ACADIA UNIVERSITY | SENATE

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 Senators:

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, March 9, 2026. 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 Senate Meeting Minutes
   a) Minutes of the Senate meeting of February 9, 2026

3. Time Sensitive
   a) Motion from the Senate Curriculum Committee: Motion to approve the curriculum changes as submitted. (*attached, pages 3-15, detailed curriculum forms circulated to Senators separately*)

   b) Discussion Item: Nova Scotia Student Strike (*Z. Cam*)

4. Old Business

   a) Discussion Item: Academic Unit Reorganization (*Senate Executive*) *(attached, page 16)*

   b) Discussion Item: Electives, Assessment, and GPA Implications (*Senate Executive*)

   c) Discussion Item: Faculty Guidelines for the Use of Generative Artificial Intelligence (AI) in Courses (*Faculty Support Committee*) (*attached, pages 17-23*)

5. Consent Calendar Items

   a) Announcements and Communications
   i. Chair (*A. Kiefte*)
   ii. President and Vice-Chancellor (*J. Hennessy*) (*attached, page 23*)
   iii. Provost and Vice-President Academic (*A. Cunsolo*) (*attached, pages 23-25*)
   iv. Executive Advisor, L'nu Affairs and Indigenization (*Z. Whitman*) (*attached, page 25*)
   v. Associate Vice-President EDIAR (*L. Chondoma*) (*attached, page 25*)
   vi. Vice-Provost Curriculum & Planning (*L. Wilson Finniss*) (*attached, page 25*)

Vice-Provost, Academic Policy and Graduate Studies (*K. Ashley*) (*attached, page 31*)
Vice-President Student Experience (*S. Duguay*) (*attached, pages 32*)
  ix.   Acadia Students' Union (*Y. Jawad and Z. Cam*) (*attached, pages 32*)
   x.   Acadia Divinity College and Faculty of Theology (*A. Robbins*) (*attached, page 33*)
  xi.   Other announcements

b) Committee Reports
   i.   Admissions and Academic Standings Policy Committee (*A. Cunsolo*) (*attached, pages 34-35*)
  ii.   Faculty Support Committee (*L. Wilson Finniss*) (*attached, pages 36-37*)
 iii.   Research Committee Report (*K. Ashley*) (*attached, page 38*)

6. Other Business

a) Other items

7. Adjournment

Sincerely,

S. Pineo,
Recording Secretary of Senate and University Secretary

Senate Curriculum Committee
2026-2027 Curriculum Change Proposals
Report to Senate
2 March 2026

Committee Members: Melanie Coombs (Committee co-Chair 2025-2026, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Jeff Torbert (co-Chair SCC Policy, Prof. St.), Eva Curry (FPAS, and secretary), Jennifer Richard (Dean, Libraries & Archives), Sonia Hewitt (FA), Liam Swiss (FA), Chris Killacky (Theology), Andy Mitchell (FPAS), Zahide Cam (Student Rep), Shawna Singleton (Academic Program Development, Quality Assurance, and Planning Coordinator), Lauren Wilson Finniss (Vice-Provost, Curriculum and Planning)

Overview

The number of current curriculum proposals approved by faculties and the Senate Curriculum Committee, included in this report (March), is summarized below:

Type of Proposal	Faculty			Total
	Arts	Pure & Applied Science	Professional Studies	
New Course	6	2	3	11
Course Deletion	7	0	6	13
Course Modification	16	4	7	27
Program Modification	2	0	7	9
New Program	0	0	0	0
Program Deletion	0	0	0	0
Totals*:	31	6	23	60

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

Note, so far this year, we have reviewed the following total number of curriculum changes:

Type of Proposal	Faculty												Total
	Arts				Pure & Applied Science				Professional Studies				
Submitted to Senate	Dec	Feb	Mar		Dec	Feb	Mar		Dec	Feb	Mar		
New Course	0	9	6		0	10	2		24	2	3		56
Course Deletion	0	5	7		0	0	0		0	12	6		30
Course Modification	0	105	16		0	10	4		0	42	7		184
Program Modification	0	8	2		0	16	0		2	5	7		40
New Program	0	0	0		0	1	0		0	0	0		1
Program Deletion	0	0	0		0	1	0		0	0	0		1
Totals*:	0	127	31		0	38	6		26	61	23		312

Most curriculum proposals were sent to the Senate Curriculum Committee by Dec 19, 2025, some additional curriculum changes were received on Feb 11, 2026.

Within the Sharepoint "Curriculum" section, the 2025-2026 files section contains complete forms for all proposals. The Committee reviewed the proposals received by the Dec 19 deadline in advance of meetings on 7, 8 and 9 January, 2026 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 by Feb 2, 2026. Late and remaining forms were discussed and voted upon by the committee at our Feb 19, 2026 meeting.

This report summarizes the late and remaining forms that the Senate Curriculum Committee met on Feb 19th, 2026 to discuss.

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 2026/27 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 be approved.**

Summary Listing; Additional Proposals for Curriculum Changes 2026/27

Faculty of Arts

HIST and CLAS

#	Program or Course Number & Title	Modification	Rationale
1.	CLAS 3143 - Topics in Classical Reception	New Course	To help students further apply the knowledge they gain through coursework to their everyday lives and become more critical citizens and political agents. Having been introduced to the concept of classical reception in CLAS 2583, this course will allow students to dig deeper into this thriving subject.
2.	CLAS 3153 - Topics in Greek & Roman Lit -	New Course	Continues the initiative to expand our offered courses on the literature of the ancient Greeks and Romans.
3.	CLAS 3163 - Graffiti & True Crime: Ancient and Medieval	New Course	Students have a substantial gap in their knowledge as to how to work with, use, and interpret historical written sources in their "raw form". This proposed course fills the gap in our current course

	Written Sources, Abbreviation – Pre-Modern Written Sources		offerings in preparing our students for graduate studies, archival research, history methods, and digital humanities creation.
4.	FRAN 3043/HIST 3043 - France: From Roman Gaul to the Renaissance. Abbreviation – France: Gaul to Renaissance	New Course	This course fills a gap in the curriculum by offering students a long-term perspective on how France evolved from a Roman province into a centralized medieval kingdom with a distinct identity, language, and cultural tradition. It allows students to engage critically with primary sources, while developing an understanding of the foundations of modern France and its place within the broader history of Europe. It appeals to students in history, French studies, religious studies, and politics.

French students have the opportunity to read French from different times periods, learning how it evolved. For many French students, majors and non-majors, culture/history courses can be a motivating alternative to grammar and literature courses, increasing enrollment.

This course strengthens both departments' offerings by expanding into earlier periods of cultural and political development. It also supports student preparation for study abroad, graduate study, or careers in education. |
| 5. | HIST 3863 - History of Crime and Deviance in the Middle Ages. Abbreviation – History of Crime & Deviance | New Course | Students will benefit from learning about criminal court cases that have never been published or accessible. Students will get access to novel translations of previously unpublished, inaccessible criminal court records, legal treatises, statutory laws, and medical and ecclesiastical texts.

This course fills a gap in current course offerings within the department. The proposed course will offer an alternative perspective to such normative sources on medieval laws, by critiquing said sources as hostile records of micro-histories. Exploring case records, coroners' reports, and remission letters (for example) enables students to consider individuals encounters with legal systems. So, while the current course offerings do an excellent job in familiarizing students with the development of legal systems from Roman, to Germanic, and eventually English common law, the proposed course explores the schism between the laws in theory (as written) and in practice (through actual criminal and civil trial records). |

			This proposed course fills these gaps in current course offerings in preparing students to explore medieval legal sources from diverse source materials, an excellent skill for those interested in law school, graduate studies, and archival research. Additionally, the evaluation methods of the course prepare students not only for traditional historical research outputs, but also digital humanities creations and publications
6.	HIST 3963 - Medieval Violence	New Course	The proposed course will fill a gap in current course offerings within the department. The proposed course will engage with new scholarly debates around the stereotypical "barbaric" and "violent" Middle Ages deepening the theoretical and temporal scope of course offerings to students. Exploring case records, homosociality and military ("chivalric") masculinities, cruelty and atrocity, as well as socio-cultural constructions of the "other" and licit "just cause" violence will not only deepen students' understandings of the past but (importantly) enable them to question the multivalent use of violence in the present.
7.	CLAS 2573 - The Homeric Vision	Course deletion	The faculty member who regularly taught this course has retired and the subject matter does not align with any other faculty member's area of expertise.
8.	CLAS 3573 - The Eternal City: Visions of Heaven and Hell	Course deletion	The faculty member who regularly taught this course has retired and the subject matter does not align with any other faculty member's area of expertise.
9.	HIST 2553 - Educating Canadians	Course deletion	Course is no longer taught & no plans to teach it in the future
10.	HIST 2663 - Archaeology Methods: Forensic Archaeology Field Methods	Course deletion	This course was created for an MOA between Acadia and the DPAA which no longer exists and thus this course can no longer be offered.
11.	HIST 3133 - Stuart England, 1603-1714	Course deletion	No longer taught. New courses being created that better reflect department expertise
12.	HIST 3273 - Making Britain Modern: From the Industrial Revolution to WW1	Course deletion	Course has not been taught in many years and no future plans to teach it.
13.	HIST 3783 - Forensic Archaeology Lab	Course deletion	This course and its prerequisite (HIST 2663) were created for an MOA between Acadia and the DPAA which no longer exists and thus this course can no longer be offered.

14.	CLAS 1113 to 2833 - Ancient Greece: Culture & Society	Course Modification	This change is part of a larger suite of changes for the Classical Studies program, which involves streamlining the program to restrict 1st-year offerings to CLAS 1803 and 1813 (which are now required for majors). Additional 1000-level courses are no longer necessary, so CLAS 1113 and 1123 are being re-structured as 2000-level offerings. NOTE – we are also submitting a New Course Proposal for HIST 2833 to be Cross-Coded with this newly modified CLAS 2833
15.	CLAS 1123 to 2843 Ancient Rome: Culture & Society	Course Modification	This change is part of a larger suite of changes for the Classical Studies program, which involves streamlining the program to restrict 1st-year offerings to CLAS 1803 and 1813 (which are now required for majors). Additional 1000-level courses are no longer necessary, so CLAS 1113 and 1123 are being re-structured as 2000-level offerings. NOTE – we are also submitting a New Course Proposal for HIST 2843 to be Cross-Coded with this newly modified CLAS 2843
16.	CLAS 1803 - Introduction to Archaeology	Course Modification	The main change is restricting enrolment. This course is fundamental to the Classical Studies program and restricting the enrolment as stated below ensures that the class doesn't fill with non-majors in their 4th year who are looking for electives or an Arts credit. The course description has also been updated to better reflect the course as it has been taught.
17.	CLAS 2013 - Greek Art and Architecture	Course Modification	Updating the course title and calendar description to better reflect current content of the course.
18.	CLAS 2273 - Gods in Greek & Roman Myth	Course Modification	Updating the course title and calendar description to better reflect course content and way the course is currently taught. Many students expressed confusion about the meaning of the course title, often registering for the course because they know myself or know other students in the class. Moreover, for a second year course that extensively addresses poplular culture and can be counted as a Humanities credit, the fact that this course is under-registered is surprising, and I suspect it is down to the course name using terminology unfamiliar to non-Classics majors.
19.	CLAS 2283 - Heroes in Greek & Roman Myth	Course Modification	Updating the calendar description to better reflect current content of the course.
20.	CLAS 2553 - Archaeology of Ancient Egypt	Course Modification	To update course title and description to better reflect course content and to include permission of the instructor under prerequisites

21.	CLAS 2673 to 3653 - Roman History: Republic and Empire	Course Modification	Change to seminar format and update content for 3000 level as part of the streamlining of the Classical Studies program.
22.	HIST 2123 - Gender and Sexuality in Premodern Europe	Course Modification	Updating course title and description to reflect current directions and better describe the course
23.	HIST 2533 - The Middle Ages: Crown, Cross, & Culture	Course Modification	The change was requested to make room for the development of a medievalism course in the future by a new member of faculty. The new description is an accurate reflection of how it will be taught by its usual instructor.
24.	HIST 2913	Course Modification	Cross-coding with GERM 2913
25.	HIST 2923	Course Modification	Cross-coding with GERM 2923
26.	HIST 2673	Course Modification	Cross-listing with WGST & CREL
27.	HIST 3773	Course Modification	Cross-listing with WGST
28.	HIST 2833	Course Modification	Cross-coding with CLAS 2833
29.	HIST 2843	Course Modification	Cross-coding with CLAS 2843
30.	Classical Studies Program	Program Modification	Program description is being updated to accurately reflect our program offerings and areas of teaching and research expertise. The change in program requirements includes the new requirement that all majors must take CLAS 1803 and CLAS 1813; previously, no courses were required of majors. This change and the accompanying course modifications being submitted this year are, collectively, intended to streamline the Classical Studies program and improve student experience.
31.	History Program

-BA
-BAH | Program Modification | BAH: HIST 4023 is a thesis preparatory course, intended to be taken in the year before writing a thesis. It was created to address struggles that students have been having with HIST407/408T. As all of our Honours students write a thesis, we believe that this should be a required course. To make room for this within current required credit hours for a BAH in History, we are scaling back the number of required 3000 level courses. This will maintain the rigor of the program by maintain 6h of 4000 level subject seminars. It will also keep the Honour program accessible to students who focus on lower-level courses before declaring Honours.

BA: We have always allowed students to use a 4000-level in place of a 3000-level. This will |

codify that practice, and by being in the calendar, the students will see it as an option. This may increase enrolment in the 4000-level courses. The 4000 level courses will retain their academic vigour as the calendar includes the following as pre-reqs for them: "All 4000- level seminars are normally open only to Honours students in History and History majors with a minimum GPA of 3.00."

Faculty of Pure and Applied Science

Chemistry

#	Program or Course Number & Title	Modification	Rationale
1.	CHEM 1013	Course Modification	The course has slowly changed over the years and the course descriptions were updated to reflect what is currently being taught.
2.	CHEM 1023	Course Modification	The course has slowly changed over the years and the course descriptions were updated to reflect what is currently being taught.
3.	CHEM 1113	Course Modification	The course has slowly changed over the years and the course descriptions were updated to reflect what is currently being taught.
4.	CHEM 1123	Course Modification	The course has slowly changed over the years and the course descriptions were updated to reflect what is currently being taught.
5.	CHEM 4533	New Course	This course has been offered under Advanced Organic Chemistry (CHEM 4513) and Biochemistry (CHEM 4723). It has consistently been a popular offering and holds strong potential to attract students from biology and related disciplines. Including this course in the catalog with a clear title and unique course

#			number will help students make more informed enrollment decisions. Additionally, it would be a valuable addition to the newly introduced Bachelor of Applied Biosciences program.
6.	CHEM 4503	New Course	Students are currently required to take CHEM 3523 teaching students to use techniques to determine the chemical structure of unknown compounds. Over the years the material presented in this course has grown, to the point that the more advanced techniques could be removed and expanded in their own course, which is what is being proposed. This will allow students to explore the advanced concepts at a deeper level in this new course.

Faculty of Professional Studies

BUSI

#	Program or Course Number & Title	Modification (Type of change, and description of change)	Rationale
1.	BUSI 3733 "Organizational Behaviour 2"	Course Deletion: Removal of BUSI 3733 "Organizational Behaviour 2", and remove from all "choose from among" options in the BBA/H employment relations major.	This course has not been taught for years.
2.	BUSI 4403 "Advanced Marketing Management"	Course Deletion: Removal of BUSI 4403 "Advanced Marketing Management", and remove from all "choose from among" options in the BBA/H	This course has not been taught for years.

		employment relations major.	
3.	BUSI BBA/H Accounting Major	Program modification	Cleaning up the Calendar. Updating the choose-from-among options for various majors.
4.	BUSI 4886 "Honours Applied Research Project" BUSI 407T and BUSI 408T "Honours Thesis"	Course Deletion: Removal of BUSI 4886 "Honours Applied Research Project" from the calendar (and from the options for BBA-H degrees), and insertion of the words "or applied research project" in the descriptions for both halves of the "Honours Thesis" course (BUSI 407T and BUSI 408T, see revised description in the attached table).	The two separate courses were creating confusion for student in the Honours program. Students in honours can do an applied research project. A separate course is not necessary.
5.	BUSI 1053 "Introductory General Accounting & Finance"	Course Deletion	This course is for non-BBA students. Was initially created for CODE and KINE students, but the course is not a pre-req for any other BUSI course. Non-BBA students who want to take accounting can now take BUSI 1013, Financial Accounting 1
6.	BUSI 2413 "Introductory Marketing"	Course Deletion	This course is for non-BBA students. Was initially created for CODE and KINE students, but the course is not a pre-req for any other BUSI course. Non-BBA students who want to take marketing can now take BUSI 2423 Marketing Principles
7.	BUSI 3373 "Personal Tax"	Course Modification: Rename BUSI 3373 from "Personal Tax" to "Taxation" and update the description as per the attached table.	This will allow for changes in the program that are more reflective of the new orientation of the Chartered Professional Accountants (CPA) designation requirement. And, will also help us with addressing staffing challenges for the tax courses.
8.	BUSI 3383 "Corporate Taxation"	Course Deletion: Remove BUSI 3383 "Corporate Taxation" from the calendar and remove it from the choose-from-among options in the BBA/H accounting major.	Personal Tax and Corporate Tax will now be covered in once course (above) named Taxation. Elements of tax will also be covered in Intermediate Accounting 1 and 2.

#			
9.	BUSI 4083 "Advanced Accounting 2"	Course Modification: Rename BUSI 4083 from "Advanced Accounting 2" to "Integrated Cases in Accounting" and update the description as per the attached table.	Reflective of the new orientation of the Chartered Professional Accountants (CPA) designation requirement.
10.	BUSI 2773 "Entrepreneurship & Innovation"	Course Modification: Change the prerequisite for BUSI 2773 from "BUSI 1703 or permission…" to "30h of university courses or permission of the instructor." Change the title and description.	This opens the course to students who have not taken BUSI 1703 Intro to Business. Title change to "Entrepreneurship" this will aid in the development of the new course BUSI 3773.
11.	BUSI 3773 Innovation	New Course	Split BUSI 2773 "Entrepreneurship & Innovation" into BUSI 2773 "Entrepreneurship" and BUSI 3773 "Innovation" with course descriptions as per the attached table. Add BUSI 3773 "Innovation" to the choose-from-among options for the majors in entrepreneurship & innovation and business technology management, and define the prerequisite as "60h of university courses or permission of the instructor." Entrepreneurship and innovation are two separate concepts that relate to one another. This will create greater clarity for students, and course progression.
12.	Double major: Business as the second major; Minor in Business	Program Modifications	Updating the text to reflect curriculum changes. Additionally, updating the minor to allow for more students to fit a BBA minor into their degree if they wish.

CODE

#	Program or Course Number & Title	Modification (Type of change, and description of change)	Rationale
1.	Bachelor in Community Development	Program Modification: Eliminating the BUSI core requirement of 15 credits.	CODE students have found it increasingly challenging to gain access to many BUSI courses. With

			this change, CODE students still have the option to Minor in BUSI or in other programs across the university. At the moment, and until this change is implemented, CODE students are unable to pursue Minor degree options, given there is limited space credit-wise in the degree. This change will create more flexibility for CODE students. Since CODE transitioned from Recreation Management to Community Development in 2016, the student cohort has changed. Before this shift, the management aspect of Recreation Management was mainly supported by the BUSI core through an arrangement developed over 25 years ago. Times have changed, and the CODE program has moved away from a management focus towards other key principles and practices that include, for example, social justice, decolonization, diversity, and equity. While these certainly relate to *Management,* our students desire more flexibility to pursue Minors in the Arts and/or Sciences. This change is long overdue.
	Includes: BCD w/ Honours BCD w/ ESST BCD w/ ESST Honours		
2	CODE 1043 Foundations of Communication in Community Contexts	Course Modification: Title and course description change.	This is an update to reflect more accurately the content of the course and a title that reflects this content.
3	CODE 1023 Global Citizenship, Environment and Sustainable Society	Course Modification: Title and course description change.	This is an update to reflect more accurately the content of the course and a title that reflects this content.
4	CODE 1523 Outdoor Recreation in Community Contexts	Course Modification: Title and course description change.	This is an update to reflect more accurately the content of the course and a title that reflects this content.
5	CODE 3013 Community Design for Health and	Course Modification: Title and course description change.	This is an update to reflect more accurately the content of the course and a title that reflects this content.

	Wellness Promotion		
6	CODE 3053 Sustainable Economic Development and Social Enterprise	New course	CODE is eliminating its BUSI core (15 credits). The BUSI core was added when the program was Recreation Management (over 25 years ago). The BUSI core supported the Management aspect of what was then a Recreation degree. For a long period, the program had confirmed access to BUSI courses for Recreation Management majors. This is no longer the case, and our students struggle to gain entry into many BUSI courses, especially access to introductory courses that serve as prerequisites for advanced BUSI courses. More importantly, however, Recreation Management transitioned into Community Development (2016), and the necessity of a management concentration compared to other community studies foci has diminished. Students in the program desire access to other course concentrations across the University such as in the Arts/Sciences especially the opportunity to pursue minors, and for many (20% of CODE students), taking sufficient clusters of courses to qualify for admittance to B.Ed. programs. Furthermore, developing an in house required course on *Sustainable Economic Development and Social Enterprise* aligns with our curriculum mapping review, external program review, and supports program scaffolding where students will first take CODE 1033 Community Development and CODE 2033 Sustainable Community Development.
7	CODE 4073 Research and Honours Seminar	New Course	CODE honours students are required to take a second research methods course. Up to this point, we have used a directed studies designation for this course. This is a long-overdue course addition that

			addresses this long-term gap in our honours program – and it reflects current practice, where we bring our honours students together in a seminar-style course under a directed studies designation – now to be reflected in an appropriate course and title.

NURS

#	Program or Course Number & Title	Modification (Type of change, and description of change)	Rationale
1.	NURS	Program Modification	Plan to teach out the CBU program with currently enrolled students.

Academic Unit Reorganization – discussion questions

- Should proposals for reorganization involve two steps – i.e., concept proposal followed development of a full proposal – or is one step enough?

- Should the reorganization process sit with Senate Executive and/or the Academic Planning committee, which is currently lacking strategic focus?

- Should the process require or encourage consultation with similar programs or units at other Nova Scotia universities?

- What types of issues (e.g., program creation and quality, sustainability and enrolment, interdisciplinarity, accreditation) should trigger consideration of restructuring?

- How should proposals assess impacts on curriculum, programs, student pathways, accreditation, and research?

- What constitutes "meaningful" consultation, and how must feedback be documented and addressed?

- What avenues should exist for units or individuals to appeal decisions or raise concerns about the process?

- Should there be a requirement for post-implementation review to evaluate whether the reorganization achieved its goals?

Faculty Guidelines for the Use of Generative Artificial Intelligence (AI) in Courses

During the Fall semester, the Faculty Support Committee developed a Faculty Guidelines for the Use of Artificial Intelligence in Courses document to support instructors in addressing pedagogical, ethical, and academic integrity considerations related to the use of AI in teaching and learning. The document was shared in the Senate agenda for information and feedback in December and has since been circulated to faculty as a resource (modified to "Guidance" over Guidelines) through the teaching@acadiau.ca communication channel to assist faculty with preparation for the Winter term.

The Faculty Support Committee is seeking Senate's guidance on how this document should be positioned institutionally. In particular, the Committee welcomes discussion on the appropriate level of formality for the document, including whether it should continue to function as a set of guidelines or whether aspects of it should be incorporated with more formality.

The Committee is also seeking Senate's advice on questions of responsibility and governance, including where ownership of such a document should reside to ensure it is reviewed, maintained, and updated regularly in light of ongoing developments in artificial intelligence and its use in higher education.

Feedback from Senate will help inform next steps regarding the future role, status, and stewardship.

These guidelines are designed to support Acadia University faculty in making informed, ethical, and pedagogical decisions about the use of Artificial Intelligence (AI) in their courses, to promote clear and transparent communication of their expectations with students. As AI technologies continue to evolve, this document will function as a living resource, updated as needed by the Faculty Support Committee. Its purpose is to guide faculty decision-making through clear institutional direction grounded in student learning, equity, well-being, academic integrity, and innovative approaches to education.

Determining the Role of AI in Your Course

Faculty Autonomy

Each faculty member retains the discretion to determine whether and how AI tools are used in their courses. This decision is a personal one that should consider the disciplinary context, pedagogical goals, and learning outcomes of each course or program. Faculty are encouraged to make informed decisions that reflect their course objectives, uphold the university's standards of academic integrity, and support equitable, transparent, and innovative learning practices.

Guiding Considerations

When determining whether AI fits into your course, consider:

- **Accessibility and Equity:** Ensure that all students have equitable opportunities to participate in learning activities that involve AI tools. As subscriptions to AI tools are not provided or supported institutionally by Acadia, students may experience unequal access due to cost, connectivity, or device limitations. Faculty should also ensure that expectations around AI use are consistent with student accommodations approved through Accessible Learning Services and individual learning requirements (e.g. EAL students). Some students rely on AI-enabled assistive technologies (e.g., spelling and grammar support, organizational aids, or text-to-speech tools) to ensure equitable and accessible participation.
- **Transparency and Pervasiveness:** AI Technologies are increasingly pervasive and often embedded in common applications, sometimes in ways that students may not fully recognize. To support clarity and reduce confusion, faculty should specify which functions or features are permitted or restricted in their course, rather than relying on naming specific products or brands.
- **Accuracy, Bias, and Intellectual Property:** Content generated by AI can include inaccuracies, embedded biases, reinforced "echo chambers," and/or unverified sources. Consider how these issues affect disciplinary standards, academic integrity, and the ethical use of materials. AI tools can also take student and faculty data to train the model, putting intellectual property at risk.
- **Privacy and Data Protection:** Safeguard student and institutional information by avoiding the submission of personal, confidential, or proprietary content to public AI platforms.
- **Student Development and Wellbeing:** Recognize that students may be particularly influenced and vulnerable to AI flattery or "sycophancy." Some users may form personalized or emotionally charged relationships with AI tools, particularly with chatbots that simulate human interactions. In discussions about

AI-use with students, promote critical awareness, healthy engagement, and independent thinking.

- **Learning Outcomes and Assessment:** Reflect on how AI use may impact the learning goals, skills, and assessment design of your course, both positively and negatively.
- **Environmental Impact:** Large-scale AI systems have significant energy demands and a growing negative impact on climate change. It is recommended that class time is used to bring awareness to the environmental impacts of AI use.
- **Innovation and Pedagogical Opportunities**: Explore how AI can enhance creativity, reflection, and skill development in teaching, learning design, and assessment. Provide guided opportunities for students to safely experiment with and explore AI tools in preparation for future studies or employment.

Communication and Transparency

Students will encounter different expectations for AI use across their courses, which can be confusing and difficult to navigate. To reduce uncertainty, ensure that expectations for AI use are communicated clearly, consistently, and proactively.

It is encouraged to discuss early in the term with your students how AI may or may not be used in the course, and to connect these expectations directly to the learning expectations and skills being assessed. Faculty should engage openly with students about the role of AI in the course and the pedagogical rationale for its specific use.

Acadia does not provide institutionally supported or paid access to AI tools, and because such tools are considered third-party learning technologies, students may not have equitable access to them. When the use of AI is required but not stated as a required technology of the course, it is recommended to provide an alternative pathway for students who cannot or choose not to use AI technology.

Given the rapid expansion of AI functionality in many common applications used by students, faculty should consider clarifying the specific functions or features that are allowed or prohibited rather than naming specific tools, products or brands.

Consider seeking initial student input and formative feedback on the approach to AI in the course.

Course Outline Statements

All course outlines should include a section clarifying expectations for student use of AI in the course. Consider including:

- How AI tools may or may not be used, and why, with a rationale linked to course learning outcomes/expectations. Here are three different approaches to communicating different levels of AI usage in your syllabus:
    - Artificial Intelligence Assessment Scale (AIAS)
    - SAMR-GenAI critical reflection tool
    - "Menus, not traffic lights: A different way to think about AI and assessment"
- Any requirements for students to acknowledge or cite the use of AI in their work.
    - Provide examples and resources for citing collaborations with AI.
    - Model citation practices in your course materials and lessons.
- Your approach to academic integrity and the application of the Academic Integrity Policy in your course in relation to AI.

Sample Course Outline Language

"Generative AI tools (such as ChatGPT, Gemini, or Copilot) may be used in this course only as outlined by the instructor. When you use AI, please describe how it supported your work and ensure that your final submission reflects your own understanding and learning. Transparency in AI use helps support your development and aligns with Acadia University's Academic Integrity Policy."

Citation and Attribution

Faculty should clearly outline when and how students are expected to cite AI-generated material and provide **examples and resources** to support proper citation. Faculty should also model responsible attribution in their own teaching and scholarship by acknowledging AI assistance where relevant.

For guidance on citation practices, consult the **Acadia Library's citation resources** or discipline-specific style guides, and share these with students to promote consistent, ethical citation practices.

Academic Integrity and AI

Faculty are encouraged to discuss acting with integrity in academia and the role of generative AI early in the course to promote shared understanding, critical engagement, and responsible use. These conversations should include mutual dialogue with students about their approaches to AI and their expectations for incorporating AI tools into the learning process. When concerns arise, they should be approached as opportunities for learning, reflection, and improvement.

If the unauthorized use of AI is suspected, faculty must follow the established Academic Integrity Policy and procedures outlined in the Academic Calendar. All inquiries should be handled with transparency, fairness, and respect for student rights.

Faculty cannot upload student work to AI tools or third-party detection services without first consulting Acadia's Privacy Office and ensuring transparency and voluntary consent from affected students. Students retain the right to withhold consent without being presumed to have violated academic integrity standards.

Detection

The use of AI detection tools is not encouraged at Acadia. Current detection technologies are unreliable, often producing false results, and have demonstrated bias against non-native English speakers, leading to false accusations of misconduct and student distress. These tools also raise significant concerns around data privacy, intellectual property, and due process for students.

Assessment and Course Design

Faculty may wish to review and adapt assessment strategies to account for AI's presence. Consider:

- Incorporating more in-class work, scaffolded assignments, and prioritizing process-based milestones for learning rather than a "final product"
- Designing assessments that emphasize critical analysis, application, and reflection, which are less easily replicated by AI.
- Testing your assignment prompts with AI tools to evaluate their "AI-resistance," while avoiding submission of sensitive or identifiable material.
- Integrating AI use as a learning tool, where appropriate. E.g., evaluating AI-generated content for accuracy or bias.

Responsible and Ethical Use by Faculty

Faculty maintain full autonomy in deciding whether and how to use AI in their teaching, research, and administrative work. When AI is used, faculty are expected to model ethical, transparent, and responsible practices that uphold academic integrity and prioritize student learning.

Faculty using AI are encouraged to:

- **Exercise informed judgment**
    - Review guiding considerations, relevant terms of service and data use.

- o Make intentional choices grounded in disciplinary norms and professional standards
  - o Invite student dialogue and feedback on the use of AI in the course.
- **Protect privacy and confidentiality**
  - o Do not upload student work, personal information, or confidential institutional data into AI systems.
  - o Respect copyright and privacy obligations.
- **Maintain responsibility for academic decisions**
  - o Avoid using AI to assign grades.
  - o Ensure any feedback generated with AI is reviewed, personalized, and pedagogically meaningful.
  - o Model ethical and transparent AI use in alignment with your course expectations for students
- **Verify and adapt AI-generated content**
  - o Check for accuracy, tone, inclusivity, and alignment with course expectations.
  - o Ensure AI-assisted materials do not disadvantage students based on language, background, disability, or technology access.
- **Model transparency and integrity**
  - o Let students know when AI contributed to course materials, examples, rubrics, or feedback.
  - o Demonstrate appropriate attribution and help normalize responsible, ethical AI use.
- **Stay informed and current**
  - o Keep up with evolving best practices, institutional policies, ethical considerations, and innovative approaches in higher education.
  - o Adjust AI use as standards and technologies develop.

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – MARCH 2026

No announcements received as of the morning of March 9, 2026.

PROVOST & VICE-PRESIDENT ACADEMIC REPORT TO SENATE – MARCH 2026

Schedule H & Academic Program Review and Planning

Work continues in earnest on Workstream B (Program Costing Analysis: Template 2) and Workstream C (Program Categorizations: Templates 3, 4, 5, 6, and 8), both due on May 30, 2026.

- **May 30, 2026:** Program Costing Analysis (Template 2) and Templates for Modernization (3), Revitalization (4), Rationalization (5), No Program Change (6), and New Program Opportunity (8)

As a reminder, the next deadlines are as follows:

- **August 30, 2026:** Template 7: Strategic Prioritization and Implementation Planning
- **October 15, 2026:** Template 9: Final Report

Academic Reviews & Quality Assurance

Program Reviews Tracking – March 2026

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. External Reviewers: Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University Internal Reviewers: Dr. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science Dr. Daniel Blustein, Associate Professor, Psychology **Stage: APRC to prepare Report to Senate.**
Community Development	N/A	Site Visit: March 19-21, 2025. External Reviewers: Dr. Tim O'Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University

		Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University Internal Reviewers: Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology **Stage: APRC to prepare Report to Senate.**
Computer Science	Yes	Site visit: March 2-3, 2026. Accreditation Reviewers: Karen Lopez, Industry Representative Gerald Caissy, Director of Accreditation, CIPS Dr. Christian Blouin, Dalhousie University, Professor and Associate Dean, Academic, Faculty of Computer Science **Stage: Site visit scheduled.**
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC **Stage: APRC to meet with Director, March 2026 APRC meeting.**
English and Theatre	N/A	Site Visit: February 5-7, 2025. External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University Internal Reviewers: Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures Paula Rockwell, Instructor, School of Music **Stage: APRC to prepare Report to Senate.**
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, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology **Stage: APRC to meet with Grad Studies, March 2026 APRC meeting.**
Library and Archives	N/A	Site visit: April 2-4, 2025. External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science

		Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities **Stage: APRC to prepare Report to Senate.**
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics **Stage: APRC to meet with Head, April 2026 APRC meeting.**

Mid-Point Follow-Up Schedule

Department	Date
Economics	**2027**
Mathematics and Statistics	**2027**

Respectfully submitted,

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

EXECUTIVE ADVISOR, L'NU AFFAIRS AND INDIGENIZATION REPORT TO SENATE – MARCH 2026

No announcements received as of the morning of March 9, 2026.

ASSOCIATE VICE-PRESIDENT EQUITY, DIVERSITY, INCLUSION, AND ANTI-RACISM (AVP EDIAR) REPORT TO SENATE – MARCH 2026

No announcements received as of the morning of March 9, 2026.

VICE-PROVOST CURRICULUM & PLANNING REPORT TO SENATE – MARCH 2026

Experiential Learning Essential Components and Typology

The 2025 Bilateral Agreement between the Province of Nova Scotia and publicly funded universities introduces new requirements and increased expectations for reporting on curricular experiential learning. Within the agreement, *Schedule G – Strategic Alignment Actions*, Table 1(a), identifies a specific institutional commitment to "increase the number of academic, for-credit experiential learning and work-integrated learning opportunities available to students." As part of this commitment, we are required to articulate measurable indicators within our plan. These expectations introduce new requirements for Acadia to document and report on experiential learning in a more systemic and quantifiable way than has previously been required.

The Bilateral Agreement also includes *Schedule J – Provincial Experiential Learning Typology,* which provides a provincial definition of experiential learning along with descriptions of fifteen recognized types of curricular experiential learning. Schedule J establishes a shared provincial reference point that we look to build off in establishing guidelines for Acadia that account for the specific academic context, disciplinary diversity, and pedagogical approaches that characterize experiential learning at Acadia.

The document, ***Curricular Experiential Learning Essential Components and Typology*** represents a first step in responding to these new provincial requirements. The document takes the definition and typology outlined in Schedule J and introduces shared, Acadia-contextualized language through the articulation of essential components of experiential learning and the contextualization of the provincial typology. These guidelines are intended to support a common understanding of curricular experiential learning across the institution while remaining flexible enough to represent disciplinary differences and faculty autonomy in curriculum design and delivery. Following its development, the document was shared with the Academic Planning Committee and the Curriculum Committee (policy/admin) for consultation. Both committees reviewed the document and expressed support. The document will be available on the Academic Program Development, Review, and Planning website to be updated as required.

Establishing shared language and essential components at this stage provides a necessary foundation for future institutional work related to documentation and reporting including course tagging, risk management, and policy work. The guidelines are a first step to strengthening Acadia's ability to clearly articulate and demonstrate the scope and quality of experiential learning already embedded within academic programs.

Curricular Experiential Learning Essential Components and Typology

Experiential Learning (EL) means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of

thinking. Through experiential learning, students apply and extend disciplinary knowledge, integrate theory with practice, and engage more actively with course concepts in authentic or applied contexts.

Curricular EL describes experiential learning that is for academic credit and/or serves as an academic program requirement. The use of 'curricular' differentiates this type of EL from extra- or co-curricular EL.

Essential components of curricular experiential learning at Acadia include:

1. **An Intentionally Designed Experience**

Experiential learning requires a deliberately planned experience that offers students meaningful, authentic engagement. The design ensures students actively participate in tasks aligned with the discipline, learning goals, and level of study.

2. **Clearly Articulated Learning Outcomes**

Learning outcomes provide clarity to students on the essential skills and knowledge they can expect to learn and helps them participate more confidently and purposefully in the experience. Learning outcomes also help ensure that assessment and reflections meaningfully capture the intended learning that matters most in the course.

3. **Guided Reflection**

Reflection occurs before, during, and after the experience and is supported through prompts, facilitation, or structured activities. Guided reflection helps students make meaning of their experience, deepen insight, and identify new skills, attitudes, or perspectives.

4. **Explicit Connections Between Theory and Practice**

Students must be supported in identifying and articulating the connections between their academic learning and the practical, professional, or community context of the experience. This linkage reinforces the relevance of disciplinary knowledge and strengthens applied understanding.

5. **Supervision, Mentorship, Support**

Students receive appropriate supervision or mentorship from faculty, staff, or external partners to ensure the experience is safe, ethical, and pedagogically meaningful. Continuous support helps students navigate challenges, maintain engagement, and achieve learning outcomes.

6. **Assessment and/or Evaluation of Learning** (Including partner feedback, where appropriate)

Evaluation processes ensure the experience meets academic standards and provides meaningful evidence of learning.

7. **Recognition with Academic Credit, Either in Full or as a Component of a Course**

Curricular experiential learning is formally recognized through course credit or designated course components. This recognition ensures that students' applied learning is validated within the academic program and is clearly reflected in their academic record.

Types of Curricular Experiential Learning

The following typology adapts the provincial Schedule J categories to the Acadia context, and outlines definitions and sample applications.

Note: Laboratory-based learning is a foundational and essential component of teaching and learning at Acadia, particularly in programs where hands-on, discipline-specific practice is central to student learning. While laboratories are experiential in nature, they are not identified as a reportable category within the Provincial Experiential Learning Typology (Schedule J) and therefore are not included in this framework. This exclusion reflects the scope of the provincial reporting requirements rather than their academic importance or value to student learning at Acadia.

Experiential Learning Type	Schedule J Criteria	Acadia Interpretation
Community and Industry Research Project	Students are engaged in research that occurs primarily in or associated with workplaces, includes: consulting projects, design projects, community-based research projects. The concept of workplace should be broadly understood: the corporation, small business, start-up, government department, not-for-profit, international organization, hospital or clinic, community garden, stage, writer's nook, museum are all examples of workplaces. To be very flexible, the idea of a 'place of impact' can be considered alongside a workplace – a place beyond academia in which a student hopes to impact or influence.	Students conduct research in or associated with a workplace or other "place of impact" outside academia, applying disciplinary knowledge to challenges beyond the classroom. Structured reflection and research formally assessed by faculty.
Community Service Learning	Students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the organization that helps strengthen communities. CSL is intended to benefit the service provider (the student) and the recipient (the community partner) while maintaining a focus on learning.	Students partner with a community organization to apply disciplinary knowledge to a community-identified challenge. Students receive feedback from the community-based organization, and structured reflection and community contributions are formally assessed by faculty.
Co-Operative Education (CO-OP)	Co-op consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back.	Co-op is a degree designation in approved programs that includes academic study and paid, discipline-related work terms as outlined in the Academic Calendar.

	In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length.	Students work performance is assessed by their supervisor, and final reflective assignment is assessed by faculty. The Co-op Program is administered centrally with the support of Career and Experiential Learning.
Creative Performance and Production	As part of a course or academic program requirement, students produce, manage, curate or participate in a dramatic, artistic, literary, dance or musical performance, exhibit or publication for an audience (virtual, live).	Students produce, manage, curate or participate in a dramatic, artistic, literary, dance or musical performance, exhibit or publication for an audience (virtual, live). Structured reflection and product and/or process are assessed by faculty.
Entrepreneurship	Students engage in the early-stage development of business start-ups and/or advance external ideas that address real-world needs for academic credit.	Students engage in the early-stage development of business start-ups and/or advance external ideas that address real-world needs. Structured reflection and entrepreneurial deliverables (e.g., business models, prototypes, pitches) are formally assessed by faculty.
Externship	This type of EL is intended to serve as category for CEL experiences that currently are described using words such as Apprenticeship, Internship, Practicum or Placement differently than the typology definition intends. Often these CEL experiences have learners engaging part-time with a workplace as part of a single academic course. The experience is structured and has opportunities for feedback to the learner. It can be paid or unpaid.	Students engage part-time in a structured, paid or unpaid workplace or professional setting linked to a single academic course, applying disciplinary knowledge to tasks under the guidance of a supervisor. Students receive feedback from the workplace supervisor, and structured reflection and course-related assignments are formally assessed by faculty.
Field Trips, Field Courses and Field Schools	Structured, for-credit group learning experiences which take place outside the traditional classroom. Teaching focuses topics which are enhanced by the academic, cultural, or environmental resources of the field course location. Can be domestic or international. In some cases, the entire course is outside the traditional classroom, in other cases the field element sits alongside classroom learning. Finally, a field course might also describe a scenario where a concrete experience that would usually take place outside of the traditional classroom is brought into the classroom to enhance learning.	Students participate in structured group learning experiences that take place outside the traditional classroom (or bring typically field-based experiences into the classroom), using the academic, cultural or environmental resources of the field setting to deepen understanding of course topics. Structured reflection and field-based assignments are formally assessed by faculty.

Field Placement	Provides students with an intensive part-time/short term intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.	Students engage in an intensive part-time or short-term hands-on experience in a setting relevant to their field of study, applying disciplinary knowledge to authentic tasks under the guidance of a workplace supervisor (not necessarily a regulated professional). Students receive feedback from the workplace supervisor, and structured reflection and course-related assignments are formally assessed by faculty.
Internship	Usually offers one discipline-specific, supervised, structured paid or unpaid, and for academic credit work experience or practice placement. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 12 to 16 months long.	Students engage in a supervised, structured, discipline-specific work experience or practice placement that is paid or unpaid and 12–16 months in length. Students receive feedback from the workplace supervisor, and structured reflection and internship-related assignments are formally assessed by faculty.
Land-Based Learning	Land-based learning is education, community and skills building or training that takes place outdoors in particular places of local significance, often on traditional Indigenous territories. The importance of building relationships and the bonding that occur on the land is emphasized, both with participants and educators as well as relationships with non-human relations.	Land-based learning is education, community and skills building or training that takes place outdoors in particular places of local significance, often on traditional Indigenous territories. The importance of building relationships and the bonding that occur on the land is emphasized, both with participants and educators as well as relationships with non-human relations. Structured reflection and land-based assignments are formally assessed by faculty, often developed in collaboration with community partners where appropriate.
Professional Practicum/Clinical Placement	Involves work experience under the supervision of an experienced registered or licensed professional (e.g., preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.	Students engage in supervised, practice-based work experience in a setting where a registered or licensed professional oversees their day-to-day work as part of a program that requires practice hours for professional licensure or certification. Placements are generally unpaid, and students contribute to service or care without holding an independent workload or caseload. Students receive ongoing feedback from the on-site registered or licensed professional, while a university

		practicum supervisor conducts check-ins/visits and completes formal assessment of defined practice competencies and any required reflective or placement-related assignments.
Simulation	As part of a course or academic program requirement, students adopt a character and represent this role within an approximation of the real world as part of the learning process.	Students participate in a structured, facilitated learning activity in which they adopt a role or character within an approximation of a real-world context to apply disciplinary knowledge, practice decision-making, and respond to complex scenarios. Structured reflection and simulation-related assignments are formally assessed by faculty.
Undergraduate Experiential Research	Student works to conduct a systematic and in-depth examination of a question / problem by applying the research traditions of their discipline. This form of EL provides students with an opportunity to consider a career in research. The knowledge translation (communication of findings) element of research, which is applicable to many workplaces, should be part of the experience.	Students conduct a systematic, in-depth investigation of a question or problem using the research traditions of their discipline, under the supervision of a faculty member or research mentor. The experience includes opportunities to communicate findings to audiences beyond the classroom. Structured reflection and research outputs (e.g., proposals, reports, posters, presentations) are formally assessed by faculty.
Work Experience	Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals. This term is generally used as an alternative to co-operative education when students in engage in a single work- term (as opposed to alternating work-terms).	Students complete one or two full-time work terms during their academic program in a workplace setting related to their field of study and/or career goals. These stand-alone work terms are integrated into the program but do not form a separate co-op degree pathway. Students' work performance is assessed by the workplace supervisor, and structured reflection and any work-term assignments are formally assessed by faculty.

VICE-PROVOST, ACADEMIC POLICY AND GRADUATE STUDIES REPORT TO SENATE – MARCH 2026

No announcements received as of the morning of March 9, 2026.

VICE-PRESIDENT STUDENT EXPERIENCE – MARCH 2026
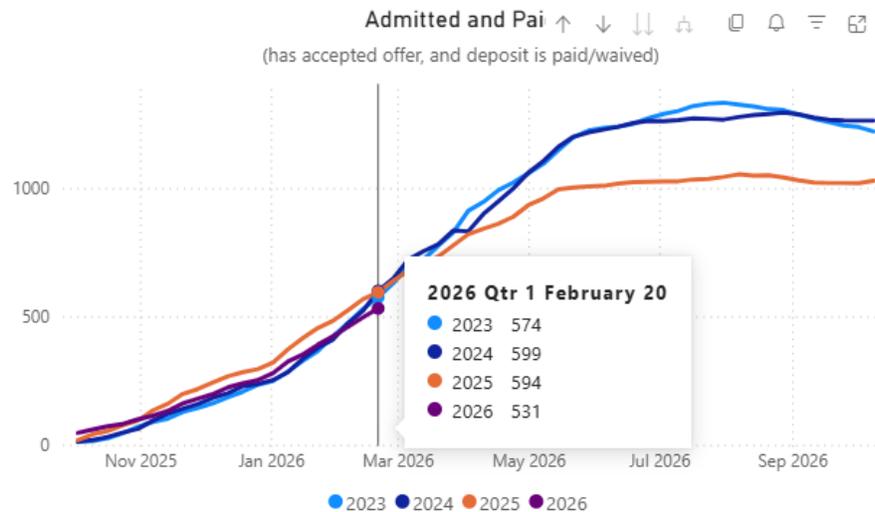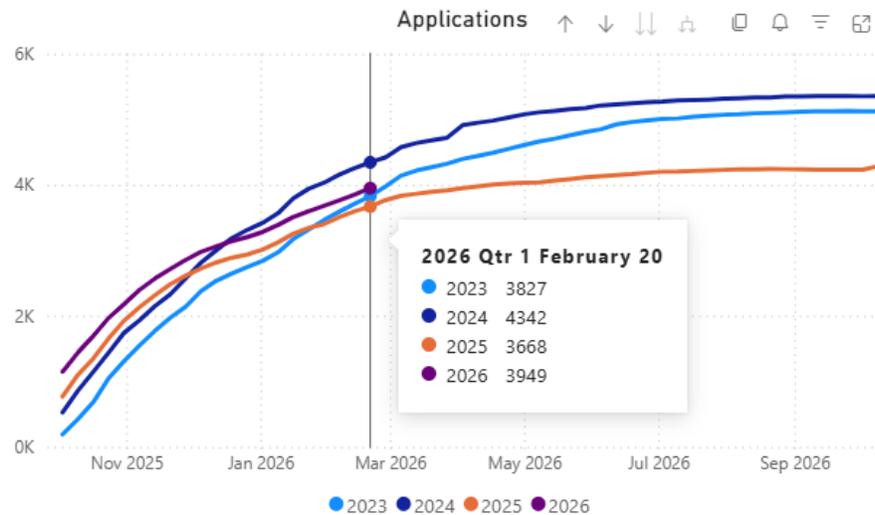
February 2026 Enrolment Update

Level-1 Applications and Admitted and Paid

As of February 20, 2026, our Fall 2026 applications are off to a strong start (up 7.7% over last cycle).

Our admitted & paid, however, are lagging (down 10.6%).

Unless the increased applications convert to admitted & paid, the positive momentum with applications is negated, as seen in the Fall 2025 recruitment cycle.

Applications

2026 Qtr 1 February 20
- 2023 3827
- 2024 4342
- 2025 3668
- 2026 3949

Admitted and Paid
(has accepted offer, and deposit is paid/waived)

2026 Qtr 1 February 20
- 2023 574
- 2024 599
- 2025 594
- 2026 531

ACADIA STUDENTS' UNION REPORT TO SENATE – MARCH 2026

Prepared by:

Zahide Çam - VP Academic and External, Acadia Students' Union

Academic Updates:

- Joining a Townhall with Sociology Society on March 10 at 12:30 in BAC353 (Sociology Lounge) to discuss how Schedule H may impact students.
- Continuing the regular meetings with the Acadia University Faculty Association (AUFA).

Advocacy Updates:

- Had a StudentsNS Open-Educational Resources Week Campaign run by the Students' Representative Council.
- Working on the institutional divestment advocacy.
- Distributed letter templates in respond to the Provincial Budget Cuts.
- On March 4, organized a march to support Ontario students in response to OSAP cuts.
- Hosting StFXSU, SMUSA and CBUSU for StudentsNS Transitions this weekend (March 13-15).
- Hosted Canadian Alliance of Student Associations and they gave a presentation to 200+ students at the ASU Special General Assembly.
- On March 4, ASU had a Special General Assembly about the Nova Scotia Student Strike happening March 15-21. The following motion was passed with 93% of 217 students present voting in favour of the Nova Scotia Student Strike (NSSS). Motion as presented at the Special Meeting of General Assembly:

  > WHEREAS rising tuition fees and inadequate public funding increase financial barriers for students, particularly those from lower-income backgrounds, leading to greater debt and pressure to work during their studies;
  > WHEREAS accessible post-secondary education is critical to the intellectual, social, and economic flourishing of students and society at large;
  > WHEREAS tuition reduction made possible by increased government funding would meaningfully improve access, affordability, and equity in higher education;
  > WHEREAS the Acadia Students' Union (ASU) is not affiliated with the Canadian Federation of Students (CFS), and its position is independent of external organizational affiliations;
  > BE IT RESOLVED THAT the Acadia Students' Union join in declaring a student strike between March 15-21, 2026;
  > BE IT FURTHER RESOLVED THAT the Acadia Students' Union support the specific demand of "tuition reduction made possible by increased government funding" by NSSS;
  > BE IT FURTHER RESOLVED THAT this support applies solely to the stated clauses and to student mobilization surrounding the strike.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE– MARCH 2026

No announcements received as of the morning of March 9, 2026.

Senate Admissions and Academic Standing (Policy) Committee. Approved by Committee Feb. 17th, 2026 for the information of Senate. Items updated to reflect standing practice.

1) Update to Dean's List Scholar Language

Dean's List Scholar

Dean's List distinction is considered annually at the end of the Winter term. To be eligible, undergraduate program-seeking students must achieve an SGPA of 3.70 or above and have completed a minimum of 9 credit hours (9h) in each Fall and Winter term (minimum 18 credit hours (18h) total). Students who participate in Co-op, study abroad, or exchange programs and have the equivalent of full-time status will be considered. Students with documented disabilities and respective accommodations for course loads will also be potentially eligible. The Dean's List notation will appear on the transcript.
Independent (non-degree) students and students enrolled in the Bachelor of Education (BEd) program are not eligible for Dean's List consideration.

This addition reflects transparently for students a practice that has been in place for years but not specified. This does not reflect a change in the policy or practice. It is simply stating it for all to see in the Calendar.

Current Language in 2025-2026 Academic Calendar:

Dean's List Scholar
Dean's List distinction is considered annually at the end of the Winter term. To be considered eligible, undergraduate students must achieve an SGPA of 3.70 or above and have completed a minimum of 9 credit hours (9h) in each Fall and Winter term (minimum 18 credit hours (18h) total). Students who participate in Co-op, study abroad or exchange programs and have the equivalent of full-time status will be considered. Students with documented disabilities and respective accommodation for course loads will also be potentially eligible. The Dean's List notation will appear on the transcript.

2) Update to Course Schedules Language

Course Schedules

The regular hours of the University are Monday to Friday, with classes running between 8:30 a.m. and 9:30 p.m. The University reserves the right to change the times and the academic instructor(s) of a course from those advertised in the official Timetable. A 3 credit hour course will have between 30 and 36 instructional hours.

As the Senate TIE Committee, and Senate have approved various years of academic dates with between 10 and 12 instances of teaching days, this update to the wording is accurately reflecting these decisions and schedules. A request to change dated "contact" to "instructional" was also approved by the Committee.

Current Language in 2025-2026 Academic Calendar:

Course Schedules

The regular hours of the University are Monday to Friday, with classes running between 8:30 a.m. and 9:30 p.m. The University reserves the right to change the times and the academic instructor(s) of a course from those advertised in the official Timetable. A 3 credit hour course will have a minimum of 36 contact hours.

3) Update to Academic Probation Policy Language

Academic Probation

Any student who obtains a sessional grade point average of at least 1.00 and less than 1.67, and who has not already incurred probation, will be placed on academic probation, but is eligible to re-register. Students on probation will be restricted to a maximum of 12 credit hours per term in the subsequent session and are required to participate in the Academic Success and Support Program (ASSP). A student who has achieved a term GPA of 3.0 in the Fall term may petition the Dean to be permitted to take 15ch in the Winter term.

The word "may" was replaced with "will". As part of the Standings process all students on probation are (and have been for years as per the Senate Appeals Committee) limited to 12ch. This addition reflects transparently for students a practice that has been in place for years but not specified. This does not reflect a change in the policy or practice. It is simply stating it for all to see in the Calendar.

Current Language in 2025-2026 Academic Calendar:

2. **Academic Probation**
   Any student who obtains a sessional grade point average of at least 1.00 and less than 1.50, and who has not already incurred probation, will be placed on academic probation, but is eligible to re-register. Students on probation may be placed on a reduced course load and are required to participate in the Academic Success and Support Program (ASSP).

4) Removal of Statement in Academic Calendar

Release of Grades to Students

Instructors are requested not to give any information regarding mid-year or final grades to students. Grades are to be submitted to the Registrar's Office and are only available to students through Colleague Student Self-Service.

This statement is no longer accurate or applicable and hasn't been for some time.

Faculty Support Committee – Update to Senate: Student Course Experience Surveys
February 2026

Background

At its meeting of September 8, 2025, Senate approved the motion to dissolve the Course and Teaching Effectiveness Ad Hoc Committee and to transfer its remaining mandate to the Faculty Support Committee.

Since the Ad Hoc Committee's last report to Senate, the University and the Faculty Association ratified the 17th Collective Agreement. The new agreement includes updated language regarding student surveys (Article 15.55), clarifying Senate's authority over survey content while also establishing clear conditions governing the use of survey results in Career Development processes.

Transition and Work Plan

In its transition report to Senate (October 2025), the Faculty Support Committee outlined a work plan to:

1. Review the work completed by the former Ad Hoc Committee;
2. Establish a representative working group with appropriate terms of reference for 2025-2026;
3. Provide a progress update to Senate.

Initial outreach to recruit members to a working group was unsuccessful. In January 2026, the Committee regrouped and adjusted its approach to prioritize the student course survey mandate and revised the scope of the work to focus on three priority areas for the surveys:

1. Review of the existing work completed by the Ad Hoc Committee;
2. Develop and recommend a common course experience survey instrument for Senate approval;
3. Present to the Administration options towards an institutional online survey platform to support consistent and secure delivery in accordance with the requirements in the 17th collective agreement.

Work to Date

The Faculty Support Committee's work is now well underway.

- The Committee has met three times in Winter 2026
- Two former members of the Ad Hoc Committee were invited to present to the FSC to ensure continuity and institutional memory
- The committee reviewed the Ad Hoc Committee's work and has begun drafting a proposed core set of survey questions
- Meetings have been held with Technology Services to review platform requirements and availability of options
- Peer institutions in Atlantic Canada have been consulted regarding survey administration platforms
- Consultations and exploration of vendors has begun

Recommendation for Winter 2026 Survey Administration and Timeline

The Committee reports to Senate that it would not be appropriate to introduce a new institutional survey instrument midway through the Winter 2026 semester, as faculty were not provided the instrument prior to the term start date.

The Committee anticipates presenting its work to Senate for the May 2026 meeting. Pending Senate approval and any required consultations, implementation of the new survey instrument could be expected for the 2026-2027 academic year.

Respectfully submitted,

Lauren Wilson Finniss, Chair

Senate Research Committee
Report – March 2026

Members:

Liam Swiss (Arts)	René Murphy (Professional Studies)
Iain Beaton (Pure and Applied Science)	Spencer Boersma (Theology)
Ann Smith (Librarian)	Mark Mallory (Canada Research Chair)
Nola Morey (Graduate Student)	Kate Ashley (Vice-Provost Academic Policy and GS)
Honours Student: vacant	Director of a Research Centre: vacant

Guest: Peter Ludlow (Vice-Provost, Research and Innovation)

The Senate Research Committee (SRC) met on 2 October 2025, 4 November 2025, and 10 February 2026.

The SRC has been discussing its mandate to receive annual reports from Research Centres and Institutes, with the aim of developing a process for doing so.

The SRC met with the Director of the proposed Health and Wellness Institute to review the proposal, and the SRC supports the creation of the Institute. The SRC is satisfied that the interdisciplinary Health and Wellness Institute meaningfully advances one of Acadia's core strategic research pillars – Health and Wellness – while also aligning with Acadia's five research principles, including the promotion of diverse research methodologies; a strong commitment to equity, diversity, inclusion and accessibility (EDIA); robust student engagement; and demonstrable real-world impact. To ensure long-term viability, the committee has recommended that a comprehensive 5–7-year budget be developed and that a process for appointing and renewing the director be developed.