3 FA01 School Counselling Programs (School stream requirement) ... OR.... 50K3 FA01 Clinical Mental Health Counselling (Agency stream requirement)	WINTER – 12 weeks; 6 weekends [January-March]
5343 SU01 Counselling for Social Justice and Culturally Responsive Practices	SPRING—12 weeks; 6 weekends [April – June]
5353 SU01 Crisis and Trauma	Summer Intercession 1a – 9 days (1:00pm – 5:00pm)
5513 SU02 Research Design in Education	Summer Intercession 1b – 9 days (1:00pm – 5:00pm)
50E3 SU01 Counselling Across the Lifespan	FALL – 12 weeks; 6 weekends [September-December]
5623 FA01 Group Counselling: Theory and Practice	WINTER – 12 weeks; 6 weekends [January-March]
50F3 FA01 Counselling Pre-Practicum	SPRING – 12 weeks; 6 weekends [April-June]
50J3 SU01 Assessment in Counselling	Summer Intercession 1a – 9 days (1:00pm – 5:00pm)
5553 SU01** Topics: Advanced Counselling Skills	Summer Intercession 1b – 9 days (1:00pm – 5:00pm)
5553 SU01** Topics: Option 1 OR 5553 SU02** Topics: Option 2	Summer Intercession 2a – 9 days (8:30am – 12:30pm) Summer Intercession 2a – 9 days (1:00pm – 5:00pm)
50P3 FA01 Counselling Practicum 1 and Group Supervision 100 hour practicum	FALL – 16 weeks; 6 hours/week [September-December] + 6 weekends
50N3 SU01 Counselling Practicum 2 and Group Supervision 400 hour practicum	WINTER – Full Time – Monday-Friday + Weekend classes (6) [January-April] WINTER/SPRING—Part Time – 3 days/week + Weekend Classes (6) [January-June]
5543 SU01 Theories of Career Development	SPRING—12 weeks; 6 weekends [April – June]
Graduation / Convocation	June [PT & FT Practicum] <ul style="list-style-type: none"> Students who apply for Fall graduation and complete all degree requirements by the calendar deadline are awarded their degree in the Fall. Because there is no Fall ceremony, graduates will also be invited to attend Spring Convocation in May.

Notes:

- The program is 48 credit-hours for the Non-thesis option; and 51 credit-hours for the Thesis option
- Courses marked with an asterisk (*) are recommended for both School and Agency streams.
- Courses marked with two asterisks (**) are additional/elective courses.
- All other courses listed are core (required) courses for both School and Agency streams.
- Thesis students are required to take EDUC 5113 and 5966; these courses may replace recommended or additional/elective courses.
- The sequence and location of courses shown above are subject to change.
- Specific additional/elective courses are designated for each cohort; alternatives require approval.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024
Form 3: Proposed Modification to an Existing Course

Department or School:	School of Education		
Presented to Faculty Council?	Yes		
Date presented (or will be) to Faculty Council:	2023-04-20		
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input checked="" type="checkbox"/> change in course number or title not in same year <input checked="" type="checkbox"/> change in calendar description <input checked="" type="checkbox"/> change in course weight (credit hours) <input checked="" type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. (* Request may go directly to Senate. Does not require curriculum committee approval)			

Modified Course Information			
Course code - discipline & number (e.g. HIST 2223):		EDUC 50N3	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?			Yes
Proposed course title:		Counselling Practicum 2 & Group Supervision	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters		Internship	
Provide Calendar description for the course below: (MAXIMUM 60 words) Students participate in a minimum 400-hour supervised counselling internship that is completed on a full-time or part-time basis. During internship, students complete a minimum 200 hours of direct client service, 40 of which must be group work. The practicum is accompanied by a 36-hour group supervision class to support practicum interns' professional growth and development during the practicum period.			
Prerequisites:		EDUC 50F3, EDUC 50D3, EDUC 5033, EDUC 5133, EDUC 5623, EDUC 50P3	
Corequisites:		Click or tap here to enter text.	
Antirequisites:		Click or tap here to enter text.	
Current Course Information			
Course code – discipline & number:		EDUC 5066	
Course Title:		Counselling Practicum & Group Supervision	
Calendar description: (MAXIMUM 60 words) Students participate in a minimum 500-hour supervised counselling practicum that necessitates full-time availability for the 16-week residency necessary to meet practicum requirements. The practicum is accompanied by a 36-hour group supervision class to support practicum interns' professional growth and development during the practicum period.			
Prerequisites:		EDUC 50F3, EDUC 50D3, EDUC 5033, EDUC 5133, EDUC 5623, EDUC 5053	
Corequisites:		Click or tap here to enter text.	
Antirequisites:		Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. EDUC 5066 currently houses the practicum and internship requirements of the program. To better align the program with accreditation requirements, and to promote a more optimal developmental and scaffolded experience for our students, this proposal is to separate practicum into an initial 100-hour practicum (see new			

course proposal for EDUC 50P3) and have EDUC 50N3 house the subsequent 400-hour internship. The new course will only be a 3-credit course, not 6, which is why there is a request to change the course number.

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.
Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administration) 2023-2024
Form 1: New Course Proposal

Department or School:	School of Education
Presented to Faculty Council?	Yes
Date presented (or will be) to Faculty Council	2023-04-20

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	EDUC 50P3
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Yes
Proposed course title:	Counselling Practicum 1 & Group Supervision
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Practicum
<p>Provide Calendar description for the course below. (MAXIMUM 60 words)</p> <p>Students participate in a minimum 100-hour initial supervised counselling practicum that necessitates one day per week availability for a 16-week placement necessary to meet initial practicum requirements. During this practicum, students complete a minimum of 50 hours of direct service with clients, 10 hours of which must be group work. The practicum is accompanied by a 36-hour group supervision class to support practicum students' professional growth and development during the practicum period.</p>	
Prerequisites:	EDUC 50F3, EDUC 50D3, EDUC 5033, EDUC 5133, EDUC 5623
Corequisites:	Click or tap here to enter text.
Antirequisites:	Click or tap here to enter text.
Requirement for a major?	Choose an item.
Open to non-majors?	No
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
<p>If you chose 'Yes', please explain.</p> <p>Click or tap here to enter text.</p>	
<p>Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used).</p> <p>This is an initial practicum and will be run as a group supervision-seminar style course. Students will share videos and cases from their practicum for faculty and peer supervision. Faculty will provide developmentally appropriate supervision and continue to advance student professional identity development as they complete their initial 100-hours of practicum.</p>	
<p>Explain the rationale for proposing this course below. Please be specific.</p> <p>Our accreditation requires our students to complete an initial 100-hour supervised practice, followed by a longer 400-hour internship. Up until now, the program has been granted permission to run these practicums together, as one 500-hour full time four-month practicum. However, our accrediting body has continued to push the program to find a way to provide the initial 100-hour practicum separate from the subsequent 400-hour internship. We are proposing this course to separate practicum from internship. During this course, the students will receive supervision for the initial 100-hour practicum, completed on a part-time basis, with concurrent group supervision.</p>	
Is a course with similar content offered at other universities?	Yes
<p>If you chose 'Yes', at which universities, and at what level?</p> <p>UBC – MA in Counselling Psychology (CACEP Accredited)</p> <p>UVIC – M.Ed. in Counselling Psychology (CACEP Accredited)</p> <p>TWU – MA in Counselling Psychology (CACEP Accredited)</p>	

Enrolment	
Estimated Enrolment:	10 Students/instructor
Will the enrolment be limited?	Yes
<p>If yes, please explain how enrolment will be limited.</p> <p>This program runs as a cohort model. Enrolment will be limited to the cohort. Due to accreditation ratios and demands of supervision, faculty will be capped at 10 students/faculty.</p>	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	<p>No</p> <p>If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.</p>
<p>If you chose 'No', please provide justification for this imbalance.</p> <p>The current practicum course (EDUC 5066) is a 6-credit hour course and combines the initial 100-hour practicum and final 400-hour internship. EDUC 50P3 will split EDUC 5066 and will encompass the first 100-hour practicum, leaving the subsequent 400-hour internship as part of EDUC 50N3.</p>	

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	No
<p>If you chose 'Yes', to what extent and what was the response?</p> <p>This change will not impact any of our current students. However, we routinely hear concerns from students that practicum is too condensed, there isn't enough experiential practice in advance of the full-time practicum, and the pressure to obtain hours within the four-month period takes away from key learning. In addition, we have students every semester that due to financial, medical, or other reasons, completion of the 500-hour internship in four months is problematic.</p>	
Will the course be cross-listed or form part of a multidisciplinary program?	No
<p>Briefly outline the impact this course will have on other courses or programs within your unit and others.</p> <p>This course will break practicum up into the initial 100-hour practicum and subsequent 400-hour internship. It will alleviate undue stress on students and will provide more time for the development of skills and competencies therapeutically for our pre-service counsellors.</p>	
Has the proposal been discussed with other appropriate units?	No
<p>If you chose 'Yes', to what extent and what was the response?</p> <p>Click or tap here to enter text.</p>	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Full Time faculty almost exclusively always teach practicum. That will be the case for this course as well.
Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input checked="" type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

Library Resources (as applicable)

Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	No
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Motions: Emeritus status and Honorary Degrees

Preamble:

Following the discussion about emeritus status (and, by extension, honorary degrees) it would be useful and important for the Senate By-laws Committee to consider two related issues.

The first issue is ensuring that the criteria for either of these honours makes clear the need for the individual to have more than just academic credentials (or, in the case of an honorary degree, other credentials). Given that there is “honour” involved and formal recognition by Acadia, it would be appropriate to add some criterion about the individual’s behaviour outside their academic achievements (or, in the case of honorary degrees, other achievements). The Guidelines for an Honorary degree currently contain the phrase “consistent with the values and the spirit of the University”. Such a constraint would be appropriate for those nominated for emeritus status as well.

Secondly, there needs to be some mechanism that allows and requires the university committee recommending individuals to investigate concerns raised in Senate about specific candidates. Without such a mechanism it is not clear how there would ever be a Senate vote against approving a candidate. In other words, Senate becomes nothing more than a rubber stamp for the committee. Individual senators might decide to vote against a particular individual based on concerns they have, but unless those concerns can be validated (or invalidated), those votes are not likely to change the outcome.

Substitute Motions:

1. That the Senate By-laws Committee review and revise the guidelines for emeritus status to ensure that they include some criterion of “meritorious behaviour” with respect to the professional service being recognized.
2. That the Senate By-laws Committee review and revise the terms of reference for the Awards Committee for Honorary Degrees and Emeriti Distinction to provide a process to allow and require the committee to investigate concerns raised by Senate about a recommended candidate. The committee would report back to Senate on their investigation of those concerns before asking Senate to vote on that candidate.

Mover: Dianne Looker

Seconder: Donna Seamone