

*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, February 10, 2025. 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) Approval of Minutes**

- a) Minutes of the Senate Meeting of September 9, 2024
- b) Minutes of the Senate Meeting of October 9, 2024
- c) Minutes of the Senate Meeting of November 18, 2024
- d) Minutes of the Senate Meeting of December 9, 2024
- e) Minutes of the Senate Meeting of January 13, 2025

### **3) Consent Calendar Items**

- a) Announcements and Communications
  - i. Chair (A. Kieft)
  - ii. President and Vice-Chancellor (*J. Hennessy*) ([attached, pages 3-4](#))
  - iii. Provost and Vice-President Academic (*A. Cunsolo*) ([attached, pages 4-13](#))
  - iv. Associate Vice-President Research, Innovation, and Graduate Studies, Interim (*K. Ashley*) ([attached, page 13-15](#))
  - v. Vice-President Student Experience (*S. Duguay*) ([attached, pages 16-19](#))
  - vi. Acadia Students' Union (*Y. Gahlot and S. Taylor*) ([attached, page 19](#))
  - vii. Acadia Divinity College and Faculty of Theology (*A. Robbins*) ([attached, page 19-20](#))
  - viii. Other announcements

### **4) New Business**

- a) Motion from the Senate Curriculum Committee (Administrative): That all curriculum proposals submitted by the faculties and reviewed and passed by the Senate Curriculum Committee (Administrative) be approved. (*M. Coombs*) ([attached, pages 21-69](#))
- b) Update on Strategic Academic Planning Process (*A. Cunsolo*)

- c) Motions from Timetable, Instruction Hours, and Examination Committee (*I. Beaton*) ([attached, pages 70-71](#))
  - i. Motion 1: That the calendar dates for Intersession 2025 be approved.
  - ii. Motion 2: That the calendar dates for Fall 2029 - Summer 2030 be approved.
- d) Notice of Motion: That the Vice-Provost of Teaching and Learning Excellence be added to the Academic Program Review Committee (APRC). (*J. Carlson*) ([attached, pages 72-73](#))

**5) Other Business**

**6) Adjournment**

Sincerely,

S. Pineo,  
Recording Secretary of Senate and University Secretary



## **Announcements and Communications**

### **PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – FEBRUARY 2025**

#### Strategic Direction Sessions

We will be holding several initial public sessions related to the Strategic Direction approved by the Board of Governors in December. The purpose of these sessions is to gather feedback and ideas and to promote discussion around implementing the vision and strategic pillars. All sessions will be held in person in the Fountain Commons with an online participation option. Senators are encouraged to attend to participate in discussions and gather information from the campus to inform upcoming academic decisions. The dates for each session are as follows (snacks will be provided):

- February 14 at 12:00 p.m.-1:30 p.m.: Introductory Session
- February 26 at 1:00 p.m.-2:30 p.m.: Strategic Academic Planning
- March 7 at 12:00 p.m.-1:30 p.m.: Campus Culture
- April 3 at 11:00 a.m.-12:30 p.m.: EDI-AR for Growth and Achievement
- March 5 at 1:00 p.m.-2:30 p.m.: Financial Health and Sustainability

#### Provincial Attestation Letter Allotment

The Department of Advanced Education has released the allotment of Provincial Attestation Letters (PALs) for International Student Study Permit applications to each of the Designated Learning Institutions (DLIs) in the province. The allotments are based on the usage rate from last year and now include a portion allocated to graduate student applications. Acadia received 490 PALs plus 30 for graduate students and 20 for the EAP program. This represents a 20% reduction in our general PAL allocation from 2024. A reserve of 3557 general PALs plus 491 graduate student PALs will be apportioned later upon request of individual DLIs.

#### Feedback to Province

The Department of Advanced Education (DAE) has requested feedback from Acadia in advance of a bilateral funding agreement. They are seeking advice from universities regarding tuition fee structure, operating grant structure, and performance-based funding. In addition, DAE has responded to Acadia's required *Strategic Alignment Plan* submission with a generally favourable assessment and positive directions, and are now seeking a response. Both responses are due by February 18 and will inform the next funding agreement. We are uncertain at this stage if we will receive a multi-year agreement or one year only.

Respectfully Submitted,



Jeffrey J. Hennessy, Ph.D.  
President and Vice-Chancellor

## **PROVOST AND VICE-PRESIDENT ACADEMIC (PVPA) REPORT TO SENATE – FEBRUARY 2025**

Happy February, and happy **African Heritage Month!**

Under the leadership of Lerato Chondoma, AVP Equity, Diversity, Inclusion, and Anti-Racism, in collaboration with the Black Collective, Acadia will be holding month-long events in celebration of African Heritage Month and the theme of “**Legacy in Action: Celebrating Black Brilliance.**” Planned activities include on-campus events, partnerships with the Town of Wolfville, a visit to the Black Loyalists Museum, a Black Business Expo, a Black Excellence Gala, partnerships with the other African Heritage Month events throughout the province, a Black Sports Fun Day, a fireside chat with the Town of Wolfville, Black students-specific events, and the launch of the Black Student Opportunity Fund. Sponsorships and alumni engagement have been proposed. I encourage everyone to get involved, attend events, listen, and learn. And please see below under Lerato’s updates for more information.

I also encourage everyone to attend the **Midwinter Feast on February 18, 2025** in Fountain Commons (2:30-7:30pm). According to Dr. Elder Gerald Gloade, “The Mi’kmaq celebrate this day and offer a feast to the god of winter, hopefully to appease him and give us a shorter winter and an earlier spring.” See below in Zabrina Whitman’s report for more details.

Moving forward, the PVPA monthly Senate report is going to shift slightly. The overall report will be framed around the four pillars from the new Strategic Direction document: Strategic Academic Programming; Equity, Diversity, Inclusion, and Anti-racism for Growth and Achievement; Campus Culture; and Financial Health and Sustainability. Within these pillars, I will still be providing regular updates under the key priorities that I have outlined for my first year as PVPA at Acadia.

Additionally, the updates from the Faculties and the Library and Archives each month will consist of high-level, strategic, time-sensitive, and/or important updates for most months moving forward. In December and May, aligning with the timing of Faculty Councils, each Faculty and Research Services from the Library and Archives will submit a more detailed report highlighting key events, achievements, and updates.

## **Strategic Academic Programming**

### **I. Strategic Academic Planning**

- **Strategic Academic Planning Working Group:** Stay tuned for more information as the work begins, including opportunities to: join the Working Group or one of the *ad hoc* working groups; participate in multiple opportunities to provide your feedback and ideas; and provide feedback on drafts as they come available. There will be multiple and iterative opportunities for feedback and engagement from students, staff, faculty, alumni, and community partners over the coming year. Everyone has an important role to play in this very collaborative and iterative strategic planning process, and we look forward to hearing your ideas and working with everyone throughout this process. Join our first visioning session on **Wednesday, February 26<sup>th</sup> at 1pm in Fountain Commons**, with a virtual option.

- **Acadia Institute for Health and Wellness:** Recognizing the ongoing crisis in the healthcare system in Nova Scotia and the systemic inequities in access to care in rural and Indigenous regions, the Acadia Institute for Health and Wellness is being created to bring together our diverse expertise in health and wellness-related research to support complex challenges in the province. Partnerships and funding are currently being secured, with the aim of launching the Institute in May 2025. This Institute will better position Acadia to make significant contributions to the health and wellness of Nova Scotians, increase our funding and revenue opportunities, and position Acadia as a key research lead in the region. This exciting initiative is being led by Dr. Jonathon Fowles, with support from the Office of Research, Innovation, and Graduate Studies, researchers from across campus, and a wide range of academic and community partners.
- **Partnerships with Other Universities:** Conversations with the Provosts of the other liberal arts and smaller universities in Nova Scotia are ongoing to look for opportunities to share resources, support programs, collaborate on research, and support faculty and student awards.
- **Academic Program Partnerships with Indigenous Organizations, particularly the Nursing Program:** We continue to work with the Tajikeyimik Health Authority on opportunities to collaborate, especially within the Nursing Program and opportunities to co-develop curriculum, support Mi'kmaq and Indigenous student recruitment and retention, increase education around Indigenous health leadership and create wrap-around supports for Mi'kmaq students. Zabrina Whitman, Executive Advisor on L'nu Affairs and Indigenization met with all Mi'kmaq educator directors and staff at Mi'kmaw Kina'matnewey at their Board Meeting in December to further discuss opportunities to work with Acadia. A Nursing curriculum working group meeting is currently being scheduled within the next month.

## II. Enhancing Academic Policies, Procedures, and Processes

Work is ongoing under the following key areas, with the goal of streamlining processes and enhancing accessibility:

- **Establishing a Prior Learning Assessment and Recognition (PLAR) Process:** Mark Bishop, Registrar, is continuing to work on the PLAR document and combine information he gathered from his trip to University of New Brunswick in December, with the aim of bringing it to Senate in early 2025.
- **Additional Academic Policy Enhancements & Adjustments:** Under the leadership of Mark Bishop, Registrar, we are also looking to streamline and enhance existing academic policies related to GPA Alignment and Transfer Credits, to better support students, staff, Heads/Directors, and Deans. Conversations and work on these processes are ongoing.
- **Enhancing EDI-AR, Indigenization, and Accessibility:** There is also ongoing work with the AVP Equity, Diversity, Inclusion and Anti-Racism, the Office of L'nu Affairs and Indigenization, and the Academic Program Development, Quality Assurance, and Planning offices on enhancing policies and procedures. This includes important work on anti-racism.
- **Strengthening Program Development, Quality Assurance, and Planning:** Under the leadership of Shawna Singleton, work continues to strengthen Acadia's overall program development, review, and accreditation processes. We currently have 6 site visits planned for January to May 2025, with several other self-studies finalized and submitted to plan for 2026. Below is an ongoing and upcoming review status report, as of February 2, 2025.

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. External Reviewers: Dr. Jillian Detwiler, University of Manitoba Dr. Andrea Morash, Mount Allison University Internal Reviewers: Dr. Deanne van Rooyen, Earth and Environmental Science Dr. Daniel Blustein, Psychology <b>Stage: Site visit February 10-12, 2025.</b>
Community Development	N/A	Site Visit: March 19-21, 2025. External Reviewers: Dr. Tim O'Connell, Brock University Dr. Erin Austen, St. Francis Xavier University Internal Reviewers: Dr. Jamie Sedgewick, History and Classics Dr. Chris Shields, School of Kinesiology <b>Stage: Developing itinerary for site visit.</b>
Computer Science	Yes	Request for accreditation review submitted to CIPS. <b>Stage: Department working on CIPS Self-study report.</b>
Economics	N/A	Site Visit: September 25-27, 2024. External Reviewers: Dr. John Galbraith, McGill University Dr. Jonathan Rosborough, St. Francis Xavier University Internal Reviewers: Dr. Andrew Biro, Politics Dr. Peter Williams, Physics <b>Stage: Departmental response received. Department Head to attend February APRC meeting.</b>
Bachelor of Education	Yes	<b>Stage: Self-study.</b> Accreditation report submitted on January 31, 2025.
English and Theatre	N/A	Site Visit: February 5-7, 2025. External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College Internal Reviewers: Dr. Michael Dennis, History and Classics Dr. Paula Rockwell, School of Music <b>Stage: Site visit February 5-7, 2025.</b>
Graduate Studies	N/A	Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Community Development Dr. Emily Bremer, School of Kinesiology <b>Stage: Self-study to reviewers.</b>
Languages and Literatures	N/A	<b>Stage: Meet with Department Head to discuss next steps.</b>
Library and Archives	N/A	Potential dates for site visit – March 26-28 or April 2-4, 2025. <b>Stage: Contacting nominated reviewers.</b>
Mathematics and Statistics	N/A	Site Visit: October 21-23, 2024. External Reviewers:

		Dr. Christian Léger, Université de Montréal Dr. Sara Faridi, Dalhousie University Internal Reviewers: Dr. Xiaoting Wang, Economics Dr. Michael Robertson, Physics <b>Stage: Final report received and submitted to Department. Awaiting response.</b>
Philosophy	N/A	<b>Stage: Requested deferral to 2025-2026.</b>
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Carleton University Dr. Cathy Holtmann, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, School of Kinesiology 2 <sup>nd</sup> internal reviewer to be determined <b>Stage: Self-study due February 3<sup>rd</sup> for February APRC meeting. Itinerary for site visit pending.</b>

### III. Committee Reinvigoration & Examination: Updates

- **Academic Planning Committee:** The Academic Planning Committee is continuing its work to make recommendations on academic planning processes, including taking in feedback from members of Senate and the broader university community. On Friday, January 31<sup>st</sup>, the APC met with Heads, Directors, and Coordinators for a 90 minute session to receive feedback, insights, and ideas for how to improve the APC process, how to reduce burden and streamline the process, how to increase transparency and improve templates, and how to strengthen the information that is coming to APC to support decision-making.
- **Senate Subcommittees:** In addition to the APC, above, the other Senate Subcommittees that I chair continue to meet monthly (APRC, AAS(P), Open Acadia) to discuss key issues related to the academic portfolio.
- **University Review Committee (URC):** The University Review Committee’s work has been happening since December 2024, with weekly meetings to work through all the applications for renewal, promotion, and tenure. Thank you to the members of the URC for their ongoing dedication to supporting their colleagues, and for all their work on this extremely important committee.

## Equity, Diversity, Inclusion, and Anti-Racism for Growth and Achievement

### IV. Enhance, Strengthen, and Develop Relationships with Indigenous and African Nova Scotian Communities

Some key ongoing initiatives include:

- **Local Mi’kmaq Leadership Meeting with Acadia Senior Leadership:** In the last month we have finalized a meeting date between Mi’kmaq Band Councils (Glooscap, Annapolis Valley, Bear River and Acadia) and Acadia University’s Senior Leadership team for April 25, 2025. This meeting is being organized by Zabrina Whitman.

- **Indigenous Cluster Hire:** The process for hiring for the remaining Indigenous cluster hire position is underway. The Hiring Committee has been created following the MOA guidelines: Ashlee Cunsolo (PVPA & Chair), Amanda Peters (Arts), Shelley Price (Professional Studies), Juan Carlos Lopez (Pure and Applied Science), Zabrina Whitman (Executive Advisor & Community Representative), Elder Lorraine Whitman (Community Representative), and Cara MacInnes (Equity Rep). As part of this process, a call has been issued to all departments who are interested in hosting an Indigenous cluster hire position to put forward a brief proposal of their interest and how they will support this position. Interested departments and units submitted their proposals on January 31, 2025. These proposals will help shape the overall job ad, which will be released in the coming month for recruitment.
- **BMO Lecture Series 2025:** The BMO Lecture Series is scheduled February 25-26, 2025. This year's speaker will be Chief Terrance Paul of Membertou First Nation. Chief Paul has been Chief of Membertou for forty years. In 2017 he received the Order of Canada. He is recognized as one of the most influential Indigenous leaders and businessmen in the country. Among many of his achievements, he is the recipient of the Frank McKenna Leadership Award, the Canadian Council of Aboriginal Business Leader in Economic Development Award, achieved a Canada's Best Managed Companies for Membertou Development Corporation and spearheaded the purchase of Clearwater.

### **AVP Equity, Diversity, Inclusion & Anti-Racism: Lerato Chondoma**

2025 has started off with vibrant energy, filled with the potential for productivity and transformation in all things EDI-AR and social justice. While our campus is rich with possibilities for meaningful change, it's also been a harsh reminder of the realities of a true Nova Scotia winter, characterized by relentless snowstorm after snowstorm – I am not sure that I will ever be prepared for winter in the Valley.

In early January, I had the honor of being invited to share my personal and professional journey with the inaugural cohort of the Africentric Bachelor of Education program at the School of Education. It was a profound privilege to witness the launch of this transformative initiative, which is the first of its kind at Acadia, grounded in Ubuntu pedagogy. Ubuntu resonates deeply with me both personally and professionally, as it aligns with my cultural worldview of Botho, which emphasizes community, connection, and the collective. This worldview teaches us that "my humanity is caught up and inextricably bound in yours— I am because you are because we all are." On January 10th, our ancestors must have beamed with pride! Congratulations to the inaugural cohort of students, the program leads, and everyone at the Acadia School of Education, the Delmore "Buddy" Daye Learning Institute, and all members of our community who have contributed to bringing this inspiring program to life. I would also like to extend my heartfelt appreciation for the visionary leadership and dedication of Dr. Késa Munroe-Anderson and Dr. Martin Morrison.

In February, I was deeply inspired to connect Black students with Desmond Cole during his visit to Acadia for the H.T. Reid Lecture, organized by the Department of Politics. I am thankful for the rich, thought-provoking, and at times uncomfortable discussions that unfolded during his three-day stay in Wolfville. These challenging yet liberating conversations catalyzed a vital movement among Black students at Acadia University, urging our administration and the broader campus community to confront the systemic racism they experience. These students are advocating for involvement in key decision-making processes related to policies that directly affect their lives in residence halls, classrooms, and communal spaces on campus. It is essential for our campus community to listen, support, and empower students, staff, and faculty from equity-deserving groups as they continue to seek "truthing"<sup>1</sup> We must collectively share accountability and responsibility in eliminating the racism and discrimination they face.

---

<sup>1</sup> Truthing is a process that aims to bring about meaningful listening, respect, transformation, and change in aggressive (overt and covert) power dynamics between oppressors and oppressed peoples. Truthing centres the knowledge of persons and/or groups whose histories, worldviews,



February is also the celebration of African Heritage Month, offering a chance to highlight Black excellence, Black joy, Black love, and Black flourishing. I invite you to read my African Heritage Month message to the campus on the Acadia African Heritage Month 2025 [page](#). Be sure to check the page regularly to get involved and engaged in the programming and events scheduled throughout the month.

Some key updates about the portfolio include:

- **The new AVP EDI-AR portfolio:** I look forward to launching the new AVP EDI-AR portfolio before the fiscal year-end and sharing some exciting new developments.
- **Acadia Institutional Accessibility Plan:** Our Accessibility Acadia working group leads have been diligently compiling baseline data related to built environment standards, education standards, employment equity standards, student life and experience, as well as mental health and well-being. This is a substantial undertaking that involves validating the baseline of accessibility initiatives outlined in the February 2024 EDI Report submitted to the Board EDI Committee, as we strive to assess progress on commitments made in our 2022 Acadia Institutional Accessibility Plan. Work has already commenced on drafting components of the plan, with initial drafts set to be shared with the Accessibility Advisory Committee for review towards the end of February and into March 2025. We are excited to share the final plan with our broader campus community later in April. Additionally, it is noteworthy that the Nova Scotia Accessibility Secretariat has congratulated Acadia for its strong governance model for Accessibility Acadia and for its leadership in providing a substantial number of Accessibility Foundations training sessions.
- **Collaborations for African Heritage Month and beyond:** In planning and organizing for African Heritage Month, I am grateful for accomplices and collaborators working alongside me and many Black students, staff and faculty leading into February and who have worked behind the scenes to support campus events and programming being launched this week. I would like to thank and recognize the collaborative efforts provided by Acadia Athletics, Marketing and Communications and Events Acadia. I would also like to recognize and include work with the Town of Wolfville. It has been heartening to work with staff from the Town of Wolfville and to have joined the new Mayor and Council in chambers for the first ever Town of Wolfville announcement of African Heritage Month on January 28th. I look forward to our remaining collaborative events throughout the month (check the AHM 2025 page for updates) and our ongoing commitment to work together on equity and anti-racism initiatives into the future.

#### **EDI-AR Work in the first quarter of 2025:**

- I am commencing the process of **EDI-AR audits** on our existing policies, guidelines, practices, and processes that underpin their implementation. Additionally, I am addressing the immediate needs highlighted by the current Black student movement, as well as engaging in discussions with racialized students, staff, and faculty. The initiative I am leading, in partnership with the Provost and VP Academic, will necessitate the full participation and support of the Senate. I eagerly anticipate collaborating with all of you on these vital and essential efforts.

- I am currently finalizing the **first four campus initiatives from the 2024 EDI Report**, focusing on the four main operational areas: Academic, Student Experience, Administration, and Advancement. In this effort, I will pilot the development of a template and process to support departmental, unit, and program environmental scans (EDI-AR audits). As these processes will be co-developed alongside the respective initiatives, it will take time before we can comprehensively share aggregated outcomes. I appreciate your patience and understanding, as this work may involve discomfort, friction, and often lead to difficult conversations.
- I look forward to launching our **8-part, pilot learning series** involving staff, faculty and administration focused on intersectional and nuanced themes around EDI-AR and decolonization.
- Stay tuned for exciting **new collaborations with VANSDA and African Nova Scotian individuals and groups** who have rich histories connected to Acadia coming in April 2025!

*Ka teboho (with gratitude)*

Lerato

### **Office of L'nu Affairs and Indigenization (OLAI): Zabrina Whitman**

There has been a lot underway since our last meeting. This report is a summary of the most significant activities underway.

- **Midwinter Feast – February 18<sup>th</sup>** – The Midwinter Feast is similar to Ramadan in that it follows the lunar calendar. The Midwinter feast is a Mi'kmaw celebration that recognizes folks have made it through the hardest parts of winter and come together to share their food. This event was revived by the late Elder Lillian Marshall of Potlotek and has spread across Mi'kma'ki. Annually, Acadia University hosts the Feast. It is open to the public, campus community and local Mi'kmaq communities. It includes traditional foods, drumming and storytelling. This event always occurs on or near the first full moon in February.
- **Cluster Hire:** On Monday, January 21<sup>st</sup> I hosted a three-hour virtual open house for academic units to ask questions in preparing their expressions of interest for the third cluster hire position. The conversation and questions were thoughtful. The job posting will list interested units. Dr. Cunsolo and I have reassured academic units that the exercise is not to evaluate or rank academic units. Merely, we want to ensure that whomever the successful candidate is that they are placed in a unit(s) that can support their professional and personal success. The expressions of interest were due January 31, 2025.
- **Indigenous, Association, and Board Committee (IABC):** The IABC was created out of the last Faculty Union negotiation. The primary purpose of the IABC is “to develop recommendations for an Indigenous employment strategy for Faculty members, including but not limited to establishing priority initiatives, determining the professional responsibilities and workload of Indigenous faculty, determining hiring and retention protocols, establishing timeframes for implementation of the strategy and evaluation processes, and advising DRCs/LRCS where appropriate” (see MOA Advancing Reconciliation and Indigenization within the AUFA Collective Agreement for more details, page 205 [https://hr.acadiau.ca/files/sites/hr/Collective%20Agreements/AU\\_AUFA\\_16th\\_Collective\\_Agreement.pdf](https://hr.acadiau.ca/files/sites/hr/Collective%20Agreements/AU_AUFA_16th_Collective_Agreement.pdf)). Our current membership includes Anthony Pash and Maggie Jean Neilson on behalf of the Union, Zabrina Whitman and Lerato Chondoma on behalf of the Board, Ashlee Cunsolo as chair, and last, but

not least Elders Lorraine Whitman and Viola Robinson on behalf of the Mi'kmaq. Elder Lorraine was an elected councillor in Glooscap First Nation for over twenty years, as well as the National President of the Native Women's Association. She also previously served on the Annapolis Valley School Board and served on the tripartite forum for health and education. Elder Viola Robinson is from Acadia First Nation and as a nationally recognized rights activist. Viola was a commissioner for the Royal Commission on Aboriginal Peoples in the 1990s, was the senior Mi'kmaq advisor to Mi'kmaq leadership and finally was the lead negotiator on behalf of the Mi'kmaq in Aboriginal and Treaty Rights with Canada and Nova Scotia. These women bring incredible insight and experience to this work. Our conversations have focused on the challenge of confirming Indigenous, and the need to soon have a policy in place. We presented to the Indigenous Education Advisory Council in November a proposed approach that focuses on academic fraud as opposed to the Institution policing identity. In the January 22<sup>nd</sup> meeting of the IABC, participants supported this approach. I am also exploring a new way to gather data for Indigenous students. IABC members were also interested in this approach for faculty members. Our next meeting is February 10<sup>th</sup>, where we hope to do some work-planning around the collective agreement.

- **Indigenous student data collection:** Currently, the data forms for enrollment are limited in terms of how data is collected. Individuals need only to select if they are Métis, First Nation or Inuit. There is a growing number of individuals (not just at Acadia, across the public sector and within academic institutions) who self-identify as Indigenous because they see a material gain (e.g. cluster hires, for cohort seats in programs, research grants, etc). We must do better at how we gather data. At the same time, folks have a right to self-identify. The question is how we do gather this information without having to ask folks for identification cards (which is the process elsewhere). Scott Duguay and Dr. Cunsolo have provided feedback to my proposal for data collection, and I have started conversations with the Registrar to see if we can collect Indigenous student data.
- **Communication and Procedural Materials Related to Indigenization:** Several documents, including a campus-wide calendar of Indigenous events, a drafted honorarium document, and an updated Indigenous Protocols Handbook (including procedures for working with Indigenous Elders and knowledge holders, working with communities, and teepee protocols and usage), have been created. Additionally, there are plans to create Terms of Reference for the Elder(s)-in-Residence role to clarify responsibilities. The Indigenous Education Advisory Council has emphasized the need for more Elders with diverse specialties, and a travel protocol for Indigenous guests is also being developed. These documents will be reviewed by Indigenous members of the Council before finalization.
- **Nursing:** We continue to work closely with the Mi'kmaq and the Tajikeyimik Health Authority on the nursing program. I attended meeting with all thirteen Nova Scotia Mi'kmaq Chiefs, the two district chiefs, the Regional Chief for the Assembly of First Nations, the Grand Council, all Nova Scotia Mi'kmaq health directors and Tajikeyimik staff on January 15<sup>th</sup>. Mi'kmaq leadership are extremely interested and supportive of the relationship between Tajikeyimik and Acadia University. The Office of L'nu Nursing (at Tajikeyimik) has a Mi'kmaq Indigenous Nurse Education Specialist that is supporting Dalhousie's nursing program. Her scope of work has now been extended to include Acadia University. Her name is Courtney Pennell. I have been working with Tajikeyimik's Director of Nursing, Julie Francis, to start to workplan the needs of the Mi'kmaq for the school of nursing at Acadia University, as well as conducting a comparative analysis of other Indigenous nursing programs in the country.
- **Admissions challenges:** This month, Admissions articulated that Indigenous admissions is low and competitively we are the only school in the region that does not provide Indigenous or Mi'kmaq

specific scholarships and/or bursaries to Indigenous students. As such, students have a greater financial incentive to go elsewhere. Working with External Relations to develop a plan.

- **Comparative Analysis of Post-secondary Institutes in Nova Scotia:** I have just completed an analysis of post-secondary institutions in Nova Scotia. The analysis focused on recruitment and retention support to Indigenous students, including financial aid like scholarship and bursaries, and academic programming like minors in Indigenous studies. This research will be compiled into a document. While the paper is not completed yet, the research discovered that Acadia is one of only three universities that does not have specific grants or scholarships for Indigenous students especially Mi'kmaq (except for the note in point 6).
- **Agriculture Conference:** We have deferred the Indigenous Agriculture Conference to January 2026. This Conference will be paid by Agriculture Canada through funds I secured through a project I am leading between Glooscap First Nation and Benjamin Bridge Winery. Our working group includes Mi'kmaq organizations, the Province of Nova Scotia and of course Acadia University. We now have a conference facilitator – Dr. Gabrielle Donnelly in Community Development. The conference will aim to bring together approximately 75 people in industry, academia and within the Mi'kmaw nation. There is a lot of excitement for this discussion, and I am feeling greater calm now that Dr. Donnelly is signed on.
- **KCIC Irving Centre Medicinal Plant Project:** Melanie Priestnitz has informed me that our seeds have arrived for our medicinal plant project. Students will help with the planting of the medicines. Mi'kmaq Elders and knowledge-holders have been contacted to form a working group to develop a protocol on medicine use and access.

## Campus Culture

### Celebrating & Supporting People

- **Professional Development & Leadership Opportunities:** We are working on creating a professional development and leadership training series for Heads, Directors, Deans, and other academic leaders in the PVPA portfolio to create community, bring people together in shared learning, and enhance skills, knowledge, and ability in these critical leadership roles. A yearly schedule of events is currently being created with input from these portfolios.
- **Thrive Conference 2025:** Kim Vaughn, the EA for the Faculty of Professional Studies and Mary-Jane Sypher, the EA for the Faculty of Pure and Applied Sciences, are leading a one-day conference for all SEIU and AUPAT staff on campus in May 2025. This professional development opportunity will support Acadia staff in connecting, coming together, learning new skills, and learning more about Acadia. This important initiative is co-sponsored by the Offices of the Provost and Vice-President Academic and Vice-President Finance and Administration.

## Financial Health and Sustainability

### V. Streamlining & Unifying Academic & Financial Portfolios and Planning

I am continuing to work closely with Erin Beaudin, VP Finance and Administration and CFO, to streamline the academic and financial processes, and unify our portfolios to strengthen and enhance the academic sector procedures, particularly around budgeting, forecasting, and faculty relations. Some key initiatives to date include:

- **Collaborative Budgeting Planning:** We are continuing to work on re-designing the academic budgeting process to provide more collaborative input from the academic portfolios, and to align with the new budgeting processes being developed in the VP Finance and Administration Portfolio. First round of budget templates were handed in, and second round process is ongoing.
- **Enhancing the Faculty Model:** We are working on enhancing the faculty model by combining data from the Provost's Office, the VP Finance and Administration Portfolio, Human Resources, and AUFA's files. As part of this process, the faculty model is being rebuilt so that all parties have near-real-time access to faculty complement numbers, planning, and forecasting.
- **Open Acadia Restructuring & Growth:** Work continues to restructure Open Acadia, under the leadership of Dr. Lauren Wilson Finnis, and to create the foundations to enhance revenue streams. Interviews for a new Director of Digital and Extended Learning (formerly Director of Open Acadia) are happening this month.

Respectfully submitted,



**Ashlee Cunsolo, PhD (she/her)**  
Provost and Vice-President Academic

## **ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION, AND GRADUATE STUDIES REPORT TO SENATE – FEBRUARY 2025**

### **EXTERNAL GRANTS**

#### **National Science and Engineering research Council (NSERC) – Alliance Advantage**

- **Dr. Kirk Hillier (Biology)** received **\$405,000** in total funding for a collaborative research project entitled: *Investigating costs and benefits of chemical controls versus ecosystem change impacts from an invasive forest insect HWA*. NSERC has provided \$249,750 for the project, with the remaining \$155,250 funded by Natural Resources Canada (NRCan).

#### **Social Science and Humanities Research Council (SSHRC) - Sport Participation Research Initiative**

- **Dr. Marianne Clark** (Kinesiology) received **\$15,000** in supplemental SSHRC funding under the *Sport Participation Research Initiative* for the project entitled: *Tax Credits and Children's Sport Participation: The role of policy acceptance among families experiencing low income in Atlantic Canada*.

#### **Social Science and Humanities Research Council (SSHRC) - Partnership Engage Grant**

- **Dr. Emily Lockhart** (Sociology) received **\$23,932** for the project entitled: *2SLGBTQIA+ youth legal consciousness: Legal decision making in cases of technology-facilitated sexual violence*.

## Social Science and Humanities Research Council (SSHRC) - Connection Grant

- **Dr. Alex Marland** (Politics) received **\$24,998** for the project entitled: Workshop on Political Leadership and Trust in Canada.

## Community Foundation of Nova Scotia - CFNS Visions Fund

- **Chaiti Seth** (Earth & Environmental Science) received **\$90,000** in funding for the project entitled: *Land-based Learning Field Course with Bear River First Nation*.

## RESEARCH & SERVICE AGREEMENTS

### Atlantic Canada Opportunities Agency (ACOA) – Contribution Agreement

- **Acadia** received **\$411,434** in ACOA funding from the Innovative Communities Fund to support the Acadia Laboratory for Agri-Food & Beverage (ALAB) for the project entitled: *ALAB Expansion of Analytical Testing Services*.

### Natural Resources Canada (NRCan) – Contribution Agreement

- **Dr. Kirk Hillier** (Biology) received **\$155,250** in matching funding for the NSERC Advantage Alliance grant (see below) for the project entitled: *NRCan Small Scale Research Non-Repayable Contribution Agreement*.

### International Joint Commission, Canadian Section – Partnership Contract

- **Dr. Michael Stokesbury** (Biology) received **\$39,720** in funding for the project entitled: *Maritime-Maine Joint Partnership for Sustainable Border Fisheries*.

## OTHER AWARDS/RESEARCH FUNDING

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

- **Dr. Matthew McSweeney** (Nutrition & Dietetics) and Hayley Craig-Barnes (ALAB) were awarded **\$8,000** to collaborate with Man of Tea Inc. for the project entitled: *Development and upscaling of new carbonated tea beverages*.
- **Sarah Hines (K.C. Irving Environmental Science Centre and Harriet Irving Botanical Gardens)** was awarded **\$5,000** to collaborate with Halifax Seed for the project entitled: *Establishing a Secure and Sustainable Source of Local Native Species Seed for Maritime Home Gardeners*.

### Dalhousie University – Beatrice Hunter Cancer Research Institute – Transfer of Funds Agreement

- **Dr. Melanie Coombs** (Biology) received **\$5,000** in funding to support a summer student to work on the project entitled: *Investigating the anti-cancer potential of mastoparan by measuring the cytotoxicity of a novel variant of mastoparan*.

### Springboard Atlantic – Industry Engagement Funding

- Acadia's **Office of Industry & Community Engagement** received **\$5,000** in funding to host the annual *Scotia Horticultural Congress 2025* in partnership with Horticulture NS.

### Acadia Laboratory for Agri-food & Beverage (ALAB) - Update

- From September - December 2024, ALAB conducted analytical testing for 71 beverage clients in the Atlantic region (**\$15,772**). These tests are in addition to testing conducted under an annual \$200,000/yr Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

## EVENTS & ACTIVITIES

### Health & Wellness Institute – Campus Meeting

On December 18<sup>th</sup>, Dr. Jonathon Fowles (Kinesiology), and representatives from the Division of Research & Graduate Studies hosted a campus meeting to discuss a proposed Health & Wellness Institute. There was a great response with 15 faculty members attending the event to share their interests in health-related research. This meeting was followed by a

meeting in early January with faculty members from the Psychology Department, and a subsequent meeting with representatives from Université Sainte-Anne. The next campus-wide meeting will be held in March.

#### **Harvest End Breakfast Event - Horticulture Nova Scotia**

On November 14th, the **Office of Industry & Community Engagement (ICE)**, together with Horticulture Nova Scotia, hosted the annual “*Harvest End Breakfast*.” Over 40 attendees attended the event this year, including industry partners, government and not-for-profits, Dalhousie, NSCC and various Acadia’s faculty members and students. Dr. Esteve Hassan (Computer Science) and Dr. Paul Manning (Dalhousie University) presented recent research relevant to the agriculture sector.

#### **LaunchBox and Farmworks – Industry Challenge Event - *Getting More Food from Local Farms on to Forks***

On November 16th & 17<sup>th</sup>, over a 24-hour period, 4 student teams participated in an Industry challenge event sponsored by Farmworks. The purpose of the event was to address real-world challenges within the agricultural sector. Over the course of the weekend, guided by mentors, the interdisciplinary teams had 24 hours to create and prototype solutions. The event culminated in presentations to a panel of industry judges, who selected the top solutions. The event included a follow-on mini conference organized by Farmworks, to discuss the challenges faced by our local farmers interested in getting more local food on the forks of Nova Scotians.

### ***RESEARCH FUNDING PROGRAMS – UPCOMING APPLICATION INTERNAL SUBMISSION DATES***

#### **Internal Funding**

- University Research Fund (Article 25.55) – February 1, 2025
- Harrison McCain Foundation Grants – Spring 2025
- SSHRC Institutional Grants (SIG) – Summer 2025
- Summer undergraduate student research awards (HSRA, USRA, Donor) – February 27, 2025

#### **External Funding**

- [SSHRC Insight Grants](#) – September 24
- [SSHRC Connection Grants](#) – October 30, January 29, April 29, July 30
- [SSHRC Partnership Development Grants](#) - November 8
- [SSHRC Partnership Engage Grants](#) - June 13, September 13, December 13, March 13
- [NSERC Research Tools and Instruments](#) - October 18
- [NSERC Discovery Grant](#) - October 25
- [NSERC Alliance \(partnership\) Grants](#) – Open Call
- [Canadian Foundation for Innovation \(CFI-JELF\)](#) - October 8, February 8, June 8
- [NS Habitat Conservation Fund](#) - October 13
- [MITACS](#) (student and post-doc internships; various programs) – Open
- [CLARI \(Change Lab Action Research Initiative\)](#) – Open Call
- [Research NS](#) – “Intentional” Research Funding - Open Call (contact RIGS for additional information)

### ***GRADUATE STUDIES***

The Graduate Studies Self-Study has been completed and the external reviewers will be on campus in early March. The Senate Graduate Studies committee met in October, December and February to discuss curriculum, the Graduate program tuition model, and the thesis defence process and policy.

Respectfully submitted,

Dr. Kate Ashley

AVP Research, Innovation and Graduate Studies (Interim)

## VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – FEBRUARY 2025

### Enrolment Management and Communications Update

#### Strategic Academic Programming

##### Transfer Advisory Committee Projects

The transfer advisory committee has identified several actions which can improve the experience of transfer applicants and current transfer students. Projects are being initiated to address these actions.

#### EDI-AR for Growth and Achievement

##### Office of L'nu Affairs and Indigenization

Under various strategic pillars, significant work is underway for Indigenization and reconciliation. Indigenous representatives from the Indigenous Education Advisory Council emphasize the need to distinguish between EDI and Indigenization, highlighting the responsibility of institutions, including Acadia, toward the First People. This involves educating the campus on this unique relationship and increasing financial support for Indigenous needs, initiatives, and staffing. The strategic plan for Indigenization, due in Winter 2026, will identify committed units.

##### Health, Counselling & Accessible Learning

To support the wellness of Black Students, weekly programming as well as special events are being hosted through the Winter term. Rainbow Rights training open to the campus is occurring Jan 22 and Feb 12 through the Sexualized Violence Response & Education Office. Lastly, *This Wasn't On the Syllabus: Stories from the Frontlines of Campus Activism Against Sexualized Violence* book launch occurred Jan 14.

##### Admissions

The Admissions Office is working closely with Cape Breton University to ensure we meet our identified targets of Mi'kmaq, Indigenous and African Nova Scotian students for the Nursing program.

##### Recruitment

The Mi'kmaw Kina'matnewey was scheduled to host a university fair February 3-4<sup>th</sup> in Halifax for all Mi'kmaq students in Grades 11-12. Darlene Copeland was going to attend this fair and we had a survey for Mi'kmaq students to learn about academic programs they are interested in, their future career plans and if they had ever considered attending Acadia University. Due to the school cancellations in the final week of January, this fair has been postponed due to rescheduling of exams.

#### Campus Culture

##### Student Services

**Student Union Renovation:** The SUB renovation is due to break ground this Spring. The impacted student service teams are working to relocate key operations to ensure uninterrupted support for students throughout the renovation.

##### Office of L'nu Affairs and Indigenization

**Communication and procedural materials related to Indigenization:** Several documents, including a campus-wide calendar of Indigenous events, a drafted honorarium document, and an updated Indigenous Protocols Handbook, have been created. Additionally, there are plans to create a Terms of Reference for the Elder(s)-in-residence role to clarify responsibilities, as the current Elder-in-residence role lacks procedural guidance. The Indigenous Education Advisory Council has emphasized the need for more Elders with diverse specialities, and a travel protocol for Indigenous guests is also being developed. These documents will be reviewed by Indigenous members of the Council before finalization.



**Land acknowledgements and Indigenization:** The Executive Advisor of L'nu Affairs is working with Athletics to make these acknowledgements meaningful at events, potentially starting in Fall 2025 or early 2026. Athletics has been a key partner in building relationships with Mi'kmaq communities, with plans to relaunch youth basketball camps in summer 2025. Additionally, efforts are underway to transform the Library's 4th floor into an inclusive space and to offer student activities at Glooscap First Nation, promoting community experiences. Gifting, an important Indigenous practice, will also begin in Spring 2025, with the KCIC Gardens growing medicines for ceremonial use.

### Residence & Student Life

**Residence Life:** The second Residence Experience Survey, conducted in Dec 2024 with over 500 responses, shows improvement in all areas compared to 2022. The Residence Life Team is reviewing the results and will present reports with updated benchmarking in May 2025.

Resident Assistant hiring for the 2025-26 year is underway, with 86 RAs to be hired by Mar 2025. Efforts continue to ensure equity-deserving candidates are encouraged to apply and that the hiring process is fair and accessible.

**Student Orientation:** Winter 2025 Orientation took place from Jan 4-11, 2025, offering social, educational, and academic activities, including an academic session by Dr. David Duke to help students prepare for the term.

**Health, Counselling and Accessibility Programming:** This semester, we are running two Brain Health Rewards Program (BHRP) sessions to promote mental health and student learning: Pack Your Priorities: Envision Your Values and Social Connection & Mental Health. Additionally, five groups will be offered: Rooted Tuesdays, Coffee, Chai, Chat, Men's Wellness (in partnership with Front Street Oven), DBT skills group, and Kickboxing for Trauma Survivors. The Office of Campus Health Promotion, will continue the Acadia@Night programming, offering substance-free events on weekends, and will introduce The Wellness Lounge featuring exercise equipment, games, therapy dogs, and resources. Lastly, Accessible Learning Services will offer two workshops: Time Management: Organizing Your Semester & Motivate Yourself: Techniques to Reduce Procrastination.

**Acadia International:** Wong International Centre staff reported a successful arrival process for new international students, with modest numbers being welcomed at the airport, transported to campus, and settled in residence. The Meet and Mix event, with around 70 participants, was a highlight, showcasing an excited and engaged group of students. In addition to orientation, staff are reaching out to students facing academic challenges, financial difficulties, food insecurity, visa issues, and other non-academic concerns.

**Digital Student Service Project:** A project to enhance online information for students is well underway, with over 450 FAQs being gathered and edited for inclusion on the university website. Technology Services is evaluating the best system for displaying this information and will decide by Jan 2025. Additionally, a new online student portal is being tested, which will offer customized information, important messages, and access to various university systems, aiming to improve the overall online student experience.

**Marketing and Communications:** Anecdotally, updated newsletters and [Event Calendar](#) submissions have been well received. Marcom has recently highlighted diverse stories showcasing [experiential learning](#), [community impact](#), and [student voices](#), including the [Acadia University Singers' tour in France and Belgium](#), innovative student projects, and creative content like [Taylor Swift-inspired residence features](#). Additionally, the university marked the [National Day of Remembrance and Action on Violence Against Women](#) and announced [ALAB funding from AOCA](#). See the [Newsroom](#) for all Acadia news and stories.

**Scholarship and Financial Aid:** This year, we have several students who are finalists for McCall MacBain, a very prestigious and financially valuable scholarship. Scholarship students are told about this

scholarship at the scholarship receptions, one for 1st year recipients and another for 2nd and 3rd year recipients. This is a wonderful outcome of these receptions.

## Financial Health and Sustainability

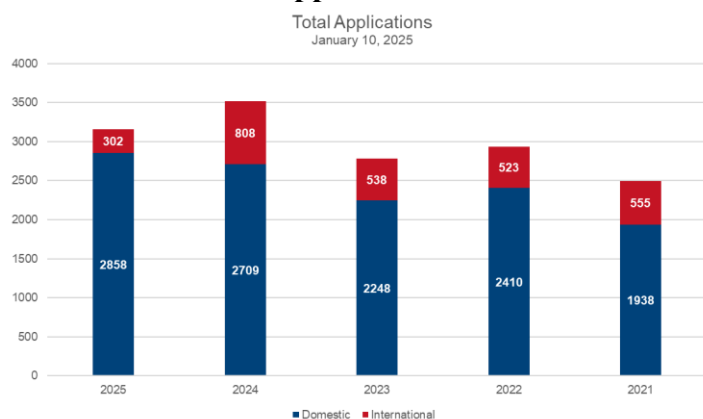
### Enrolment Statistics

#### Winter Enrolment

	Admitted and Paid		Outstanding Offers		Total Offers		Applications	
	2024 (Winter 2025)	2023 (Winter 2024)	2024 (Winter 2025)	2023 (Winter 2024)	2024 (Winter 2025)	2023 (Winter 2024)	2024 (Winter 2025)	2023 (Winter 2024)
<b>Canada</b>	43	20	2	6	51	37	110	101
<b>International</b>	64	147	11	5	172	328	380	936
<b>Total</b>	<b>107</b>	<b>167</b>	<b>13</b>	<b>11</b>	<b>223</b>	<b>365</b>	<b>490</b>	<b>1037</b>

This Winter, the number of new domestic students more than doubled (115%) in comparison to last year. International students however are down 56.5%.

#### Fall 2025/26 Applications



Domestic applications are up 5.5% over the same period last year, with increased interest from NS, NB, AB, BC, MB & SK. International applications are down 62.6%. Admitted and paid students, however, are up for both International (18.8%) and Domestic (31.9%) students over the same time last year.

**Recruitment (Canada):** Enrolment Advisors are planning their winter travel schedule, focusing on areas with the highest number of outstanding offers, including Moncton, Saint John, HRM, and Ottawa, with a focus

on conversion efforts. Due to the success of the Fall Open Houses, a third Open House is scheduled for Feb 7, and campus tours resumed on Jan 11, with two community development students joining the team to assist with tours, events, and other activities for the semester.

**Recruiting Indigenous Students:** The focus of recruitment efforts will be on Nova Scotia and the Atlantic region. The Indigenous recruitment strategy includes visits to Mi'kmaq communities in the winter, participation in pow wows and community events in the summer, and a focus on word-of-mouth marketing, with the goal of providing a positive recruitment experience through youth camps and the eventual support of a full-time Indigenous student advisor.

**International Student Recruitment:** Recruiters will soon begin traveling to Ontario, followed by Bermuda, the Bahamas, the USA, Colombia, Sri Lanka, China, Turkey, India, Bangladesh, and the UAE, while continuing recruitment activities in other countries through partners and webinars. Due to declining study permit approval ratings and low ROIs impacted by recent IRCC policy changes, in-person recruitment efforts will be reduced, but a new agreement with GEMS Education will provide access to a new pool of students from diverse countries, reflecting many of the values Acadia promotes.

**Marketing and Communications:** The "Like Nowhere Else" media campaign initially performed well with secondary parents but underperformed with the primary student audience, prompting adjustments in creative and platform choice, including Snapchat, TikTok, and Spotify. After these changes, the campaign has seen strong results, particularly on Snapchat and Spotify, with click-through rates significantly higher than industry averages.

**Residence:** As of Jan 13, there are 1,280 students in residence, similar to the previous year's 1,279, despite a nearly 50% drop in new students booking for the Winter term, indicating improved retention from Fall to Winter. For the 2025-26 academic year, there have been 618 completed residence applications as of Jan 13, an increase from previous years, and the highest number of Fall applications since 2022 (657). Summer 2025 residence applications will open on Feb 1.

**Scholarships and Financial Aid:** As of Jan 13, there are 301 students who were offered a scholarship who have paid their enrolment fee. Last year, on the same day, this was 228.

**CRM & Data Dashboard Projects:** Important changes to Acadia's CRM system are underway, aiming to integrate registration information into the admissions CRM, allowing staff to more easily track students throughout the enrolment funnel and tailor communications. Additionally, data dashboards have been created to present enrolment intelligence, allowing recruitment and admissions teams to monitor progress, compare data with previous years, and refine marketing efforts, with ongoing updates based on user feedback.

### Staffing Changes

None to report



Warm Regards,  
Scott Duguay  
Vice President, Student Experience

### ACADIA STUDENTS' UNION REPORT TO SENATE – FEBRUARY 2025

No report received.

### ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE – FEBRUARY 2025

- The President and the Board of Trustees of Acadia Divinity College are pleased to announce the promotion of Rev. Dr. Melody Maxwell to the rank of Full Professor, and her appointment to the Hannah Maria Norris Chair of World Christian History and Women in Ministry, effective July 1, 2025.
- On January 15, 2025, Dr. Melody Maxwell presented “Baptist Women Called to Serve” at the Project Violet International Symposium.
- On January 20-24, 2025, Dr. Danny Zacharias travelled to Austin, Texas, to participate in Affiliate Group meetings organized by the Association of Theological Schools.
- On January 27-30, 2025, Dr. Jodi Porter participated in the Wabash / Columbia Theological Seminary Association of Leaders for Lifelong Learning in Ministry invited cohort gathering in Atlanta, Georgia.
- On January 27, 2025, a podcast with Dr. Anna Robbins was released by the In Trust Center for Theological Schools, *Ep. 84 - Engaging innovation and AI in theological education: How Acadia Divinity College is moving into the future.* <https://www.intrust.org/how-we-help/resource-center/podcast/ep-84-engaging-innovation-and-ai-in-theological-education>

- On January 31, 2025, the Association of Theological Schools Colloquy Online (<https://www.ats.edu/Colloquy-Online>) featured Dr. Anna Robbins' article "Leading experiments in AI for theological education and the church".
- On February 3-4, 2025, the College hosted a second site visit as part of the Lilly Endowment sponsored Canadian Learning Community for Decolonization and Innovation in Theological Education. This project is led by NAIITS: An Indigenous Learning Community, in participation with Acadia Divinity College, Ambrose Seminary, and Tyndale Seminary.

**Senate Curriculum Committee (Administrative)  
2024-2025 Curriculum Change Proposals  
Report to Senate  
3 February 2025**

Committee Members: Allison Walker (Committee Chair 2024, FPAS), Melanie Coombs (Committee Chair 2025, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Jeff Torbert (Chair SCC Policy), Jennifer Richard (Interim Dean, Libraries & Archives), Stephen Henderson (FA), Inna Viriasova (FA), Chris Killacky (Theology), Ashley Doyle (FPS), Sam Taylor (Student Rep)  
Guest: Shawna Singleton

**Overview**

The number of curriculum proposals submitted by faculties for consideration by the Senate Curriculum Committee (Administrative) is summarized below:

Type of Proposal	Faculty			Total
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	14	11	1	26
Course Deletion (Form 2)	9	3	6	12
Course Modification (Form 3)	36	43	18	97
Program Modification (Form 4)	12	15	5	32
New Program (Form 5)	1**	0	0	1
Program Deletion (Form 6)	1	0	0	1
<b>Totals*:</b>	<b>73</b>	<b>72</b>	<b>30</b>	<b>199</b>

\*Excludes forms received for Graduate-level courses, which are not considered by this committee.

\*\* Received information on MPHEC form instead.

Most curriculum proposals were sent to the Senate Curriculum Committee – Administrative (SCCA) by Nov 22, 2024. A summary listing of all proposals submitted by the three faculties follows. Within the Senate TEAM, the “Files” section contains complete forms for all proposals. The Committee reviewed the proposals received by the Nov 22 deadline in advance of meetings on 5, 6 and 11 December, 2024 where each proposal was discussed, resulting in one of the following actions: (i) proposals were deemed acceptable as submitted; (ii) proposals were edited by the Committee during the meetings to flag minor, non-substantive oversights in completing forms (e.g. grammatical errors) or (iii) proposals were designated as requiring clarification through consultation with the Director or Head of the relevant academic unit. Feedback was received from multiple units and was voted on via email. Late and remaining forms will be discussed and voted upon by the committee at the upcoming Feb meeting 2025.

The Chair will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2025/26 Academic Calendar and within Colleague,

i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

## Motion

1. That all curriculum proposals submitted by the faculties and reviewed and passed by the Senate Curriculum Committee (Administrative) be approved.

Summary Listing; Proposals for Curriculum Changes 2025/26

## Faculty of Arts

### Language Programs Faculty of ARTS

#	Program or Course Number & Title	Modification	Rationale
1.	Beginner French  • FRAN1023	Form 3: Modifying existing course  - Change in calendar description only	Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their knowledge in French.
2.	Basic French 1  • FRAN 1113	Form 3: Modifying existing course  - Change in calendar description only	Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their knowledge in French.
3.	Basic French 2  • FRAN 1123	Form 3: Modifying existing course  - Change in calendar description only	Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their knowledge in French.
4.	Intermediate French for Non- Immersion Students 1  • FRAN 1213	Form 3: Modifying existing course  - Change in calendar description and adding anti-requisite	Listing courses that cannot be taken simultaneously or subsequently to ensure students register in courses according to their knowledge in French. The anti-requisite FRAN 1613 was added since it is the same credit as FRAN 1213. The difference is only pedagogical.

5.	<p>Intermediate French for Non- Immersion Students 2</p> <ul style="list-style-type: none"> <li>• FRAN 1223</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description and adding anti-requisite.</li> </ul>	<p>Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their present knowledge of French. The anti-requisite FRAN 1623 was added since it is the same credit as FRAN 1223. The difference is only pedagogical.</p>
6.	<p>Intermediate French for Immersion Students 1</p> <ul style="list-style-type: none"> <li>• FRAN 1613</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description and adding anti-requisite.</li> </ul>	<p>Listing courses that cannot be taken simultaneously or subsequently to ensure students register in courses according to their knowledge in French. The anti-requisite FRAN 1213 was added since it is the same credit as FRAN 1613. The difference is only pedagogical</p>
7.	<p>Intermediate French for Immersion Students 2</p> <ul style="list-style-type: none"> <li>• FRAN 1623</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description and adding anti-requisite.</li> </ul>	<p>Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their level in French. The anti-requisite FRAN 1223 was added since it is the same credit as FRAN 1623. The difference is only pedagogical</p>
8.	<p>Français avancé, niveau 1</p> <ul style="list-style-type: none"> <li>• FRAN 2013</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description only</li> </ul>	<p>Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their level of French.</p>
9.	<p>Français avancé, niveau 2</p> <ul style="list-style-type: none"> <li>• FRAN 2023</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description only</li> </ul>	<p>Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their level of French.</p>
10.	<p>Le Français de la Santé</p>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description only</li> </ul>	<p>Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses</p>

	<ul style="list-style-type: none"> <li>• FRAN 2033</li> </ul>		according to their level of French.
11.	<p>Panorama de la littérature française 1: des origines à 1800</p> <ul style="list-style-type: none"> <li>• FRAN 2113</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description only</li> </ul>	Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their level of French.
12.	<p>Panorama de la littérature française 2: des origines à 1800</p> <ul style="list-style-type: none"> <li>• FRAN 2123</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description only</li> </ul>	Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their level of French.
13.	<p>Compréhension et expression orales, niveau 1</p> <ul style="list-style-type: none"> <li>• FRAN 2153</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description and dropping the co-requisites.</li> </ul>	Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their level of French. The co-requisites FRAN 1213 and 1613 were dropped since FRAN 2153 is not a required course for the French major. Without the co-requisites, this course is available to a wider number of students who do not major in French.
14.	<p>Compréhension et expression orales, niveau 2</p> <ul style="list-style-type: none"> <li>• FRAN 2163</li> </ul>	<p>Form 3: Modifying existing course</p> <ul style="list-style-type: none"> <li>- Change in calendar description only and dropping pre-requisites</li> </ul>	Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their level of French. The pre-requisites were dropped for the same reason as for FRAN 2153.



15.	Compréhension et expression écrites <ul style="list-style-type: none"> <li>• FRAN 2713</li> </ul>	Form 3: Modifying existing course <ul style="list-style-type: none"> <li>- Change in calendar description and adding pre-requisite</li> </ul>	Listing courses that cannot be taken simultaneously or subsequently to ensure students register for courses according to their knowledge in French. FRAN 1213/23 or FRAN 1613/23 are the foundation on which written expression in French can be expanded.
16.	French	Form 4: Proposed Modification to a Program	It is to assist students to plan accordingly before they register for the 3000 and 4000 level courses. This will be helpful for students who minor in French. Mention is also added that permission may not be granted to to admit students with special permission to courses while taking the pre-requisites of those courses at the same time. This is to make sure students are registered for courses according to their level of French.

### Law and Society, Faculty of ARTS

#	Program or Course Number & Title	Modification	Rationale
1.	LAWS 1003	Form 3: Modifying existing course <ul style="list-style-type: none"> <li>• Addition of antirequisite: Credit can be obtained for only one of LAWS 1003 or LAWS 1013</li> </ul>	Addresses creation of new course LAWS 1013 Introduction to Law and Society, which is reserved for LAWS majors. This antirequisite makes sure that students can only take LAWS 1003 or LAWS 1013. Note: The courses are the same in content.
2.	LAWS 1013	Form 1: New Course Proposal <ul style="list-style-type: none"> <li>• Creates LAWS 1013 Introduction to Law and Society for Majors</li> </ul>	LAWS 1013 is for LAWS majors only and will help to address the challenge of registering LAWS students in the intro LAWS course in their first year due to high demand. Creation of course will have the added benefit

			of creating a stronger cohort identity.
3.	LAWS 1013	Form 4: Modification to program <ul style="list-style-type: none"> <li>Makes LAWS 1013 a requirement for LAWS Honours, Majors, and Second Majors</li> </ul>	LAWS Honours, Majors, and Second majors will be required to take LAWS 1003 Introduction to Law and Society or LAWS 1013 Introduction to Law and Society
4.	LAWS 3023/LANG 3023	Form 4: Modification to program <ul style="list-style-type: none"> <li>add course to LAWS core suite</li> </ul> <p>Note: Form 1 New Course Proposal for LANG 3023/LAWS 3023 is being submitted by Languages and Literatures</p>	LANG 3023/LAWS 3023 Language and the Law is a new cross-coded course.
5.	LAWS 407T	Form 3: Modifying existing course - Adds "Open only upon permission of thesis supervisor and academic unit."	This change makes sure that LAWS students cannot register for the Honours thesis without having confirmed a thesis supervisor.
6.	LAWS 408T	Form 3: Modifying existing course - Adds "Open only upon permission of thesis supervisor and academic unit."	This change makes sure that LAWS students cannot register for the Honours thesis without having confirmed a thesis supervisor.

### Legal Studies Minor, Faculty of ARTS

#	Program or Course Number & Title	Modification	Rationale
1.	Legal Studies	Form 6: Program Closure <ul style="list-style-type: none"> <li>Closure of the multidisciplinary minor in Legal Studies</li> </ul>	With the introduction of the Law and Society Program in Fall 2023, the Legal Studies minor has become redundant. Students will still have a law-focused minor option with the Law and Society Program.

### ECON Curriculum Revisions

1.	ECON 1013	Form 4: Modification to program <ul style="list-style-type: none"> <li>cross-list ECON 1013</li> </ul>	ECON 1013 deals with questions of how markets work and how resources are organized, which deal both directly and indirectly with how law impacts society. Its course content falls within the
----	-----------	--	---

			scope of the study of law and society and is therefore appropriate for cross-listing.
2.	ECON 2713	Form 4: Modification to program <ul style="list-style-type: none"> <li>• cross-list ECON 2713 Econ Natural Environment</li> </ul>	ECON 2713 focusses on government policies to address diverse problems related to the environment and the changing climate. Its course content falls within the scope of the study of law and society and is therefore appropriate for cross-listing.
3.	ECON 3363	Form 4: Modification to program <ul style="list-style-type: none"> <li>• cross-list ECON 3363 Law and Economics</li> <li>• make part of the Core courses for Law and Society</li> </ul>	ECON 3363 Law and Economics examines three avenues of law - property, contracts, and crime and punishment. Its course content has a specific focus on how economic principles guide significant developments in law making it a strong fit for Law and Society.
4.	ECON 3413	Form 4: Modification to program <ul style="list-style-type: none"> <li>• cross-list ECON 3413 Public Finance</li> </ul>	ECON 3413 examines public finance, including government expenditures, and its impacts on the Canadian economy. Its course content falls within the scope of the study of law and society and is therefore appropriate for cross-listing.
5.	ECON 3523	Form 4: Modification to program <ul style="list-style-type: none"> <li>• cross-list ECON 3523 Industrial Organization</li> </ul>	ECON 3523 deals with industrial policy, which is a component of Canadian public policy. Its course content falls within the scope of the study of law and society and is therefore appropriate for cross-listing.
6.	ECON 3823	Form 4: Modification to program <ul style="list-style-type: none"> <li>• cross-list ECON 3823 Urban Economics</li> </ul>	ECON 3823 deals with questions of why cities exist and how they are organized. Its course content falls within the scope of the study of law and society and is therefore appropriate for cross-listing.

### History & Classics, Faculty of ARTS

#	Program or Course Number & Title	Modification	Rationale
---	----------------------------------	--------------	-----------

1.	CLAS 1813 – Introduction to Greek & Roman Literature	Form 1: New Course	<p>While the “Classics” offerings at Acadia include a good range of archaeology, physical culture, and languages, it is similarly important for students to encounter and have a basic familiarity with ancient literature, which so often informs our research; there is (at present) no course that thoroughly introduces classics students to a broad range of ancient literature. Moreover, having taught a similar course in the past, I have found it a popular course for students (particularly of English) who may be interested in broadening their experience with literature to the ancient Mediterranean world.</p>
2.	CLAS 2453 – History Alive: Ancient Greece & Rome	Form 1: New Course	<p>In this course (cross-listed with HIST 2453), students will bring ancient history to life by playing two full “Reacting to the Past” (RTTP) games. RTTP is an “an active learning pedagogy of role-playing games designed for higher education” (<a href="https://reacting.barnard.edu/">https://reacting.barnard.edu/</a>). RTTP is difficult to explain without experiencing it fully, so Dr Chelsea Gardner will be offering a series of interactive workshops to faculty to promote, encourage, and facilitate the use of this innovative and exciting pedagogy across campus. Also, this course is being developed as one of the projects in Dr. Gardner’s role as Evans Teaching and Learning Scholar.</p>

3.	CLAS 3013 – Pompeii & Herculaneum: Life & Death on the Bay of Naples	Form 1: New Course	To broaden Classical Studies offerings at the 3000-level, which are offered in rotation, in an area of faculty expertise. A pilot of this course was offered as a special topics course in the fall of 2021.
4.	CLAS 4023 – Honours Seminar	Form 1: New Course	(Cross-listed with HIST 4023) This course is intended to help honours students be better prepared for their thesis experience and will hopefully contribute to better outcomes. To quote an alumna, “[The course] perhaps would provide students with a better insight into what the thesis process will look like prior to fully committing to the project, maybe even providing more confidence going into it.”
5.	CLAS 3343 – Roman Historians & Historiography	Form 2: Deletion	This course has not been taught in over a decade. New courses (CLAS 3XXX) will, or are, being introduced that better reflect the strengths of the Classical Studies faculty.
6.	CLAS 2023 – Roman Art & Archaeology	Form 3: Modifying existing course - Change of course title & calendar description	To update the course name and description to better reflect the content of the course.
7.	CLAS 2583 – Ancient Greece & Rome in Popular Culture	Form 3: Modifying existing course - Change of course title	Many students expressed confusion about the meaning of the course title, often registering for the course because they know the instructor or other students in the class. Moreover, for a second-year course that extensively addresses popular culture and can be counted as a Humanities credit, the fact that this course is under-registered is surprising, and we suspect it is down to the course

			name using terminology unfamiliar to non-Classics majors.
8.	CLAS 3123 – Gender & Sexuality in the Ancient Mediterranean World	Form 3: Modifying existing course - Change of course title & calendar description	We would like to remove the term 'Greco-Roman' from this course title & description, as this reduces multiple distinct cultures to a single entity, which is not something that should be suggested in a third-year course. Moreover, we would like to expand the purview of this course over time to incorporate more non-Greek and Roman material to make this course a more comprehensive understanding of gender, sex, and sexuality throughout the many cultures in the ancient Mediterranean world.
9.	CLAS 407T/408T – Honours Thesis 1 & 2	Form 3: Modifying existing course - Change in prerequisites	(Cross-listed with HIST 407T/408T) There is currently no barrier in the Colleague registration system to prevent students from enrolling in CLAS 407T. Students cannot complete a thesis without supervisor guidance and the department's approval. They should therefore not be able to enrol in a thesis 'course' without faculty support. This modification would have the Colleague system align with the 'course' itself.
10.	HIST 2453 – History Alive: Ancient Greece & Rome	Form 1: New Course	In this course (cross-listed with CLAS 2453), students will bring ancient history to life by playing two full “Reacting to the Past” (RTTP) games. RTTP is an “an active learning pedagogy of role-playing games designed for higher education” ( <a href="https://reacting.barnard.edu/">https://reacting.barnard.edu/</a> ).

			<p>RTTP is difficult to explain without experiencing it fully, so Dr Chelsea Gardner will be offering a series of interactive workshops to faculty to promote, encourage, and facilitate the use of this innovative and exciting pedagogy across campus. Also, this course is being developed as one of the projects in Dr. Gardner's role as Evans Teaching and Learning Scholar.</p>
11.	HIST 4023 – Honours Seminar	Form 1: New Course	<p>(Cross-listed with CLAS 4023)  This course is intended to help honours students be better prepared for their thesis experience and will hopefully contribute to better outcomes. To quote an alumna, “[The course] perhaps would provide students with a better insight into what the thesis process will look like prior to fully committing to the project, maybe even providing more confidence going into it.”</p>
12.	HIST 2243 – Tradition & Modernity in SE Asia 1	Form 2: Deletion	Changes in faculty
13.	HIST 2253 – Tradition & Modernity in SE Asia 2	Form 2: Deletion	Changes in faculty
14.	HIST 3353 – Travel, Leisure, & Sin in Canada	Form 2: Deletion	Changes in faculty
15.	HIST 3373 – Peopling of the Maritimes in the Eighteenth Century	Form 2: Deletion	Changes in faculty

16.	HIST 407T/408T – Honours Thesis	Form 3: Modifying existing course - Change in prerequisites	(Cross-listed with CLAS 407T/408T) There is currently no barrier in the Colleague registration system to prevent students from enrolling in HIST 407T. Students cannot complete a thesis without supervisor guidance and the department's approval. They should therefore not be able to enrol in a thesis 'course' without faculty support. This modification would have the Colleague system align with the 'course' itself.
17.	Material & Visual Culture Minor	Form 4: Modification to program - removing one coordinator - add new course to program	The coordinator requested to be removed due to health concerns; the new course proposed was agreed upon by the remaining two coordinators.

### Politics, Faculty of ARTS

#	Program or Course Number & Title	Modification	Rationale
1.	POLS2023	<b>Form 1 New Course Proposal</b>	This will be the foundational, anchor course in the proposed Certificate in Democratic Leadership.
2.	POLS3253	<b>Form 1 New Course Proposal</b>	There are currently no courses in the department of Politics dedicated to the topic of ethics and politics. This course is being created to address this gap in anticipation of introduction of the Certificate in Democratic Leadership program.
3.	POLS3263	<b>Form 1 New Course Proposal</b>	In recent years, the absence of much of the Global South in the field of IR has come under increasing scrutiny. Numerous scholars have highlighted the importance of acknowledging this omission, understanding its origins, and working



			deliberately to address it. "International Relations & the Global South" answers this call, and seeks to introduce students to the ongoing debates in an effort diversify and expand their understanding of the field.
4.	POLS3603	<b>Form 2</b>	This course has not been taught since 1999. There is nobody in the Department of Politics who is likely to teach it. Similar content will be covered in the recently added POLS3203 Political Leadership in Atlantic Canada
5.	POLS4203	<b>Form 2</b>	This course has not been taught since 2012. There is nobody in the Department of Politics who is likely to teach it. Similar content will be covered in the recently added POLS3203 Political Leadership in Atlantic Canada
6.	POLS4983	<b>Form 2</b>	This course is no longer supported by faculty member.
7.	POLS4443/5443	<b>Form 2</b>	This is a topics course and has not been taught for a while. We already have a topics course in theory at this level.
8.	POLS1303	<b>Form 3</b>	removal of pre-req to open up the courses to the rest of the campus to increase access to these courses.
9.	POLS 1403	<b>Form 3</b>	removal of pre-req to open up the courses to the rest of the campus to increase access to these courses.
10.	POLS 1503	<b>Form 3</b>	removal of pre-req to open up the courses to the rest of the campus to increase access to these courses.
11.	POLS2000	<b>Form 3</b>	modification of pre-req as this non-credit course will be a requirement in the proposed

			Certificate in Democratic Leadership.
12.	POLS3133	<b>Form 3</b>	Students in the proposed Certificate in Democratic Leadership will need to be eligible to take this course. The revised prerequisite will allow students who have completed other courses in the program to have access to it.
13.	POLS3053	<b>Form 3</b>	removal of pre-req(s) to make the courses available to the whole campus.
14.	POLS3073	<b>Form 3</b>	removal of pre-req(s) to make the courses available to the whole campus.
15.	POLS3583	<b>Form 3</b>	removal of pre-req(s) to make the courses available to the whole campus.
16.	POLS3203	<b>Form 3</b>	Students in the proposed Certificate in Democratic Leadership will need to be eligible to take these courses. The revised prerequisite will allow students who have completed other courses in the program to have access to them.
17	POLS4023	<b>Form 3</b>	Students in the proposed Certificate in Democratic Leadership will need to be eligible to take these courses. The revised prerequisite will allow students who have completed other courses in the program to have access to them.
18.	POLS4793	<b>Form 3</b>	Title/course was registered by faculty that is retired. The 5000 level equivalent/pair course is titled Political Economy. This was the courses have similar titles and reflect current faculty expertise/interests more accurately

19.	WGST 3203	<b>Form 4 Modification to a Program</b>	With a core focus in politics, this course fits the scope of the curriculum objectives of the Department of Politics and would offer Politics students an important opportunity to learn about race, gender, and politics. This change will cross-list the course to count as credit for Politics.
20.	Certificate in Democratic Leadership	<b>NEW Program proposal:</b>	

### Philosophy, Faculty of ARTS

#	Program or Course Number & Title	Modification	Rationale
1.	Honours in Philosophy	Form 4: Modification to Program	The Honours in Philosophy major requires students to complete an Honours thesis, PHIL 407T/PHIL 408T. We are requesting the additional of an alternative to PHIL 407T/PHIL 408T. Honours students may pursue an Honours Thesis or take two Directed Readings courses, PHIL 4913/23 Directed Readings in Philosophy.

### ESST, Faculty of ARTS

#	Program or Course Number & Title	Modification	Rationale
1.	ESST 3603	Form 1: New course	This course already exists on campus as CODE 3603. As such, this is not truly a 'new' class, but rather adding a cross-coding to an existing class.
2.	ESST 3533	Form 1: New course	this course will expand the number of non-required ESST courses, increasing the number of regularly taught electives available to majors and the

			number of ESST courses open to non-majors.
3.	ESST 4000L	Form 1: New course	Expressed student need:
4.	ESST 2023	Form 1: New course	This 2 <sup>nd</sup> /3 <sup>rd</sup> year course (in addition to the proposed 4000L and existing 1000L labs) embeds experiential learning opportunities across the program.
5.	ESST 1023	Form 3: modification	We are removing the prerequisite for this course so that first and second year students across campus can be introduced to ESST courses
6.	ESST 1003	Form 3: modification	Mod 1: Open to majors only since the course runs expensive field trips paid for by the ESST program fee. Mod 2: 0-credit Lab component is required

## Faculty of Pure and Applied Science

### Applied Bioscience, Faculty of Pure and Applied Science

#	Program or Course Number & Title	Modification	Rationale
1.	BIOT 3433	Form 3: update course description	To match that of the update for cross coded course in business.
2.	Applied Bioscience – Biopharma Stream	Form 4: Modification to Program	Adding BIOL 3173 and BIOL 3613 to the list of “selectives” students may choose for their 15h. Courses satisfy pre-reqs for Dalhousie PharmD program.

### Biology, Faculty of Pure and Applied Science

#	Program or Course Number & Title	Modification	Rationale
1.	BIOL 2003 Introduction to Cell Biology	Form 1. New course	New course for non-majors in cell biology. The goal is to increase course offerings for

			non-majors, especially those interested in health sciences or interested in Biology as a teachable.
2.	BIOL 4003 Plants, Habitat and Climate Change	Form 1. New course	This new course for Zoe Panchen, recent TT hire in Biology, will address how plants respond to environmental change and the related impacts on plant communities. The approach will be based on ecology and field work.
3.	BIOL 4103 Climate Change Ecophysiology	Form 1. New course	This new course for Garett Allen, recent TT hire in Biology, will address the physiological responses of animals to climate change. The design is a sister course to BIOL 4003 but here, based on physiology and lab experiments.
4.	BIOL 2253 Introduction to Microbiology	Form 3: modification to course	Updated pre-requisites to include BIOL 1853
5.	BIOL 3173 Animal Physiology 1	Form 3: modification to course	Updated pre-requisites to make it easier for BIOT students who are interested in Pharmacy to take the course.
6.	BIOL 3583 Eukaryotic Microbiology	Form 3: modification to course	Updated pre-requisites to remove BIOL 2043
7.	BIOL 3453 Evolution	Form 3: modification to course	Minor change to pre-reqs, completion of 60 credit hours
8.	BIOL 3993 Introductory Mycology	Form 3: modification to course	Updated pre-requisites; change to BIOL 2043 or BIOL 2053, instead of requiring both courses.
9.	BIOL 4253 Data Science in Ecology	Form 3: modification to course	Change in course level (BIOL 3383, move to 3 <sup>rd</sup> yr) and calendar description. Changes reflect the way students flow through the program and should better support the Data Science Minor in Math & Stats.
10.	BIOL 4413 Research Topics 2	Form 3: modification to course	Change in anti-requisite; small change to calendar description

11.	BIOL 4423 Conservation Biology	Form 3: modification to course	Updated pre-requisites to limit registration to 3 <sup>rd</sup> and 4 <sup>th</sup> year students; lab dropped as the instruction method for lectures is now more learner centered.
-----	--------------------------------------	--------------------------------	---

### Chemistry, Faculty of PURE AND APPLIED SCIENCE

#	Program or Course Number & Title	Modification	Rationale
1.	CHEM 2103	Form 3: change in course title, change in calendar description, change in pre-req	Adding “highly recommended” to advanced calculus to address students finding it difficult without. Making the title more concise. Modifying description to better reflect course content.
2.	CHEM 3103	Form 3: change in course title, change in calendar description	Making the title more concise. Modifying description to better reflect course content.

### Physics, Faculty of Pure and Applied Science

#	Program or Course Number & Title	Modification	Rationale
1.	PHYS 3553 Stellar Astrophysics	Form 1: New course	Students (both prospective and current students) are increasingly requesting more astrophysics options.
2.	PHYS 3563 Cosmology	Form 1: New course	Students (both prospective and current students) are increasingly requesting more astrophysics and cosmology options.
3.	PHYS 4523 Physics Research Special Topics	Form 1: New course	This form, along with the form submitted to change our honours program, simply tweak this to be honours thesis OR PHYS 4523 plus an additional 3000/4000 level course.
4.	PHYS 3513 Introduction to Optoelectronics	Form 2: Course Deletion	The topics covered in this course are no longer as relevant technologically and in the workplace as they were when the course was developed approximately 25 years ago.

5.	PHYS 4223 Advanced Electromagnetism 2	Form 2: Course Deletion	This course was last offered in 2002, and we do not anticipate offering it again in the near future. This course is no longer essential to have within our curriculum. Should students in the future wish to take additional electromagnetism courses, we can choose to offer it as a Special Topics course if desired and possible.
6.	PHYS 1013 Introductory Physics 1	Form 3: Modification	This is a "housekeeping" change that reflects the current practice and makes consistent the formatting with similar courses. This course was offered as a studio-based course from the late 1990s until 2011, but has been offered with a 3h lecture and 3h lab format since 2012.
7.	PHYS 1023 Introductory Physics 2	Form 3: Modification	This is a "housekeeping" change that reflects the current practice and makes consistent the formatting with similar courses. This course was offered as a studio-based course from the late 1990s until 2012, but has been offered with a 3h lecture and 3h lab format since 2013.
8.	PHYS 1053 General Physics 1	Form 3: Modification	This is a "housekeeping" change that reflects the current practice and makes consistent the formatting with similar courses.
9.	PHYS 1063 General Physics 2	Form 3: Modification	This is a "housekeeping" change that reflects the current practice and makes consistent the formatting with similar courses.
10.	PHYS 1563 Physics and the Environment	Form 3: Modification	This is a "housekeeping" change that makes consistent the formatting with similar courses.

11.	PHYS 2113 Classical Mechanics with Labs	Form 3: Modification	<p>We would like to make it even clearer that this is the lab-based version of this course. We have been offering two equivalent courses (PHYS 2113 with lab and PHYS 2123 without lab) simultaneously for a number of years.</p> <p>We also wish to make it explicit that we are comfortable with students taking either of the mathematics sequences of second year differential equations and multivariate/vector calculus (MATH 2013 or MATH 2753 and MATH 2023 or MATH 2723).</p>
12.	PHYS 2123 Classical Mechanics Theory	Form 3: Modification	<p>We have been offering two equivalent courses (PHYS 2113 with lab and PHYS 2123 without lab) simultaneously for a number of years and wish to make the titles identical with the exception of the reference to labs. We wish to make it explicit that we are comfortable with students taking either of the mathematics sequences of second year differential equations and multivariate/vector calculus (MATH 2013 or MATH 2753 and MATH 2023 or MATH 2723) as prerequisites and corequisites for these courses.</p>
13.	PHYS 2203 Introductory Electronics	Form 3: Modification	<p>We wish to make it explicit that this course is offered with a combined lecture and lab format, rather than in separate lecture and lab sections.</p>
14.	PHYS 2213 Data Acquisition,	Form 3: Modification	<p>We wish to make it explicit that this course is offered with a</p>



	Measurement and Control		combined lecture and lab format, rather than in separate lecture and lab sections. We also wish to make it clear that students can take this course without taking the electronics course, as long as they have appropriate background as assessed by the course instructor.
15.	PHYS 2413 Introductory Modern Physics with Labs	Form 3: Modification	We would like to make it even clearer that this is the lab-based version of this course. We have been offering two equivalent courses (PHYS 2413 with lab and PHYS 2423 without lab) simultaneously for a number of years. We have also decided that the second year calculus courses are not required for this course. Any required mathematics beyond first year calculus is introduced within the course as it is required.
16.	PHYS 2423 Modern Physics	Form 3: Modification	We would like to make it even clearer that this is the lab-based version of this course. We have been offering two equivalent courses (PHYS 2413 with lab and PHYS 2423 without lab) simultaneously for a number of years. We have also decided that the second year calculus courses are not required for this course. Any required mathematics beyond first year calculus is introduced within the course as it is required.
17	PHYS 2523 Optics	Form 3: Modification	We would like to remove the reference to the 4h studio, as the course has not been offered in a studio format in many years.

18.	PHYS 3113 Advanced Classical Mechanics	Form 3: Modification	We would like to provide a more complete course description. In addition, we wish to include the two equivalent 2000-level classical mechanics courses and two sets of equivalent 2000-level calculus courses in differential equations and multivariate/vector calculus as prerequisites.
19.	PHYS 3253 Electricity and Magnetism Electromagnetism 1	Form 3: Modification	The two math prerequisites that were listed as "or" are not the equivalent pair. This change corrects the prerequisites to ensure that students have either of the sequences of second year differential equations and multivariate/vector calculus. In addition, because we are proposing to delete PHYS 4223, we would like to rename the PHYS 3253 and PHYS 4213 sequence to have consistent titles.
20.	PHYS 3333 Classical Thermodynamics	Form 3: Modification	The two math prerequisites that were listed as "or" are not the equivalent pair. This change corrects the prerequisites to ensure that students have either of the sequences of second year differential equations and multivariate/vector calculus. In addition, we wish to include either of the two equivalent Modern Physics courses (PHYS 2413 with lab or PHYS 2423 without lab) as prerequisites.
21.	PHYS 3423 Subatomic Physics	Form 3: Modification	The two math prerequisites that were listed as "or" are not the equivalent pair. This change corrects the

			<p>prerequisites to ensure that students have either of the sequences of second year differential equations and multivariate/vector calculus. In addition, we wish to include either of the two equivalent Modern Physics courses (PHYS 2413 with lab or PHYS 2423 without lab) as prerequisites.</p>
22.	PHYS 3433 Quantum Mechanics 1	Form 3: Modification	<p>We wish to include either of the two equivalent Modern Physics courses (PHYS 2413 with lab or PHYS 2423 without lab) as prerequisites. We also wish to change the order of the math prerequisites to be consistent with how others are stated within our courses. In addition, we are removing the requirement for a B- minimum in the prerequisite physics course for two reasons: a B- on all courses is not a requirement for our majors, and our other courses do not have a grade level prerequisite requirement.</p>
23.	PHYS 3523 Modern Optics	Form 3: Modification	<p>With the proposed deletion of PHYS 3513 (Introduction to Optoelectronics), we would like to add "optical materials" to Modern Optics and also remove "Gaussian optics" from this course. In addition, we wish to remove the reference to the 4h studio, as the course has not been offered in this format for many years.</p>
24.	PHYS 3613 Experimental Physics 3	Form 3: Modification	<p>We are updating the course description to reflect what is done in this course, including clarifying that this is not</p>

			a lecture + lab course, but instead a course that has 3 contact hours per week, which are primarily within a lab environment.
25.	PHYS 4213 Advanced Electromagnetism 1 2	Form 3: Modification	The two math prerequisites that were listed as "or" are not the equivalent pair. This change corrects the prerequisites to ensure that students have either of the sequences of second year differential equations and multivariate/vector calculus.
26.	PHYS 4443 Solid State Physics	Form 3: Modification	We wish to ensure that students have taken (or are taking) Quantum Physics 1 in addition to Statistical Mechanics before/while taking Solid State Physics.
27.	PHYS 407T Honours Thesis 1	Form 3: Modification	This course did not have a course description previously, and we wish to ensure that there is clarity about what this course is and also distinguish it (and its follow-up course PHYS 408T) from the new PHYS 4523 that is being proposed.
28.	PHYS 408T Honours Thesis 2	Form 3: Modification	This course did not have a course description previously, and we wish to ensure that there is clarity about what this course is and also distinguish it (and its prerequisite course PHYS 407T) from the new PHYS 4523 that is being proposed.
29.	Honours in Physics	Form 4- Proposed Modification to a Program	We would like to ensure that our honours students have a research project experience. Currently the PHYS

			<p>4513 is our "special topics course", but we would like to propose a new course PHYS 4523, a research project course, as the alternative pathway course. We would like to make it explicit that we are comfortable with students taking either of the mathematics sequences of second year differential equations and multivariate/vector calculus (MATH 2013 or MATH 2753 and MATH 2023 or MATH 2723).</p> <p>We would like to add three additional computer science (programming) courses as options for our chemistry or computer programming requirement.</p>
30.	Major in Physics	Form 4- Proposed Modification to a Program	<p>We would like to make it explicit that we are comfortable with students taking either of the mathematics sequences of second year differential equations and multivariate/vector calculus (MATH 2013 or MATH 2753 and MATH 2023 or MATH 2723).</p> <p>We would like to add three additional computer science (programming) courses as options for our chemistry or computer programming requirement.</p>

**Nutrition and Dietetics, Faculty of Pure and Applied Science**

#	Program or Course Number & Title	Modification	Rationale
---	----------------------------------	--------------	-----------

1.	NUTR 1323 – Human Nutrition 2	Form 3: Modification to an existing course: Change in pre-req - <b>add OR NUTR 1503 with permission of the Director of the School for non-Nutrition majors).</b>	This is to make it possible to do a minor in Nutrition and make it transparent how to begin a minor in Nutrition.
----	-------------------------------	---	---

### Earth and Environmental Science, Faculty of PURE AND APPLIED SCIENCE

#	Program or Course Number & Title	Modification	Rationale
1.	ENVS 5900	Form 1: New course	We have created these courses so that ENVS MSc students can participate in the GEOL and GEOM graduate seminar courses that run concurrently.
2.	ENVS 5903	Form 1: New course	We have created these courses so that ENVS MSc students can participate in the GEOL and GEOM graduate seminar courses that run concurrently.
3.	GEOL 3843	Form 3: modification	Lab has not been offered for several years with this course in an effort to open the course to a wider range of students. This change officially removes the lab from calendar.
4.	GEOL 4083	Form 3: modification	Modified description to better describe course content and course length.
5.	ENVS Program	Form 4: Program change	We have made several changes to clarify current practices in the degree. We have indicated that ENVS students must declare a minor in only one subject. We have clarified what courses are eligible to be counted between 1 <sup>st</sup> and 2 <sup>nd</sup> majors and minors. We have added new courses that are relevant to major as options (Geochemistry; Exploration, Env. Geophysics; and Climate Change Politics). We have also added a section with specifically defining a first

			major in ENVS with 2 <sup>nd</sup> major in another discipline. We have also added a note that ENVS as a 2 <sup>nd</sup> major is not eligible for professional registration. We have also clarified the 2 <sup>nd</sup> major requirements for BA students.
6.	GEOL Program	Form 4: Program Change	Added detail on the GEOL as 2 <sup>nd</sup> major option and note on professional registration.
7.	GEOL Program	Form 4: Program change	Added text to describe minor in GEOL.

### Math & Stats, Faculty of PURE AND APPLIED SCIENCE

#	Program or Course Number & Title	Modification	Rationale
1.	Math 1603	Form 1: New course - A for credit course for 0110	Meeting needs of students who meet admission requirements but need pre-university math. For credit.
2.	Math and Stats with Music (BSc)	Form 4: making 2753/2723 equivalent to 2013/2023	Updating calendar to reflect practice.
3.	Math and Stats with Economics (BSc)	Form 4: making 2753/2723 equivalent to 2013/2023	Updating calendar to reflect practice.
4.	Math and Stats with Computer Science (BSc)	Form 4: making 2753/2723 equivalent to 2013/2023	Updating calendar to reflect practice.
5.	Math and Stats with Applied Science (BSc)	Form 4: making 2753/2723 equivalent to 2013/2023	Updating calendar to reflect practice.
6.	Math and Stats as Second Major	Form 4: making 2753/2723 equivalent to 2013/2023	Updating calendar to reflect practice.
7.	Math and Stats CORE	Form 4: making 2753/2723 equivalent to 2013/2023	Updating calendar to reflect practice.
8.	First Degree: BSc Math and Status with Second Degree: Education	Form 4: making 2753/2723 equivalent to 2013/2023	Updating calendar to reflect practice.
9.	First Degree: BSCh Math and Status with Second Degree: Education	Form 4: making 2753/2723 equivalent to 2013/2023	Updating calendar to reflect practice.
10.	Math 3213: Probability	Form 3: change in pre-req – recognizing 2753 as equivalent	Updating calendar to reflect practice.

11.	Math 2253: Stats 2 for Science	Form 3: change in pre-req – adding ECON 2613	ECON 2613 covers similar content to MATH 1253
12.	Math 1253: Stats 1	Form 3: change in pre-req – adding ECON 2613 as an anti-req	ECON 2613 covers similar content to MATH 1253
13.	Actuarial Science Option	Form 4: updating description	Correspond with new course offerings.

### Psychology, Faculty of PURE AND APPLIED SCIENCE

#	Program or Course Number & Title	Modification	Rationale
1.	PSYC 4233	Form 1 – new course  - Intergroup Relations - an important topic within the field of social psychology and aligns with our departmental commitment to integrating principles of equity, diversity, and inclusion into our curriculum.	to align with requirements of MPHEC, we now require all Psychology majors to complete 18 hrs at the 3000/4000 level; an increase of 6 hrs. We must add new course offerings at the 3000-4000 level to meet these requirements.
2.	PSYC 4243	Form 1 – new course  - Writing for Psychological Science	to align with requirements of MPHEC, we now require all Psychology majors to complete 18 hrs at the 3000/4000 level; an increase of 6 hrs. We must add new course offerings at the 3000-4000 level to meet these requirements.
3.	PSYC 4173	Form 2 – course deletion	Course has not been offered in more than 20 years
4.	PSYC 4073	Form 3 – modification  - Pre req change	Using standing rather than year to align with terms used in academic calendar. Allowing head of department to grant permission.
5.	PSYC 4413	Form 3 – modification  - Pre req change	Using standing rather than year to align with terms used in academic calendar. Allowing head of department to grant permission.
6.	PSYC 4423	Form 3 – modification  - Pre req change	Using standing rather than year to align with terms used in academic calendar. Allowing



			head of department to grant permission.
--	--	--	---

## **Faculty of Professional Studies**

### School of Business Administration, Faculty of Professional Studies

#	Program or Course Number & Title	Modification	Rationale
1.	BUSI 3093: Sustainability Accounting and Reporting	Form 1 - Addition of a new course.	This course is being developed in response to the new <a href="#">CPA Competency Map 2.0</a> , whereby sustainability, including environmental, social, and governance (ESG), is now included as a topic area within the foundational common core – accountants are now expected to be able to identify, explain and apply related sustainability standards for organizations.
2.	BUSI 3343: Wine and Beverage	Form 3 - Cross listing the existing course BIOT 3433 as a BUSI elective and making slight revisions to the title, description and prerequisites (expanding prerequisites to include any 3 <sup>rd</sup> year or higher students who can legally enter a wine or beverage facility for the field trips).	This course has been run as a timetabled “special topic” course (BUSI 3913) in the past. When the BIOT program was added to the calendar, it was cross listed to the BUSI special topics course code. The proposed change creates a unique BUSI course code, adds the course to the list of BUSI offerings in the calendar, and updates the course title / description to match the teaching practice.
3.	BUSI 3783: Doing Business Abroad	Form 3 - Increase course from 3 credit hours to 6 credit hours—and this means changing the course code to 3786.	The course currently involves both a full course plus a two-week intensive delivered abroad. Therefore, we ask that the course credit be increased from 3 to 6.
4.	BUSI 4073: Advanced Accounting 1	Form 3 - Revised course description, moving all advanced accounting technical material into this course.	The technical material covered in Advanced Accounting 1 and 2 can be combined into one required course, i.e. Advanced Accounting 1. By comparison, the equivalent Advanced Accounting course at CPA Atlantic School of Business and other institutions is also just one course.
5.	BUSI 4083: Advanced Accounting 2	Form 3 - Revised course description, repositioning this	Advanced Accounting 2 will become an accounting capstone

		course as a capstone course where technical skills are applied through case analysis.	course, incorporating integrated case writing for accounting students entering the CPA stream. This is also consistent with what other institutions are offering as students' case writing skills continue to be a focal point in the CPA program.
6&7.	BUSI 3913: Special Topics and BUSI 4913: Special Topics	Two Form 3's - Renaming these courses to "Independent Study in Business 1" and "Independent Study in Business 2" and revising the descriptions accordingly.	We currently have four course codes for "special topics" courses: two at the third-year level and two at the fourth-year level. These are primarily used to deliver independent study courses. There has been considerable confusion in the school between processes for independent study courses and processes for timetabled special topics courses. We are proposing to clarify the difference between these two types of special courses. The result will be one independent study course code and one special topics course code at each of the third- and fourth-year levels of the BUSI program. Note: The other two special topics courses (BUSI 3923 and 4923) remain unchanged.

**Dept. of Community Development, Faculty of Professional Studies**

#	Program or Course Number & Title	Modification	Rationale
1.	CODE 3603 Sustainable Food Systems	Form 3 - Course description and cross listing	The course description has been updated and the course has been cross-coded with an ESST-specific course number.

2.	CODE 3023 Community Program Design	Form 3 - Modification to course/prerequisite change	Students have to have completed their 2000 level CODE courses before they can take CODE 3023 but this isn't actually stipulated in the Academic Calendar currently, and consequently there isn't a block in the Self-Service System at registration time. This means second-year students sometimes register and then we must go into Colleague UI and drop them manually from the course and inform them why. This small change brings this course in line with the course descriptions for the other mandatory third year CODE courses.
----	--	--	---

**School of Education, Faculty of Professional Studies**

#	Program or Course Number & Title	Modification	Rationale
1.	BED:  EDUC 4303, Creative Arts Elementary  And  Secondary 3h elective	Form 4: Program Modification  Removal of EDUC 4303 (elementary program) and 3h elective (secondary program) to add EDUC 41K3 as a requirement.  <h2 style="text-align: center;">BACHELOR OF EDUCATION (ELEMENTARY EDUCATION)</h2> <h3 style="text-align: center;">Graduation Requirements</h3> In addition to the program requirements listed below, students must achieve a minimum program GPA of 2.67 and have no course grades of less than C-.  Program Requirements Students must complete 60 credit hours (60h) as follows: EDUC 4003, EDUC 40A3, EDUC 40B3, EDUC 4053, EDUC 41F3, EDUC 4133, EDUC 4153, EDUC 4173, EDUC 4233, EDUC 4243, EDUC 4263, <b>ADD: EDUC 41K3</b> , EDUC 42K3, EDUC 42N3, <b>REMOVE: EDUC 4303</b> , EDUC 4333, EDUC 4433, EDUC 4503, EDUC 4923, EDUC 4933, EDUC 42E3.	Needed to make EDUC 41K3 required

		<p>EDUC 4683 is required for international field experience placement as a prerequisite for EDUC 4673 and EDUC 4863.</p> <h2 style="text-align: center;">BACHELOR OF EDUCATION (SECONDARY EDUCATION)</h2> <h3>Graduation Requirements</h3> <p>In addition to the program requirements listed below, students must achieve a minimum program GPA of 2.67 and have no course grades of less than C-.</p> <h3>Program Requirements</h3> <p>Students must complete 60 credit hours (60h) as follows:  EDUC 4003, EDUC 40A3, EDUC 4053, EDUC 41F3, EDUC 4203, EDUC 4263, EDUC 42D3, <b>ADD: EDUC 41K3</b>, EDUC 42K3, EDUC 42M3, EDUC 4333, EDUC 4433, EDUC 4503, EDUC 4923, EDUC 4933.  <b>EDIT: 3h approved electives (except for music education majors who will not have electives).</b>  All secondary education .... <i>No changes to the rest of the entry.</i></p>	
2.	Education (B.Ed.)	Form 4 - The School of Education prepares students for professional teaching service in elementary and secondary schools via two program options: a two-year program ( <b>paused for 2025-2026</b> ) or 16 consecutive month program. Courses in the BEd program are taught exclusively in person.	Government request
3.	Education (B.Ed.)	Form 4 - Alternate Three-year B.Ed. (Elementary) Cohort Programs The School of Education recognizes our responsibility to respond to the historic and growing needs to provide access to a diversity of groups of people who have traditionally been denied opportunities to enter B.Ed. programs throughout universities in Nova Scotia. To meet the needs of underrepresented populations for which our current study plans are not feasible, we have added an alternative full-time study plan that delivers the B.Ed. (Elementary) program over three years. Please contact the School of Education for further details.	Meeting study plan needs for underrepresented populations

#	Program or Course Number & Title	Modification	Rationale
1.	KINE 2003 Adapted Physical Activity	Form 3 - Change in Calendar Description	Proposed change more accurately reflects course content and discipline focus.
2.	KINE 2503 Philosophy and Martial Arts	Form 3 - Change in Course Title	Proposed title more accurately reflects course content and discipline focus.
3.	KINE 3363 Philosophy of Sport	Form 3 - Change in Course Title	Proposed title more accurately reflects course content and discipline focus
4.	COMM 1013 Communication in Kinesiology	Form 3 - Change in prerequisites	Clarifies this course is for BKIN and BScN students only
5.	KINE 2993 Personal Health	Form 3 - Change in prerequisites	Ensures KINE students cannot register for this course, and emphasizes 2 <sup>nd</sup> yr standing or above.
6.	KINE 4833 Social Determinants of Health	Form 3 - Change in prerequisites	This course requires a field experience related to the course content and most often the agencies that provide services related to the Social Determinants of Health require CRC and CAR.
7.	KINE 3063/3060L Athletic Therapy Practicum 1	Form 3 - Adding a lab to a course	Currently the practicum course focuses on the instruction and competency development of practical skills and coordinating field and clinical placements; the lab component will assist with the oversight of field and clinical
8.	BKIN	Form 4 – Change in requirements and adding an option	Changing a required course which the BIOL dept added for KINE students, and increasing the number of options.
9.	BKIH	Form 4 – Change in requirements and adding an option	Changing a required course which the BIOL dept added for KINE students, and increasing the number of options.

			placements as well as the authentic assessment & evaluation of students' practical skills.
8.	KINE 3073 / 3070L Athletic Therapy Practicum 2	Form 3 - Adding a lab to a course	Currently the practicum course focuses on the instruction and competency development of practical skills and coordinating field and clinical placements; the lab component will assist with the oversight of field and clinical placements as well as the authentic assessment & evaluation of students' practical skills.
9.	KINE 4113/4110L Athletic Therapy Practicum 3	Form 3 - Adding a lab to a course	Currently the practicum course focuses on the instruction and competency development of practical skills and coordinating field and clinical placements; the lab component will assist with the oversight of field and clinical placements as well as the authentic assessment & evaluation of students' practical skills.
10.	KINE 4123/4120L Athletic Therapy Practicum 4	Form 3 - Adding a lab to a course	Currently the practicum course focuses on the instruction and competency development of practical skills and coordinating field and clinical placements; the lab component will assist with the oversight of field and clinical placements as well as the authentic assessment & evaluation of students' practical skills.

### Nursing, Faculty of Professional Studies

#	Program or Course Number & Title	Modification	Rationale
---	----------------------------------	--------------	-----------

1.	For each of these courses - NURS 2303, 2213, 2503, 2513, 2913	Form 3: Add Pre-requisites - NURS 2103,2203,2403,2413,2903	Directive from CBU
2.	NURS 2413	Form 3: Remove Lab – NURS 2410L	Directive from CBU
3.	For each of these courses - NURS 3303, 3313, 3503, 3906	Form 3: Add Pre-requisites - NURS 2303, 2213, 2503, 2513, 2913	Directive from CBU
4.	For each of these courses - NURS 3103, 3323, 3916	Form 3: Add Pre-requisites - NURS 3303, 3313, 3503, 3906	Directive from CBU
5.	For each of these courses - NURS 4103, 4503, 4906	Form 3: Add Pre-requisites - NURS 3103, 3323, 3916	Directive from CBU
6.	NURS 4915	Form 3: Add Pre-requisites - NURS 4103, 4503, 4906	Directive from CBU

**Senate Curriculum Committee (Admin)  
Minutes**

December 5, 2024

10:00 am to 1:00 pm

A meeting of the Senate Curriculum Committee occurred on Thursday, December 5, 2024, with Allison Walker presiding over Teams.

**Attendees:**

Allison Walker, Chair of Curriculum Committee (Admin), (Faculty of Pure and Applied Science)

Mark Bishop, Registrar

Hayley Van Kroonenburg, Registrar's Office

Jennifer Richard, Dean of Libraries and Archives (Acting)

Inna Viriasova (Faculty of Arts)

Ashley Doyle, (Faculty of Professional Studies)

Melanie Coombs, (Faculty of Pure and Applied Science)

Stephen Henderson (Faculty of Arts)

**Guest:**

Shawna Singleton, Academic Program Development, Quality Assurance, and Planning Coordinator

**Regrets:**

Jeff Torbet

Absent:

Christopher Killacky, Sam Taylor

---

The Chair called the meeting to order at 10:02 am.

The Chair welcomed new member and guest and outlined the process.

**Faculty of Arts**

**Law and Economics**

Item	Course/Program	Type of Submission
1	ECON 3363	Form 1: New Course
2	Law and Society add Econ 1013, 2713, 3363, 3413, 3523, 3823	Form 4: Program Modification
3	Bachelor of Arts with Major in Economics with Business Administration	Form 6: Program closure
4	Bachelor of Arts with Honours in Economics with Business Administration	Form 6: Program closure



5	ECON 1023, 2113, 3113	Form 3: Course modification
6	Bachelor of Arts with Honours in Economics and Second Major	Form 4: Program Modification
7	Economics as a second major	Form 4: Program Modification

#### Discussion

ECON 3363 – did not contact library but Jennifer confirmed that this should be ok for this course. There are multiple submissions of Form 1 for this course (need clarification).

Item 6 – Discussion on wording.

ECON – no summary page, note a page with all changes reflected would be helpful.

New process – for summary pages or to have in one program modification all changes reflected.

#### **LAWS**

Item	Course/Program	Type of Submission
1	LAWS 1003	Form 3: Course Modification
2	LAWS 1013	Form 1: New Course
3	Law and Society (3023) [forgot to submit this new course in languages - <b>Hayley will pursue this with the unit</b> ]. = pause on this form	Form 4: Program Modification
4	LAWS 407T	Form 3: Course modification
5	LAWS 408T	Form 3: Course modification
6	LAWS – required courses	Form 4: Program Modification

#### Discussion

Moved by Ashley Doyle. Seconded by Inna Viriasova. Motion to approve the Law and Economics and Laws changes carried, except item 3 from LAWS. 10:46am

#### **Legal Studies**

Item	Course/Program	Type of Submission
------	----------------	--------------------

1	Closure of the multidisciplinary minor in Legal Studies	Form 6: Program Closure
---	---	-------------------------

#### Discussion

- Students will be able to complete

Moved by Stephen Henderson. Seconded by Inna Viriasova. Motion to approve ECON, LAWS and Legal Studies curriculum changes carried (with the exceptions noted above, requiring follow-up). 10:50am.

#### ESST

Item	Course/Program	Type of Submission
1	ESST 1003 - update	Form 3: Course Modification
2	ESST 1023	Form 3: Course Modification
3	ESST 2023	Form 1: New Course
4	ESST 4000L	Form 1: New Course
5	ESST 3533	Form 1: New Course
6	ESST 3603 (crosslist)	Form 1: New Course

#### Discussion

- It would be helpful to have a summary
- ESST 1003 – should the current and modified be flipped based on the rationale?
- ESST 2023 – 4<sup>th</sup> year or 2<sup>nd</sup> year, elective = pause on this one
- Does ESST 4003 need a course change form too? To include 4000L as a co-req?
- It was discussed and mentioned that a program change Form 4 is not needed to add these new courses to the program

Moved by Stephen Henderson. Seconded by Ashley Doyle. Motion to approve the ESST changes carried, except for ESST 1003 and ESST 2023. 11:08am.

#### French

Item	Course/Program	Type of Submission
1	FRAN 1023	Form 3: Course Modification
2	FRAN 1113	Form 3: Course Modification
3	FRAN 1123	Form 3: Course Modification
4	FRAN 1213	Form 3: Course Modification

5	FRAN 1223	Form 3: Course Modification
6	FRAN 1613	Form 3: Course Modification
7	FRAN 1623	Form 3: Course Modification
8	FRAN 2013	Form 3: Course Modification
9	FRAN 2023	Form 3: Course Modification
10	FRAN 2033	Form 3: Course Modification
11	FRAN 2113	Form 3: Course Modification
12	FRAN 2123	Form 3: Course Modification
13	FRAN 2153	Form 3: Course Modification
14	FRAN 2163	Form 3: Course Modification
15	FRAN 2713	Form 3: Course Modification
14	FRAN	Form 4: Program Modification

#### Discussion

Note FRAN 2003 – on summary sheet by accident; not discussed today.  
FRAN 1213, 1223, 1623 – typo re anti-requisites  
FRAN 2013 – subsequently - typo

Moved by Stephen Henderson. Seconded by Jennifer Richard. Motion to approve the French changes carried. 11:30am.

The chair recommended a 15 min break at 11:30 am.

11:50 am discussions resumed

Brief discussion regarding History and Classics. The committee noted that clarification is needed on these forms before proceeding. We plan to come back to these.

#### **PHIL**

Item	Course/Program	Type of Submission
1	Honours in Philosophy	Form 4: Program Modification

#### Discussion

- May need to go to MPHEC that this is ok?
- Needs to be tabled/paused?
- Was this discussed at the faculty level?
- Our committee is not in favor of this proposed change. 11:58 am

The committee started discussing the Politics requested changes and recommended pausing while we get clarification on the Certificate in Democratic Leadership (new program) request; additionally, several of these forms are incomplete.

## Faculty of Pure and Applied Science

### Applied Bioscience

Item	Course/Program	Type of Submission
1	BIOT 3433	Form 3: Course change
2	Program change to Applied Bioscience – Biopharma stream	Form 4: Proposed Modification to a Program

### Discussion

- Will BIOT 3433 still have: Includes a 3h lab/tutorial/field work.
  - o As written seems like no. Checked business version and also removed from there.

Moved by Ashley. Seconded by Inna. Motion to approve the changes for Applied Bioscience carried. 12:26 pm.

### Biology

Item	Course/Program	Type of Submission
1	BIOL 2003	1. New course
2	BIOL 4003	1: New course
3	BIOL 4103	1: New course
4	BIOL 2253	3. Course change
5	BIOL 3173	3. Course change
6	BIOL 3463	3. Course change
7	BIOL 3583	3. Course Change
8	BIOL 3663	3: Course change
9	BIOL 4253	3. Course change
10	BIOL 4413	3. Course change
11	BIOL 4423	3: Course change

No Discussion.

Moved by Inna Viriasova. Seconded by Ashley Doyle. Motion to approve the Biol changes carried. 12:41 pm.

### **Chemistry**

Item	Course/Program	Type of Submission
1	CHEM 2103	3. Course change
2	CHEM 3103	3: Course change

### **Discussion**

- The impact of changing the title of the course was discussed regarding the impact on the transferability of the course to other universities or as a pre-requisite for other programs. The committee notes that the description of the course should be fine.

Moved by Stephen. Seconded by Ashley. Motion to approve the Chem changes carried. 12:45 pm.

### **Earth and Environmental Science**

Item	Course/Program	Type of Submission
1	ENVS Program	Form 4: Program Modification
2	GEOL 3843	Form 3: Course Modification
3	GEOL 4083	Form 3: Course Modification
4	GEOL Program	Form 4: Program Modification
5	GEOL Program	Form 4: Program Modification

### **Discussion**

- Item 1 – It was discussed that using some components of the major toward a minor may be considered as getting credit for courses twice and there is not a uniform policy across campus on this at the moment.
- Item 2 - typo in resources
- Item 3 – for GEOL 4083 - rationale is missing – pause on this one?
- Item 5 – there was discussion on why a 36 h versus 30 h is needed to complete a 2<sup>nd</sup> major

Moved by Ashley Doyle. Seconded by Inna Viriasova. Motion to approve the GEOL changes carried, except for GEOL 4083. 12:57 pm.

Some committee members had to leave and so we no longer had quorum at 1 pm. The committee was adjourned until tomorrow by Allison.

**Senate Curriculum Committee (Administrative)  
Minutes**

December 6, 2024

10:00 am to 12:00 pm

A meeting of the Senate Curriculum Committee (Admin) occurred on Friday, December 6, 2024, with Allison Walker presiding over Teams.

**Attendees:**

Allison Walker, Chair of Curriculum Committee (Admin)(Faculty of Pure and Applied Science)

Mark Bishop, Registrar

Hayley Van Kroonenburg, Registrar's Office

Jennifer Richard, Dean of Libraries and Archives (Acting)

Inna Viriasova (Faculty of Arts)

Melanie Coombs, (Faculty of Pure and Applied Science)

Stephen Henderson (Faculty of Arts)

Jeff Torbert (Faculty of Arts)(Chair, SCC Policy)

**Guest:**

Shawna Singleton, Academic Program Development, Quality Assurance, and Planning Coordinator

**Regrets:**

Ashley Doyle

**Absent:**

Christopher Killacky, Sam Taylor

---

The Chair called the meeting to order at 10:00 am and we started reviewing forms.

**Mathematics and Statistics**

Item	Course/Program	Type of Submission
1	ACTUARIAL SCIENCE OPTION	Form 4: Program Modification
2	Math 1253	Form 3: Course Modification
3	Math 2253	Form 3: Course Modification
4	Math 3213	Form 3: Course Modification
5	Math 1603	Form 1: New Course Proposal
6	Math Honours	Form 4: Program Modification
7	Math with BEd	Form 4: Program Modification
8	Math core	Form 4: Program Modification

9	Math double major	Form 4: Program Modification
10	Math App Science	Form 4: Program Modification
11	Math with CS	Form 4: Program Modification
6	Math Economics	Form 4: Program Modification
7	Math Music	Form 4: Program Modification

#### Discussion.

- Typos were noted in multiple forms.
- Form 4's typo in rationale and description – porogram
- Typo in 1253
- 2253 - The change recongnizes that ECON 2613 covers similar content to MATH 1253. It makes it easier for students who have taken ECON 2613 to proceed to senior level statistics courses.
- Typo in 3213
  
- The Registrar's office is not sure how they will code 1603.

Motion to approve, Jennifer Richard. Seconded by Jeff Torbert. All in favour.

#### **Nutrition and Dietetics**

Item	Course/Program	Type of Submission
1	NUTR 1323	Form 3: Course Modification

#### Discussion

Q – Clarify wording in pre-req only non majors need permission

Motion to approve, Inna Viriasova. Seconded, Stephen Henderson. All in favour.

#### **Physics**

Item	Course/Program	Type of Submission
1	PHYS (directed research...)	Form 4: Program Modification
2	PHYS 4523	Form 1. New course
3	PHYS 1013, 1023, 1053, 1063, 1563, 2113, 2123, 2203, 2213, 2413, 2423, 2523, 3113, 3253, 3333, 3423, 3433	Form 3: Course Modification
4	PHYS 3513	Form 2: Proposed Course Deletion
5	PHYS 3523	Form 3: Course Modification
6	PHYS 3553, 3563	Form 1. New courses
7	PHYS 3613, 4213	Form 3: Course Modification
8	PHYS 407T, 408T	Form 3: Course Modification

9	PHYS 4223	Form 2: Proposed Course Deletion
10	PHYS 4443	Form 3: Course Modification

### *Discussion*

PHYS 4523 – Discussion regarding this counting toward an honours

- Question – are there other non-thesis honours at Acadia?
- Send this to senate honours committee for input
- May need MPHEC approval

2213 – course code wrong in box – remove 2203

3523 – current course information is incorrect (removing 4 h studio info)

407T, 408T – pause at the moment

Motion to approve (except items 1, 2, and 8), Jeff Torbert. Seconded, Stephen Henderson. All in favour.

Allison paused the meeting for a 5 min break. Resumed at 11:18 am.

### **Psychology**

Item	Course/Program	Type of Submission
1	PSYC 4233	Form 1: New Course Proposal
2	PSYC 4243	Form 1: New Course Proposal
3	PSYC 4073	Form 3: Course Modification
4	PSYC 4173	Form 2: Proposed Course Deletion
5	PSYC 4413, 4423	Form 3: Course Modification

No discussion.

Motion to approval all items, Stephen Henderson Seconded, Inna Viriasova. All in favour.

### **School of Business**

Item	Course/Program	Type of Submission
1	BUSI 3093	Form 1: New Course
2	BUSI 3343	Form 3: Course Modification
3	BUSI 3783	Form 3: Course Modification
4	BUSI 4073	Form 3: Course Modification
5	BUSI 4083	Form 3: Course Modification
6	BUSI 3913 and 4913	Form 3: Course Modification



Discussion.

- 3783 = 3786
  - o 3 vs 6 h= Approve the change in hours from 3 to 6h, we request that the cost implications be described in the course description. Such as: Travel fees apply in the course description.
- 4073&4083 – check if pre-req is really to be removed...

Motion to approve (except item 3, 4, and 5), Jennifer Richard. Seconded, Jeff Torbert. All in favour.

**Faculty of Professional Studies**  
**Department of Community Development**

Item	Course/Program	Type of Submission
1	CODE 3603	Form 3: Course Modification
2	CODE 3023	Form 3: Course Modification

Discussion

- Suggest OR for CODE 3603 in pre-req

CODE 3603 – is the word count correct?

Motion to approve, Jeff Torbert. Seconded Inna Viriasova. All in favour.

**School of Education**

Item	Course Name and Number	Type of Submission
1	BED	Form 4: Program Modification

There was no additional discussion.

Motion to approve, Stephen Henderson. Seconded Inna Viriasova. All in favour.

Meeting adjourned at 11:55am, as not enough members for quorum after 12 noon. Allison will follow up with another meeting date and time.

## Senate Curriculum Committee (Admin)

### Minutes

December 11, 2024

12:30 pm to 2:00 pm

A meeting of the Senate Curriculum Committee occurred on Friday, December 11, 2024, with Allison Walker presiding over Teams.

#### Attendees:

Allison Walker (Chair of Curriculum Committee (Admin)) (Faculty of Pure and Applied Science)

Mark Bishop (Registrar)

Hayley Van Kroonenburg (Registrar's Office)

Inna Viriasova (Faculty of Arts)

Melanie Coombs (Faculty of Pure and Applied Science)

Stephen Henderson (Faculty of Arts)

Ashley Doyle (Faculty of Professional Studies)

Jennifer Richard (Dean of Libraries and Archives (Acting))

#### Guest:

Shawna Singleton (Academic Program Development, Quality Assurance, and Planning Coordinator)

#### Regrets:

Jeff Torbet (Faculty of Arts)

#### Absent:

Christopher Killacky, Sam Taylor

---

The Chair called the meeting to order at 12:30 pm and we started reviewing forms.

#### School of Kinesiology

Item	Course/Program	Type of Submission
1	KINE 2003	Form 3: Course Modification
2	KINE 2503	Form 3: Course Modification
3	KINE 3363	Form 3: Course Modification
4	COMM 1013	Form 3: Course Modification
5	KINE 2993	Form 3: Course Modification
6	KINE 4833	Form 3: Course Modification

7	KINE 3063/3060L	Form 3: Course Modification
8	KINE 3073/3070L	Form 3: Course Modification
9	KINE 4113/4110L	Form 3: Course Modification
10	KINE 4123/4120L	Form 3: Course Modification

#### Discussion

Request clarification on Item 6 - 4833 - What is CAR and CRC?

Motion to approve items 1-5 and 7-10 for the School of Kinesiology curriculum changes by Inna Viriasova. Seconded, Ashley Doyle. All in favour.

#### School of Music

Item	Course/Program	Type of Submission
1	MUSI 2163	Form 3: Course Modification
2	MUSI 1713	Form 3: Course Modification
3	MUSI 1723	Form 3: Course Modification
4	MUSI 1733	Form 3: Course Modification
5	MUSI	Form 4: Modification to program

#### Discussion

- Note for Moodle submissions, we would like to have the course title and course code at the top of the output

Motion to approve the Music curriculum changes, by Stephen Henderson. Seconded, Ashley Doyle. All in favour.

#### School of Nursing

Item	Course/Program	Type of Submission
1	NURS 2303, 2213, 2503, 2513, 2913	Form 3: Course Modification
2	NURS 2413	Form 3: Course Modification
3	NURS 3303, 3313, 3503, 3906	Form 3: Course Modification
4	NURS 3103, 3323, 3916	Form 3: Course Modification
5	NURS 4103, 4503, 4906	Form 3: Course Modification
6	NURS 4915	Form 3: Course Modification

#### Discussion.

- All of these changes were made at the directive of CBU.

Motion to approve, Ashley Doyle. Seconded Stephen Henderson. All in favour.

#### Faculty of Arts

### History and classics

Item	Course/Program	Type of Submission
1	CLAS 1813	Form 1: New Course
2	CLAS 2453	Form 1: New Course
3	CLAS 3013	Form 1: New Course
4	CLAS 4023	Form 1: New Course
5	CLAS 3343	Form 2: Course Deletion
6	CLAS 2023	Form 3: Course Modification
7	CLAS 2583	Form 3: Course Modification
8	CLAS 3123	Form 3: Course Modification
9	CLAS 407T/408T	Form 3: Course Modification
10	HIST 2453	Form 1: New Course
11	HIST 4023	Form 1: New Course
12	HIST 2243	Form 2: Course Deletion
13	HIST 2253	Form 2: Course Deletion
14	HIST 3353	Form 2: Course Deletion
15	HIST 3373	Form 2: Course Deletion
16	HIST 407T/408T	Form 3: Course Modification
17	Material and Visual Culture minor	Form 4: Program Modification

No discussion.

Motion to approve changes for History and Classics, by Stephen Henderson.  
Seconded Ashley Doyle. All in favour.

### Sociology

Item	Course/Program	Type of Submission
1	SOCI 2373	Form 1: New Course
2	SOCI 4413	Form 3: Course Modification
3	Sociology	Form 4: Modification to program

Discussion

SOCI 2373 – Did not contact registrar regarding the course code – Hayley will double check.

SOCI 4413 – The current information was not listed – Hayley updated the current information noting that the term capstone is different.

Item 3 – It was noted that if we can have what is specifically changing in bold or highlighted, it would be very helpful.

Motion to approve the curriculum changes for Sociology by Inna Viriasova.  
Seconded by Jennifer Richard. All in favour.

**FOLLOW-UP from last meetings.**

Responses from units:

GEOL 4083

Motion to approve the curriculum changes for GEOL 4083 by Stephen Henderson. Seconded by Jennifer Richard. All in favour.

CODE 3603

Note this will need a new form to be cross coded in the future with ESST  
Motion to approve, Stephen Henderson. Seconded Jennifer Richard. All in favour.

Politics has been contacted and we are waiting to hear back from Alex. Other responses from units will be communicated via email and posted to Teams for this committee to review. As needed, tabled forms will be voted upon via email once responses are received from units.

Moodle transition discussion.

Chair notes it is her last month on this committee; a new Chair is sought for 2025.

Motion to adjourn at 1:21 pm, by Allison Walker.

**Follow up – Jan 2025**

Over email in Jan 2025, this item was approved:

- KINE 4833 – explained what CAR and CRC mean

**Summary and next steps as of Jan 31, 2025:**

The Honours program changes for PHIL and PHYS have been sent to the Honours committee for discussion. The POLS new program (certificate) will be further discussed at the Feb meeting and the other POLS curriculum changes will be vote on at the Feb meeting. Late forms will be discussed and voted upon by the committee at the upcoming Feb meeting 2025. All other instances requiring consultation with academic units have now been resolved.

**Motions from Timetable, Instruction Hours, and Examination Committee:**

**Motion 1: That the calendar dates for Intersession 2025 be approved.**

Rationale (from TIE committee): A change was made to the preparation of intersession dates that applied to dates 2026 onward but weren't reflected for 2025. Our understanding is that all hiring and scheduling for the 2025 intersession has been using the proposed dates below (which moves the start date of each term to be one week later than the dates currently approved by senate for 2025).

Summer 2025 Dates and Deadlines

Summer 1 May 12 <sup>th</sup> – May 30 <sup>th</sup>	Summer 3 June 23 <sup>rd</sup> – July 11 <sup>th</sup>
Summer 2 June 2 <sup>nd</sup> – June 20 <sup>th</sup>	Summer 4 July 14 <sup>th</sup> – August 1 <sup>st</sup>

<b>DATES</b>	
Intersession Registration Opens	TBD
<b>Registration Deadline – Summer 1</b>	<b>April 25<sup>th</sup></b>
Classes Begin – Summer 1	May 12
<b>Registration Deadline – Summer 2</b>	<b>May 16<sup>th</sup></b>
Victoria Day – no classes	May 19
Classes Begin – Summer 2	June 2
<b>Registration Deadline – Summer 3</b>	<b>June 6<sup>th</sup></b>
Classes Begin – Summer 3	June 23
Canada Day – no classes	July 1st
<b>Registration Deadline – Summer 4</b>	<b>June 27<sup>th</sup></b>
Classes Begin – Summer 4	July 14

**Motion 2: That the calendar dates for Fall 2029 - Summer 2030 be approved.**

Rationale (from TIE committee): The Fall 2029-Summer 2030 dates were prepared according to the Principles for the Preparation of Academic Dates established last year.

Fall 2029								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Sept. 5 <sup>th</sup> (W)	Sept. 14 <sup>th</sup> (F)	Oct. 8-12 <sup>th</sup>	Nov. <u>23<sup>th</sup></u> (F)	Dec. 4 <sup>th</sup> (T)	Dec. 5 <sup>th</sup> -6 <sup>th</sup> (W/Th)	Dec. 7 <sup>th</sup> (F)	Dec. 18 <sup>th</sup> (T)	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 10
Winter 2030								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Jan. 7 <sup>th</sup> (M)	Jan. 16 <sup>th</sup> (W)	Feb. 18 <sup>th</sup> -22 <sup>nd</sup>	March 22 <sup>nd</sup> (F)	April 5 <sup>th</sup> (F)	April 6-7 <sup>th</sup> (S/Su)	April 8 <sup>th</sup> (M)	April 18 <sup>th</sup> (Th)	Mondays – 12 Tuesdays – 12 Wednesdays - 12 Thursdays – 12 Fridays - 12
Intersession 2030								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring 1 (3 week)	May 13 <sup>th</sup> (M)	May 15 <sup>th</sup> (W)	May 22 <sup>nd</sup> (w)	May 31 <sup>st</sup> (F)				
Spring 2 (3 week)	June 3 <sup>rd</sup> (M)	June 5 <sup>th</sup> (W)	June 12 <sup>th</sup> (W)	June 21 <sup>st</sup> (F)				
Summer 1 (3 week)	June 24 <sup>th</sup> (M)	June 26 <sup>th</sup> (W)	July 3 <sup>rd</sup> (W)	July 12 <sup>th</sup> (F)				
Summer 2 (3 week)	July 15 <sup>th</sup> (M)	July 17 <sup>th</sup> (W)	July 24 <sup>th</sup> (W)	August 2 <sup>nd</sup> (F)				

**Notice of Motion:** That the Vice-Provost of Teaching and Learning Excellence be added to the Academic Program Review Committee (APRC).

Rationale:

The current membership of the APRC is as follows (from the Constitution, VIII(e)i, p. 20):

"The membership of the Academic Program Review Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

One member from the Faculty of Arts

One member from the Faculty of Professional Studies

One member from the Faculty of Pure and Applied Science

The Provost and Vice-President Academic \*

The Registrar or delegate

One member of the Board of Governors

The Dean of the Faculty in which the review is being conducted

The duties of this committee extend into May–August. Members should be available through this period.\*\*"

The duties of APRC are as follows (from the Constitution, VIII(e)ii, p. 20):

"(1) to determine policy and procedures for conducting program reviews;

(2) to determine annually which academic units are to be reviewed;

(3) to select the members of each unit review committee;

(4) to oversee the process of review in each case;

(5) to make recommendations to Senate on the basis of the findings of each unit review committee; (6) to deal with such matters as Senate may from time to time entrust to the Committee."

Here is the rationale provided by the VP Academic (Ashlee Cunsolo):

"Given the role and mandate of the Vice-Provost of Teaching and Learning Excellence and how clearly it intersects with the mandates of the APRC, we believe this position and Dr. Wilson Finniss is an important addition to the committee, and will bring needed insights and expertise to this committee."

Here is the language from the website describing the role of the office of the V-P Teaching and Learning Excellence:

"The Office of the Vice-Provost, Teaching and Learning Excellence supports faculty and the broader teaching community in expanding the reach of high-impact teaching and learning practices at Acadia University through creating opportunities for discussion, collaboration, and continued learning."



And the V-P Teaching & Learning Excellence **areas of responsibility**:

"Areas of responsibility include:

- [Teaching Initiatives](#)
- [Open Acadia](#)
- [Learning Technologies and Instructional Design \(LTID\)](#)
- [English Language Centre](#)
- [Career and Experiential Learning](#)

The Vice-Provost Teaching and Learning Excellence chairs the [Senate Faculty Support Committee](#), and is a member of the Accessibility Advisory Committee's Implementation Committee."