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Minutes of the Senate Meeting of Monday December 13th, 2021.

A meeting of the Senate of Acadia University occurred on Monday December 13th beginning at 4:00 p.m., with Chair A. Kiefe presiding and 43 Senators and 1 guest present. This was a Teams meeting due to the University pandemic operations.

1) Approval of Agenda

The Chair called the meeting to order, noting that there was quorum at present and thanked Senators for meeting virtually.

Motion to approve the agenda. Moved by D. Benoit and seconded by S. Currie.

The Chair asked for Item 6) a) to be moved up on the agenda. It would now follow Item 3).

MOTION TO APPROVE AGENDA AS REVISED CARRIED.

2) Minutes of the Senate Meeting of Wednesday 6th October, 2021

Motion to approve the Senate minutes of October 6th, 2021. Moved by M. Robertson and seconded by J. Dymment.

MOTION APPROVED. ONE ABSTENTION.

3) Minutes of the Senate Meeting of Monday 8th November, 2021

Motion to approve the minutes of November 8th, 2021. Moved by D. Rice and seconded by V. Provencal.

MOTION APPROVED. ONE ABSTENTION.

4) Proposed Curriculum Changes to Graduate Programs from the Graduate Curriculum Committee

a) Motion to approve the proposed modifications to graduate programs in Earth and Environmental Science and in Biology

Motion to approve the proposed modifications to graduate programs in Earth and Environmental Science and in Biology. Moved by D. Benoit and seconded by S. Currie.

MOTION APPROVED UNANIMOUSLY.

b) Motion to approve the proposed curriculum changes to graduate

Motion to approve the proposed Curriculum changes to graduate programs in the School of Education. Moved by J. Dymment and seconded by C. Haigh.

programs in the School of Education

J. Dymant summarized the changes, noting that these were in response to recommendations from the M.Ed. external review. These included the removal of the M.Ed. Leadership program. Documentation in the University Calendar was being corrected. Changes were also occurring for the M.Ed. Counselling program with the addition of two new courses and the intention to meet accreditation requirements. Dental benefits would be offered to students in the Doctoral program.

J. Fowles asked whether the two Thesis courses (EDUC 5066 and 5966) would be influenced by the Colleague system, since it appeared that under Colleague, six credit hour courses needed to be changed into two three credit hour courses.

J. Dymant felt that these courses could remain as 5066 and 5966.

A. Quema asked how these could be incorporated into the Colleague system.

J. Dymant pointed out that although these were six credit hour courses they fell into a single semester.

C. Haigh agreed that one of the courses occurred during a single semester, but that the Thesis 5966 course would be changed along with all other Graduate courses.

C. Mutlu asked whether it was typical to have changes to the academic Calendar approved by Senate.

The Chair stated that this was the case. She noted that for the last few years items had been provided to Senate for approval, with respect to policy changes proposed by the Admissions and Academic Standing (Policy) committee, for example.

C. Mutlu had seen Calendar changes in the past that had not come to Senate for approval. He asked whether a reference document existed outlining how changes were made.

The Chair was not aware of such a reference document but felt that if anything fell within the purview of Senate it should be brought to Senate for approval. She was not aware of substantive academic changes that had been made to the Calendar without Senate approval in recent years but asked that any such items be communicated to the Chair and Registrar.

A. Quema asked whether the change to Thesis courses that resulted from Colleague system requirements would need to be presented to Senate for approval.

The Chair asked that the question be posed during Question period later in the meeting.

MOTION APPROVED. ONE ABSTENTION.

5) Announcements:

From the Chair:

The Chair noted that regrets had been received from D. Keefe, L. Robinson, P. Doerr, A. Pash, R. Seale, R. Murphy, C. Callbeck and P. Leonard. J. Dymont, L. Carlsson and H. Saunders would be leaving early. H. Chipman would be attending as a guest from the T.I.E. Committee later in the Senate meeting.

The Chair stated that Senate Executive had met recently and had recommended that the Question Period be moved to later in the Senate meeting. The Chair suggested that Senators could forward questions for the President or the Provost and VPA to her and the person the question is being directed to in advance. Those questions would be placed at the top of the speakers' list. This may also enable a more fulsome response from those being asked.

From the President

President Ricketts pointed out that since his written report had been submitted there had been a significant increase in Covid cases in Nova Scotia, the result of one event, and that this was resulting in some phase four restrictions being reimposed by the Province. He commented that these would be reviewed later that evening and that a communication would go out to the campus community to update campus protocols. He expected that there would be immediate implications for final examinations. Acadia currently had two positive cases of Covid but he noted that these students had been isolating since the previous week. Other students were also isolating as a precaution. A proactive stance was being taken.

President Ricketts stated that Dr. Strang had reported that 40 of the positive cases in the Province were the Omicron variant and it would take time for the infectious disease experts to determine whether this was more infectious but less severe in its symptoms.

President Ricketts stated that upcoming nonessential gatherings would now be cancelled.

D. Seamone asked how people were informed when there were Covid exposures in the classrooms.

President Ricketts stated that there had only been one classroom exposure and all of the students in the class had been asked to get tested and monitor symptoms, if any. This was a class in the Divinity College.

From the Provost and VPA

D. Keefe was not present and there were no questions on his written report.

From the Associate VP Research, and Dean of Graduate Studies

There were no questions for A. Redden.

From the President of the ASU

A written report had been submitted late and will be incorporated into the agenda details.

M. Stanbrook stated that several weeks ago the SRC members had been in Halifax for the Students Nova Scotia week-long Advocacy Conference. This allowed them to meet with politicians and decision-makers and advocate on various topics such as housing, employment opportunities, innovation, and student well-being and health care.

M. Stanbrook noted that they had recently offered a succulent give away event in the KCIC, linked to the Acadia Mental Health Initiative.

M. Stanbrook stated that the 'Tenants' Rights Guide was now completed.

**From the College of
Divinity and Faculty of
Theology**

A. Robbins stated that the College of Divinity had received a grant of 1.25 million dollars from the Lilly Endowment to help to establish a Futuring Lab which would present a dynamic space to conduct research on trends and developments that impact the future of theological education.

Other Announcements

There were no other announcements.

6) Old Business

**a) Transition Reports from
Senate Sub-Committees**

**i) Awards Committee
transition report**

The Awards Committee transition report was received.

**ii) Research Committee
transition report**

The Research Committee transition report was received.

**iii) Graduate Studies
Committee transition
report**

The Graduate Studies Committee transition report was received.

**iv) Honours Committee
transition report**

The Honours Committee transition report was received.

**v) Senate Curriculum
Committee (Policy)
transition report**

M. Bishop stated that the membership of the committee would be included in the next report to Senate.

The Curriculum Committee (Policy) transition report was received.

**b) Motion from the
Admissions and
Academic Standing
(Policy) Committee**

Motion to clarify language regarding second undergraduate degree requirements. Moved by S. Currie and seconded by C. Haigh.

S. Currie explained that this motion was intended to clarify the language to reflect what currently occurred.

M. Bishop agreed that this language intended to clarify what students had been doing for some time when taking two degrees at the same time.

MOTION APPROVED UNANIMOUSLY.

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

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

The Chair pointed out that this motion had been tabled at the last meeting of Senate and would now be taken off the table for further debate.

The mover and seconder of the original motion offered to remove (6h) from line two of the motion which would now read:

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

V. Provencal stated that the motion was intended to affirm what the job of Senate was as compared to the job of the Senior Administration. He felt that a technical system demand was resulting in not being able to offer full-year courses as full-year courses and he noted that this was offensive to faculty members who would need to alter their pedagogy as a result. He stated that it was the role of the Administration to serve the mandate of Senate, and not the other way around.

A. Quema commented that M. Bishop had proposed a technical answer to the situation whereby a student would enrol in part one of a course and would not receive a final grade until they had enrolled in the second part of the course and completed it. She stated that this presented a curriculum problem because instead of curriculum changes coming from the floor up and through academic units; now curriculum changes would be done in reverse in order to satisfy a technical solution. This approach would set a precedent for departing from the traditional curriculum process.

D. Benoit felt that it would be worthwhile to look and see where the communication around this issue had broken down. He recalled being told that the new system would manage courses only on a term-by-term basis and that the thesis course would need to be accounted in two halves which would not affect the pedagogy of the course.

D. Benoit was surprised that this was a huge concern for faculty and he felt that there was a great deal of misunderstanding. This was merely an accounting issue and he noted that the lack of communication had caused the misunderstanding.

D. Seamone agreed with A. Quema's comments and was in support of the motion. D. Seamone felt that an add-on could have been purchased for the

Colleague system so that no courses needed to be split. Financial decisions were determining the situation.

H. Teismann agreed that technical issues were being considered ahead of curriculum and pedagogy. He asked Senators to consider what other aspects of their academic activities were affected by this approach and he noted that both academic administrators and faculty were extremely frustrated by the way in which the Colleague system had been introduced.

MOTION APPROVED AS AMENDED. SIX ABSTENTIONS.

7) New Business

a) Academic Planning Committee Pre Budget Report to Senate

S. Currie offered to answer any questions. The report was presented for information and the recommendations were coming from the Academic Planning Committee. These recommendations would provide information for the Provost and the Deans as the budget process developed.

S. Currie noted that this was the first time that this had been offered and was a demonstration of the academic mission driving the budget process at the University.

V. Provencal disagreed and did not feel that academic concerns were being put first and stated that very little detail had been provided in the report.

S. Currie responded that this was more of a timing issue, in that academic issues were being brought into the budget process at an earlier point; rather than after budgetary decisions had been decided upon.

S. Currie noted that more detail would be available once the Academic Plan was complete. However, the recommendations had been received from a number of different academic units including the Library, Teaching and Learning, and Research and Graduate Studies.

K. Pinder asked whether the list was in an order of hierarchy or cost.

S. Currie stated that there was no particular order to the list and that all areas were equally important.

The Chair asked whether these recommendations would go to the Budget Advisory Committee.

S. Currie expected that President Ricketts and the VPs would initially receive these recommendations. She also expected that these might go to the Budget Advisory Committee.

A. Quema asked about recommendation #1 and whether all of the 24 positions that had been requested by Faculties had been included in the APC ranking.

S. Currie stated that all of these had been ranked by the APC. 10 positions had been authorized to date.

A. Quema asked whether Deans could present this document to their Faculties for discussion.

S. Currie agreed that this was to be encouraged.

- b) **Motion that the T.I.E. Committee recommends to Senate adoption of the proposed calendar dates for the 3 academic years 2023-2024, 2024-2025 and 2025-2026 and that the following principles to be used when preparing the academic dates. (attached)**

Motion #1 that the T.I.E. Committee recommends to Senate adoption of the proposed calendar dates for the 3 academic years 2023-2024, 2024-2025 and 2025-2026 and that the following principles to be used when preparing the academic dates

and

Motion #2 that the “Academic Date Preparation Guidelines” be amended to include: “In the event that a holiday falls on a weekend, and the holiday is to be observed on a weekday, that the observance be on Friday”.

Moved by M. Robertson and seconded by L. Narbeshuber.

H. Chipman discussed the guidelines and principles and also the amendment in Motion #2. He pointed out that the new Truth and Reconciliation Day added an extra Holiday in the Fall and that Remembrance Day would always fall on the same calendar day of the month. Should these fall on a Monday that would result in many being lost so the intention of the motion was to observe these on a Friday instead of a Monday, were they to fall on a weekend.

V. Provencal was concerned about the first principle which explained that class hours lost due to holidays would be rescheduled and accounted for in the academic dates, and that it was possible that these hours could be scheduled on days other than the regular class meeting days.

H. Chipman reminded Senators that this principle had been previously adopted by Senate. He noted that in 2024-2025 the two Holidays noted earlier would both fall on a Monday. In that instance too many Mondays would be missed and as a result December 4th, which was the last day of classes and a Wednesday, would be treated as a Monday.

V. Provencal was not familiar with rescheduling of classes and asked if he would be expected to teach on a weekend.

The Chair asked whether the Collective Agreement restricted teaching on the weekend.

V. Provencal had consulted with AUFA but did not have a definitive answer. He recognized that this principle was already in place.

D. Seamone thanked the T.I.E. committee for their work. D. Seamone was concerned about the reduction in the number of study days provided prior to examinations.

H. Chipman pointed out that two study days had been allowed for in both the Fall and Winter term ever since Senators had previously voiced these concerns when the timetable had dropped to only one study day.

The Chair noted that the addition of a Fall study break in recent years and the introduction of Truth and Reconciliation Day this year had further added to the timing constraints of the Fall term.

H. Teismann pointed out that 12 weeks of classes used to equal 36 hours of classes.

H. Chipman agreed that this was the case.

H. Teismann felt that the terms were too compressed and stated that many institutions started classes prior to Labour Day.

H. Chipman agreed that it was the case that some institutions start classes earlier than Acadia.

The Chair stated that some institutions had been holding the study break on the week of Remembrance Day and asked whether the T.I.E. Committee had revisited discussion of the timing of the Fall study break as a way of reducing the number of missed days in the Fall term.

H. Chipman stated that student surveys conducted a few years ago suggested that Remembrance Day was felt to be too late in the Fall term to have the break. Holding the break at the end of October was still seen as preferable.

P. Arnold addressed the issue of compressed term time and stated that the Tuesday/Thursday 1.5 hour classes resulted in 21 in total whereas they used to be 24. He pointed out the challenges for programs with accreditation and noted his concerns.

MOTION ONE AND TWO APPROVED. SEVEN ABSTENTIONS.

c) For discussion and information: Resolution from the Faculty of Arts Council re: the Strategic Academic Plan

For discussion and information: Resolution from the Faculty of Arts Council re: the Strategic Academic Plan.

The Chair noted that this was not a motion, but a communication from the Faculty of Arts Council.

V. Provencal stated that a motion would likely be brought to Senate in the new year requesting that Senate postpone any motion to approve the Acadia Academic Plan.

The Chair stated that D. Keefe had provided information as he was not able to be present at Senate. He had stated that the feedback from the Faculty of Arts Council was welcomed and would be reviewed and considered by the Academic Planning Committee in the new year before the Academic Plan came back to Senate.

The Chair requested that any motion brought to Senate be specific in terms of either timing or conditions being met. Providing an event specific postponement or a time specific postponement would be helpful for clarity.

V. Provencal agreed that this would be discussed further and he noted that the Provost and VPA was willing to attend a Faculty of Arts Council meeting for discussion as well.

8) Question Period

H. Teismann asked A. Redden to address reports that changes to the procedures for procurement of equipment and materials for research grants were proving to be unnecessarily onerous and time consuming for researchers. These changes were cutting into researchers' time and causing concerns.

A. Redden indicated that she was aware of recent changes to the procurement process and the creation of extra workload for faculty. She noted that procurement fell under the purview of the VP Finance and Administration. She agreed to pass these concerns on to the VPs, C. Callbeck in particular.

D. Looker pointed out that acadia-fyi communication had been suspended for some time now as the result of the actions of one person. D. Looker commented that acadia-fyi was an important communication tool and was a rare channel to have at a University. She asked for this to be reinstated with new guidelines as soon as possible and she urged the administration to act promptly.

H. Teismann agreed.

President Ricketts responded that acadia-fyi was discontinued because of a number of incidents and not just the actions of one person. He stated that this was a liability for the Institution and stated categorically that this would not be reinstated as an unmonitored communication system.

President Ricketts stated that there were other avenues available for the posting of events or selling items. The VP Finance and Administration had been charged with finding other avenues for communication.

The Chair asked whether an 'Acadia Events' email could be put in place. She stated that academic talks, performances, and other events were critical activities of the university, and that having a mode for communication of those events was important.

President Ricketts commented that an events calendar already existed but that it was not widely used.

The Chair asked whether a digest or email listserv could be linked to the events calendar so that it was more useful and visible.

D. Seamone asked that there be consultation with various interest groups because one of the functions of acadia-fyi had been community building. She asked that C. Callbeck consult with others.

N. D'Amato commented that there had not been sufficient time for discussion during Question Period on this occasion.

The Chair agreed that time was short today but pointed out that items of business had needed to be dealt with. She encouraged Senators to add items to the agenda in addition to submitting questions ahead of time.

9) Other Business

There was no other business. The Chair thanked Senators for attending and wished them a restful break.

10) Adjournment

Motion to adjourn at 6:05 p.m. Moved by V. Provencal.

ORIGINAL SIGNED

R. Hare, Recording Secretary

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

Dear Senators,

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

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

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

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

Respectfully,

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

**Research Committee
Fall 2021 Report to Senate**

Membership (N=10) for 2021/2022:

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

Arts Faculty: Lesley Frank

Professional Studies Faculty: Matt Vierimaa

P&A Science Faculty: Mojtaba Kaviani

Theology Faculty: Spencer Boersma

Librarian: Mike Beazley

Canada Research Chair: Mark Mallory

Director of Research Centre (or Institute): TBA

Graduate Student: Nikki Jamieson

Undergraduate Student: Emmarie Hallin

Chair: Anna Redden

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

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

Goals and priority activities for the coming year:

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

Respectfully submitted,

Anna Redden, Chair

Associate VP Research & Dean of Graduate Studies

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

Membership (N=21) for 2021/2022:

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

Graduate Program Coordinators:

Masters (14):

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

PhD (1): Educational Studies - H. Hemming

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

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

Chair: Anna Redden

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

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

Goals and priority activities for the coming year:

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

Respectfully submitted,

Anna Redden, Chair

Associate VP Research & Dean of Graduate Studies

**Honours Committee
Fall 2021 Report to Senate**

Membership (N=11) for 2021/22:

Dean of Research & Graduate Studies: Anna Redden ex-officio (Transition Chair)

Registrar: Mark Bishop ex-officio

Arts: Andrew Davis

Arts: Christian Thomas

Prof. Studies: Stephen MacLean

Prof. Studies: Claire Mallin

P&A Science: Matthew McSweeney (new Chair)

P&A Science: Morgan Snyder

Honours Student (Arts): Claire Kim

Honours Student (Prof. Studies): vacant

Honours Student (P&A Science): Carolyn Smith

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

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

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

Goals and priority activities for the coming year:

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

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

Report of the Senate Curriculum Committee (Policy)

Meeting Date Nov. 1, 2021

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

Meeting dates and modality.

The Committee agreed to meet via Teams.

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

Duties of the Committee:

Duties:

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

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

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

Respectfully submitted,

Mark Bishop

Admissions and Academic Standing Committee (Policy)

Senate Motion

November 8, 2021

Motion: To clarify language regarding second undergraduate degree requirements

Current Language

Second Undergraduate Degree Requirements Current Language:

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

Proposed Language

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

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

Proposed Curriculum Changes to Graduate Programs

FPAS Summary – Graduate Courses Curriculum Changes – NOV 2021

Biology:

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

Earth & Environmental Science:

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

School of Education:

Education (MEd)

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

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

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

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

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

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

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

Admission Requirements

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

- Applicants to all MEd programs must have at least a B average (73-76%) in the final two years of full-time equivalent (60 credits) university study, including coursework in undergraduate degree(s) and any graduate work completed. Applicants to the MEd Counselling Agency Stream must possess a relevant four-year undergraduate degree or its equivalent (refer to #9 at: <https://med.acadiau.ca/faq.html>).
- Applicants to all other MEd programs must possess a Bachelor of Education degree or its equivalent (e.g., NS Teachers College plus an undergraduate degree).

- **Two references are required as part of your application: one academic reference from a current or recent instructor/teacher/professor; and, one professional reference from someone other than an instructor/teacher/professor who would be familiar with your work yet not a family member. References from instructors in courses you are currently taking are admissible. If you have not taken a course (undergraduate or graduate) in the last five years, you may substitute the required academic reference with a professional reference. This is the only circumstance in which two professional references are acceptable.**

•

- ~~• Two years of paid, full-time equivalent, post-degree teaching or related experience is required.~~

- ~~• Two current arm's length references from persons conversant with the applicant's academic and professional abilities are required. One is to be an academic reference from a recent instructor/teacher/professor. The other is to be a professional reference from an individual familiar with the applicant's professional performance. If the~~

~~applicant has not taken a course (undergraduate or graduate) in the last five years, two professional references may be submitted. This is the only circumstance in which two professional references are acceptable.~~

MEd (Counselling) Additional Admission Requirement

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

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

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

MEd (Inclusive Education) Additional Admission Requirement

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

- Two years of successful teaching or related experience AFTER the B.Ed. has been conferred.

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

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

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

MEd (Curriculum Studies) Additional Admission Requirement

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

- Two years of successful teaching or related experience AFTER the B.Ed. has been conferred.

Transfer Credits

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

Application Deadlines

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

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

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

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

Financial Assistance

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

MEd Program Requirements

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

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

MASTER OF EDUCATION (CURRICULUM STUDIES)

Students must complete 30h:

General Program:

Required courses (9h):

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

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

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

Thesis Students (9 hr)

- ~~Students doing the thesis MEd will choose~~ EDUC 5966 and (EDUC 5113 or EDUC5523.)

MASTER OF EDUCATION (COUNSELLING)

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

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

Requirements for all Students (39h)

- EDUC 5513, EDUC 5003, EDUC 50D3, EDUC 5033, EDUC 5066, EDUC 5133, EDUC 50J3, EDUC 50F3, EDUC 5543, EDUC 5583, EDUC 5623, EDUC 5343, EDUC 5353, EDUC 50E3

School Counselling Stream (3 h)

- EDUC 50C3

Agency Stream (3 h)

- EDUC 50K3

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

Non-Thesis Students (6 h)

- Two 3h electives selected from graduate counselling courses offered by the School or approved graduate courses offered by other departments or schools that will bring total credit hours earned to 48.

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

Thesis Students (9 h)

- EDUC 5966 and EDUC 5113

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

MASTER OF EDUCATION (INCLUSIVE EDUCATION)

Students must complete 30h as follows:

Required courses for all students (9h)

- EDUC 50H3, EDUC 5063, EDUC 5303, EDUC 5513 or EDUC 50G3

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

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

Thesis Students (9 h)

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

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

MASTER OF EDUCATION (LEADERSHIP)

Students must complete 30h as follows:

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

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

~~Students doing the thesis will choose EDUC 5966 and EDUC 5113 or EDUC 5529.~~

~~Non-thesis students may substitute EDUC 5063 Research Literacy for EDUC 5513 Research Design as their required research course.~~

Full-/Part-Time Status

Candidates may complete requirements for Master of Education programs through part-time study. Selected graduate courses in education are offered through Open Acadia. It is the student's responsibility to plan so that all program requirements are completed, seeking advice from the Graduate Education Coordinator, as may be required. Students interested in part-time study should access course scheduling information from Open Acadia, which is available from their website. Part-time students enrolled in the Counselling program should plan one year in advance for the required 500-hour block practicum for which they must be available on a full-time basis for four months.

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

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

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

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

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

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

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

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

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

Note: Not all elective courses are available annually.

Policy

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

Education (PhD)

Program Contacts

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

Ellen MacDonald
PhD Program Assistant
Email:
ellen.macdonald16@msv
u.caPhone: 902-457-
6465

The PhD in Educational Studies is offered in a collaborative partnership with Mount Saint Vincent University, Acadia University and St. Francis Xavier University. The research-oriented doctoral program is jointly administered by the Inter-University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university based on the location of their supervisor, and graduate from that Home Institution of Record.

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

Admission Requirements

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

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

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

English Language Proficiency

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

Application Process and Deadlines

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

- a) Applicants apply for their institution of choice (the Mount, Acadia or St. F. X.) through the Doctoral Program Office by November 15 for July 1 entry;
- b) The IDAC will review all applications and, by majority agreement, recommend acceptance of applicants to the participating institutions;
- c) For any applicants recommended to Acadia, the Doctoral Program Coordinator will assign an appropriate program (research) advisor;
- d) Acadia's Graduate Studies Office will inform the applicant, in writing after March 1, regarding the decision of the IDAC. Acadia becomes the Institution of Record for all doctoral students formally admitted to Acadia University;
- e) In addition to specific doctoral program requirements and regulations, Acadia students are bound by the regulations and procedures pertaining to graduate studies at Acadia

(<https://gradstudies.acadiau.ca/home.html>);

- f) Each pro-tem advisor (dissertation supervisor) will arrange for an entry meeting for their student(s) to develop a preliminary program plan and an initial outline of the proposed research area. This preliminary plan will be submitted in writing to the IDAC for approval using the Final Plan of Study Form (within a time frame specified by the IDAC), through the Doctoral Program Coordinator. Normally, this plan is completed before the July 1 start date.

Financial Assistance

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

Health and Dental

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

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

PhD Program Requirements

All of the following are required courses: EDUC 8109 (Comprehensive Portfolio: Research/Scholarly Portfolio), EDUC 899Z (Dissertation and EDUC 8990 Dissertation Continuation), EDUC 8013 (Foundations of Educational Inquiry), EDUC 8023 (Methodological Perspectives on Educational Research), EDUC 8033 (Doctoral Seminar: Contemporary Educational Theory), EDUC 8043 (Focused Educational Studies (based on current roster of PhD students)), EDUC 8053 (Advanced Research Seminar: Focus on Methods)

Required/Electives Courses

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

EDUC 8063 and EDUC 8073 Special Topics

Educational Studies EDUC 8083 and EDUC 8093

Independent Study

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

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

Academic Standing

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

ACADEMIC PLANNING COMMITTEE

Pre-Budget Report to Senate

December 13, 2021

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

Background

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

Recommendations

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

Recommendation 1: Investment in the Faculty Complement

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

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

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

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

- All three Faculties & RGS identified this as a priority
- At the Senate meeting in October, there was discussion that we need to do more
- Identified in external program reviews as a gap

Recommendation 4: Pedagogical and Technological Development Support

- Need identified in CTLE and Faculty plans

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

Recommendation 5: Career Services Support

- Need for Career Services support identified by several plans

Recommendation 6: Non-Faculty Positions

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

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

MOTION 1:

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

Principles

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

2023-2024 Fall/Winter Academic Dates*

Fall 2023								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 11 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 10
Sept. 6 th (W)	Sept. 15 th (F)	Oct. 30 th - Nov. 3 rd	Nov. 17 th (F)	Dec. 5 th (T)	Dec. 6 th , 7 th (W/Th)	Dec. 8 th (F)	Dec. 19 th (Tu)	
Winter 2024								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 11
Jan. 8 th (M)	Jan. 17 th (W)	Feb. 19 th -23 rd	Mar. 8 th (F)	April 5 th (F)	Apr. 6 th -7 th (S/Su)	Apr. 8 th (M)	Apr. 18 th (Th)	
Intersession 2024								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring (6 week)								
Spring 1 (3 week)								
Spring 2 (3 week)								
Summer (6 week)								
Summer 1 (3 week)								
Summer 2 (3 week)								
Key Dates 2023-2024 Labour Day: Monday, September 4, 2023. No classes scheduled. National Day for Truth and Reconciliation: Saturday, September 30 th , 2023. Observance: Friday, September 29 th . No classes scheduled. Thanksgiving: Monday, October 9, 2023. No classes scheduled. Remembrance Day: Saturday, November 11, 2023. Remembrance Day Observance: Friday, November 10 th . No classes scheduled. Nova Scotia Heritage Day Holiday: Monday, February 19, 2024. No classes scheduled. Good Friday: Friday, March 29, 2024. No classes scheduled. Convocation: Sunday & Monday, May 12-13, 2024. Victoria Day: Monday, May 20, 2024. Canada Day: Monday, July 1, 2024.								

2024-2025 Fall/Winter Academic Dates*

Fall 2024								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 10* Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Sept. 4 th (W)	Sept. 13 th (F)	Oct. 28 th - Nov. 1 st	Nov. 15 th (F)	*Dec. 4 th (Wed) This will act as a Monday.	Dec. 5 th -6 th (Th/F)	Dec. 7 th (Sa)	Dec. 18 th (W)	
Winter 2025								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Jan. 6 th (M)	Jan. 15 th (W)	Feb 17 th -21 st	Mar. 7 th (F)	Apr. 4 th (F)	Apr. 5 th , 6 th (S/Su)	Apr. 7 th (M)	Apr. 17 th (Th)	
Interession 2025								
Classes Start		Classes Start	Last Day to Add	Last Day to Withdraw		Classes End/Final Exams		
Spring (6 week)								
Spring 1 (3 week)								
Spring 2 (3 week)								
Summer (6 week)								
Summer 1 (3 week)								
Summer 2 (3 week)								

Key Dates 2024-25

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

2025-2026 Fall/Winter Academic Dates*

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

Summer 1 (3 week)					
Summer 2 (3 week)					
Key Dates 2025-26 Labour Day: Monday, September 1, 2025. No classes scheduled. National Day for Truth and Reconciliation: Tuesday, September 30 th , 2025. No classes scheduled. Thanksgiving: Monday, October 13, 2025. No classes scheduled. Remembrance Day: Tuesday, November 11, 2025. No classes scheduled. Nova Scotia Heritage Day Holiday: Monday, February 16, 2026. No classes scheduled. Good Friday: Friday, April 3, 2026. No classes scheduled. Convocation: Sunday & Monday, May 10-11, 2026. Victoria Day: Monday, May 18, 2026. Canada Day: Wednesday, July 1, 2026.					

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

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

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

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

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