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Minutes of the Senate Meeting of Monday January 16th, 2023.

A hybrid meeting of the Senate of Acadia University occurred on Monday January 16th, 2023 beginning at 4:00 p.m., with Chair A. Kieft presiding and 46 Senators present and one guest. The meeting took place in the Langley Classroom, Divinity College, with 15 members attending in person and 31 members attending using Zoom.

1) Approval of Agenda

The Chair called the meeting to order, noting that there was quorum at present.

The Chair read the Territorial Acknowledgement.

Motion to approve the agenda. Moved by S. McAlear and seconded by C. Stanley.

D. Duke asked for one spelling of the word Academic to be corrected in Item 4) b).

MOTION TO APPROVE AGENDA AS AMENDED CARRIED.

2) Minutes of the Meeting of Senate – Monday December 12th, 2022

Motion to approve the Minutes of Monday December 12th, 2022. Moved by T. McGillivray and seconded by V. Zamlyunny.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements:

a) From the Chair:

The Chair announced regrets from H. Teismann and H. Hemming. H. Chipman was attending as a guest on behalf of the T.I.E. Committee and representing the Math and Stats Department. L. Robinson and J. Colton would be arriving late and P. Arnold needed to leave early.

b) From the President:

President Ricketts wished a Happy New Year to all Senators. He detailed a virtual meeting with Dr. R. Strang and the Deputy Health Officer to focus on the issue of Meningitis B and concerns since there had recently been two student deaths at Halifax Universities. President Ricketts referred to the successful B for Kai campaign following the death of this first year student last year. He thanked J. Sanford for his proactive approach working with Kai's family so that vaccinations could be provided to students.

President Ricketts explained that the reason the vaccine was not publicly funded was because in the case of Meningitis B, although the vaccine would

control the likelihood of an individual catching the disease, it would not control passing the disease on to others.

President Ricketts commented that Institutions would engage together in the Maritimes and set up a working group to look at the promotion and information about Meningitis B in order to make people aware. They would also work to increase the availability of the vaccine and reduce financial barriers.

President Ricketts stated that there had been an uptick in Covid cases following the holidays and the Junior Hockey tournament, but that this was not unexpected. Cases of Influenza appeared to have peaked and RSV infections appeared unchanged. With respect to Covid the new variant of the virus did not appear to be making people any sicker.

T. McGillivray requested an update on the University Secretary position.

President Ricketts reported that an offer had been made and accepted and that the candidate would be starting shortly. He expected that a public announcement would be made shortly.

President Ricketts congratulated the Department of Politics on the appointment of A. Marland to the Jarislowky Chair.

c) From the Provost and VPA

D. Keefe welcomed Senators back. He also thanked R. Hare for 10 years of Senate service and for providing additional months of service while the University Secretary search was underway.

D. Keefe noted that on the Dean of Arts Search Committee, reps from the Board of Governors, and P. Abela for the Assistant or Associate Professor member, were now in place. D. Keefe was still waiting for a student rep at which point the committee will be fully staffed.

D. Keefe reported that a Search Committee for the Associate VP Research and Dean of Graduate Studies was currently being formed.

D. Keefe announced that advertisements for the three Mi'kmaw/Indigenous and three African Nova Scotian/Canadian cluster hires were now on the website and applications were already being received. D. Keefe hoped to have these positions filled by July 2023.

S. Duguay provided an update on enrolment for 2022-2023. Full-time enrolment was 3,399 which was the highest number seen for many years. He noted that registration of International students had increased and was now similar to 2020. 429 International students had registered.

S. Duguay pointed out that level one student enrolments were 1,266 but that this figure included a number of students that started last year and were still at level one. It was pointed out that if this number could be maintained the University would reach its target of 4,000 students.

S. Duguay reminded Senators that level three student numbers were quite low because they started during Covid so that until they worked through the cycle the total numbers would remain lower.

S. Duguay discussed staffing challenges for the Recruitment Office because of several employees leaving Acadia during the summer. Key positions were still missing in September and he explained that both the National and International recruitment teams were completely new. He felt that recruiters being able to travel again was a positive.

D. Keefe highlighted the large increase in registrations in January 2023 particularly from International students. He highlighted the importance of students being able to take courses in January or in May. In May 2023 it was expected that 50 Business and 50 Computer Science students would be enrolled in a pilot initiative, taking spring and summer courses to begin their degrees at Acadia.

D. Keefe noted that compared to Acadia other Institutions were ahead of the curve in terms of offering courses that allowed for students to start in September, January, or May. It was important for students to be able to enrol in meaningful courses as soon as they arrived.

D. Seamone asked President Ricketts why campus events were no longer available online for those that were not able to attend in person.

D. Seamone also asked how many individuals would be shortlisted for the new cluster hires of tenure track positions.

D. Keefe confirmed that up to three applicants would be shortlisted for each position but that this would depend on the number of people applying.

D. Keefe stated that some events would be recorded and made available afterwards. He noted that some speakers did not want a recording available after the fact and he also noted the importance of having an audience in the room for a visiting speaker to address.

D. Seamone cited the importance of inclusivity and equity and highlighted that during Covid there was a feeling that much had been learned about the increased flexibility of hybrid presentations and that the intention had been to keep the best of what had been learned.

D. Keefe agreed that it was important to find the correct balance. Since the technology now existed it was important to establish the new norm.

T. McGillivray was pleased with the latest enrolment numbers and commented that within four years the University enrolment could reach 4000 if retention improved.

S. Duguay agreed that retention was not where it needed to be and he pointed out that J. Sanford, himself, D. Duke, the Deans and other individuals had been coming together to discuss student preparedness and what the students needed in order to succeed once they arrived on campus. This was the first time that Student Services and the academic sector had worked so closely together to improve retention. Students needed help with the emotional and

personal transition to University and also to be ready on the academic side of things.

T. McGillivray suggested that retention of students in Athletics was 90% and that B. Finniss could be involved in discussions.

T. McGillivray also highlighted the importance of increasing the number of international students because of the resulting additional revenue.

D. Duke reported that the MPHEC Trends Reports had just been issued and that the data showed that New Brunswick saw a 25% increase of international students year over year, PEI 9.8% increase and Nova Scotia a 5.5% decrease. He asked S. Duguay to comment on these statistics.

S. Duguay had not yet seen the report. He noted that Nova Scotia had been a leader in international recruitment in the past with CBU making up a large portion of the percentage of international students attending Nova Scotian institutions.

D. Looker asked about the drop in student numbers that were shown to be occurring during the academic year.

S. Duguay explained that part of this would be 'ghosts' being removed from the system. He noted that the data was actually more accurate than in the past now that Colleague was fully functional. Pre-registration was also inclined to skew the numbers.

A. Quema attended the Presidential Search Round Table earlier in the afternoon and was part of a group that had four international students. The students were frank in expressing their difficulties as a result of arriving at Acadia in January because courses were not available to them, having not taken the pre-reqs in September. A. Quema discussed the bottle neck that was being created by inviting students to enrol in January even though Acadia was not able to accommodate them. She expected that if this was not dealt with, the students would go elsewhere.

A. Quema noted that students spoke about having to remain on campus during the break and there being no effort by the University to have meals delivered or available for them.

K. Pinder asked how they should regard the continuous entry model which would allow students to arrive in January or May, because she had noted that students often do well in full year courses from September to April. Those students were really well prepared for the following year and their student experience was excellent.

D. Keefe agreed that this would be a challenge but noted that student behaviour and demand was changing. He felt that a 6 credit hour course could begin in January and continue to September or begin in May and end in December. D. Keefe noted that many international students wanted to be able to continue their studies during the summer months. All options needed to be considered.

D. Keefe stated that the current delay times for Study Permits may be resulting in students applying to attend in September but not being able to arrive until January.

J. Sachs asked whether departments would be consulted with if such a continuous intake were to start in May. He wished to know what consultation would occur with departments in order to work out how the intake could be managed. J. Sachs pointed out that many programs had pre-requisites and current course allocations were decided by Heads of departments. He asked whether a plan was in place to ensure that acceptance of students did not place a large burden on department Heads.

D. Keefe explained that the pilot program for May entry was with Business and Computer Science and that extensive consultation had occurred. 50 students would be admitted to each program. Running a pilot program would highlight any unanticipated challenges and the logistics that were needed.

S. Duguay agreed that the groundwork had been prepared and noted that international students would be taking these courses.

P. Callaghan pointed out that any faculty members teaching in May would be by their choice and in addition to their normal teaching load. It was not a challenge to schedule 12 weeks of teaching during the summer, the challenge was more in ensuring that these students would be successfully integrated into the remainder of the Business program in the Fall.

**d) From the Associate VP
Research and Dean of
Graduate Studies**

A. Redden will report at the February meeting of Senate. She reported that information would shortly be circulated regarding Research Info Source.

A. Redden stated that calls would be going out for student applications for Honours Summer Research Awards and the NRSRC Undergraduate Student Research Awards.

**e) ASU Vice-President
Academic and External**

S. McAlear reported that appeals from the Fall term for students were being considered and that they were working on their own appeals process as well. The ASU elections would be taking place in early March 2023.

**f) President of the Divinity
College**

A. Robbins highlighted the new faculty members that had been hired recently.

T. McGillivray congratulated A. Robbins on her leadership and the significance of some of the speaking engagements and publications described in her written report.

4) Old Business

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

**i) Curriculum
Committee
(Policy)**

The Curriculum Committee (Policy) Transition Report was received.

**b) Academic Planning
Committee Pre-Budget
Report to Senate**

D. Keefe reminded Senators that this was the second year of following the new process whereby Faculty Plans and unit Plans came forward to the APC at which point the APC would identify priorities for the upcoming budget. Following this, in the spring when the budget was approved, the APC would report back to Senate with information as to what was approved.

D. Keefe noted that this pre-budget document would go to the Budget Advisory Committee and to the VPs' meetings.

A. Quema was pleased to see the first priority of the APC report which was "Top priority is fully replacing faculty on leave from each academic unit". She agreed that departments were stressed because of the difficulty of hiring part-time instructors and noted that this was particularly difficult for WGST.

D. Keefe recognised that it would cost millions to replace everyone on sabbatical leave and other leaves, and he also noted that it was becoming harder to attract faculty for per course positions in some disciplines.

A. Quema stated that many part-time hires had become used to teaching online and were therefore going instead to other institutions where they could remain in Halifax, for example.

A. Quema pointed out that WGST was prepared to offer electives for students from other disciplines but that if they were unable to hire part-time faculty it would no longer be possible to offer these electives and support the institution.

D. Looker was concerned that more institutions were now hiring part-time and CLT faculty, which had implications when it came to access to research funds. Although more and more Ph.D. students were graduating there were fewer positions for them to move into, with the result that many were faced with teaching part-time. These individuals would not have access to research funding. D. Looker suggested that there were positive changes that could be made by Acadia to make working part-time more attractive, one being the access to research funding.

The Academic Planning Committee Pre-Budget Report was received.

**c) Motion that Senate
approve the Vaughan
Memorial Library's
revised Collection
Development Policy**

Motion that Senate approve the Vaughan Memorial Library's revised Collection Development Policy. Moved by A. Quema and seconded by E. Patterson.

H. Saunders explained the purpose of this policy was to provide the guiding direction and rationale for the development of the Library's collections.

H. Saunders explained that the method that University Records enter into the Archives go through an official transfer process. In the case of Special

Collections the policy specified what factors would qualify those materials and the scope of the collection would be noted.

H. Saunders explained that these details would help to guide those that were new to the Library and would also assist those faculty who were teaching courses and wanting some of their course material to be part of the collection.

H. Saunders thanked Research Services for their assistance in updating the Policy.

E. Patterson highlighted the changes to the policy, some of which were minor language changes. The lists of Special Collections had been updated and a section on the Archives had been added. A new section had been added on Equity, Diversity, Inclusion, and Accessibility. Also, a new section had been added on Languages. E. Patterson noted that a paragraph that encouraged the use of Library Representatives had been removed. She pointed out that it was more effective to have a many to one relationship with the academic units.

MOTION CARRIED UNANIMOUSLY.

5) New Business

a) **Proposed Curriculum changes from the Graduate Curriculum Committee**

The Chair proposed that a single motion should be sufficient to approve graduate curriculum changes from all five units, but that there could be a motion to divide the question should that be needed.

Motion to approve the Graduate Curriculum changes as circulated. Moved by A. Quema and seconded by C. Stanley.

The Chair asked for any questions or comments pertaining to the School of Education M.Ed. program changes.

T. McGillivray asked about the fact that all M.Ed. Counselling courses were to be offered in person. She asked whether provisions would be made to cover any possible future pivoting to online such as what occurred at the beginning of the Covid pandemic.

T. Surette pointed out that many courses were experiential in Counselling but that they also shared videos of sessions with one another and also meetings with external individuals. The program was Nationally Accredited and required to be offered in-person. It was still expected that if the entire program needed to revert to online delivery, then the Counselling program would also do so. This wording had been put in place to make it clear that the program would normally be in person.

The Chair asked for any questions or comments pertaining to the School of Computer Science program changes.

D. Keefe asked about the intention to offer a program-based Masters in addition to a research-based Masters.

D. Benoit confirmed that this was the case. There would be a course-based and a project-based Graduate program as well as the option to do a Thesis-based Graduate program. D. Benoit expected that the course-based program

would require graduate level courses that could run for eight or twelve months, while the project-based program would run twelve months.

D. Keefe expected that this change would need to go to MPHEC for approval.

D. Benoit agreed and expected that some changes to the form would be made prior to this going forward to MPHEC.

D. Keefe stated that there would be a requirement for an external review before the change could go to MPHEC.

The Chair was asked and noted that this was the normal procedure for any substantial program change.

The Chair asked for any questions or comments pertaining to the Department of Psychology program changes.

There were no questions or comments.

The Chair asked for any questions or comments pertaining to the Department of Biology program changes.

There were no questions or comments.

The Chair asked for any questions or comments pertaining to the School of Kinesiology program changes.

There were no questions or comments.

MOTION CARRIED.

**b) Motion from the
Timetable, Instruction
Hours and Examinations
Committee: Proposed
Calendar Dates for 2026-
2027 and 2027-2028**

**Motion from the Timetable, Instruction Hours and Examinations
Committee: Proposed Calendar Dates for 2026-2027 and 2027-2028.
Moved by C. Rushton and seconded by D. Duke.**

H. Chipman explained that this motion was expected to come to Senate once a year. These dates were part of the application of the Academic Date Preparation Guidelines, which detailed how the dates in any given year would be set.

H. Chipman pointed out that in the 2027-2028 Calendar dates, during the Fall term, both the National Day for Truth and Reconciliation and Remembrance Day fell on a Thursday. This would have a significant effect on courses being taught and as a result, the committee was recommending that the final day of classes (Wednesday December 8th, 2027) be instead treated as a Thursday, in order to get 11 Thursdays in the term.

D. Duke noted that in 2026-2027 the examination schedule ended on a Sunday December 20th and asked whether examinations took place on a Sunday.

H. Chipman confirmed that examinations were permitted on a Sunday if necessary. He felt that it was quite likely that there would be no examinations on the final day as this was often the case.

The Chair noted that for both years the date for Convocation had been altered to a later date in May and that the days had been changed to Thursday/Friday instead of Sunday/Monday. She asked whether this was also the case for earlier years and whether this was an intentional shift.

H. Chipman felt that this was not intentional but was aware that the T.I.E. Committee had been asked to consider this. He expected that Convocation would continue to be held over the Mother's Day Sunday/Monday.

M. Bishop confirmed that the T.I.E. Committee had been asked to review these dates. He felt that at this point these dates were a long way forward but the committee wanted to proactively build in some of the proposals that they had received. He expected that the date of Convocation could be amended in the future.

The Chair asked whether, given these responses, the dates should remain as shown in the agenda (May 20-21st 2027 and May 18-19th 2028) or should appear as the normal earlier dates for Convocation if this hadn't been fully decided upon at the T.I.E. Committee.

M. Bishop agreed that either could be done but that this proposal had been brought to the T.I.E. Committee.

The Chair let Senators know that in this case Senate would be debating based on the dates as shown in the agenda (May 20-21st 2027 and May 18-19th 2028).

D. Keefe supported the revised dates for Convocation.

He highlighted a typo and pointed out that in 2027 the date Sunday December 20th should read Monday December 20th.

M. Bishop confirmed this change and that examinations would end on the 20th December, 2027.

A. Quema had not seen Convocation dates so late in May before.

M. Bishop confirmed that the dates had not been this late before and that this would be a departure from the normal practise. He stated that the last Convocation had proved to be very challenging when offered on such an early date in May. Convocation had always been linked to the Mother's Day weekend and this change would instead link it to the Victoria Day weekend. In addition to there being more time to prepare, it was felt that more families would be able to participate on this later date.

A. Quema pointed out that the previous year had been particularly challenging because of the extension of classes following the faculty strike. She asked whether there should be more discussion about these dates prior to it being put to a vote.

The Chair asked whether the T.I.E. Committee had looked at Convocation dates at other institutions for comparison.

M. Bishop stated that the T.I.E. committee had looked at dates for other institutions. He noted that this was an attempt to bring upcoming Convocation dates to Senate but that if Senate was not comfortable with the altered dates, this item could be tabled until the February meeting of Senate.

H. Chipman suggested that it could take longer than a month to get agreement to move the normal dates of Convocation.

M. Bishop stated that the T.I.E. Committee could bring current practice dates to the February meeting of Senate.

Motion to table the motion definitely to February 2023. Moved by D. Looker and seconded by V. Zamlymyy.

MOTION TO TABLE DEFINITELY, CARRIED.

6) Q and A for President and the Provost and VP Academic

D. Seamone asked whether the pilot program for Spring intake of students was an academic policy change. She asked when the proposed changes would come to Senate.

D. Keefe did not recognise any policy linked to this initiative.

D. Seamone believed that a three semester approach represented a change to the historical policy and she felt that a discussion needed to take place at Senate, since this affected academic units across the institution.

D. Keefe responded that when students were admitted they could arrive at any time through the year. There was nothing to stop a student starting May, except for the fact that at this time Acadia offered very few summer courses.

D. Seamone felt that a pilot program would necessitate changes for all units.

D. Keefe stated that it was up to each unit to decide what courses to offer each term. He had approached two units, Business and Computer Science, and these units were able to provide the required courses in the spring and summer. He noted that after the pilot the University would decide whether this was something that should be pursued on a larger scale.

D. Seamone noted that if enlarged, this would have a total effect on academic units and the life of the Institution.

K. Pinder also shared concerns about the pilot initiative. Was this just a testing of the waters for a May intake of student cohorts?

D. Keefe confirmed that this was the case.

J. Sachs agreed with D. Seamone and K. Pinder. He was concerned that moving forward with a pilot such as this could create serious tensions with the current Collective Agreement.

D. Keefe stated there would be no violation of the Collective Agreement. Faculty members were currently allowed to teach one course during the

Spring/Summer in their regular load and additional courses were posted and advertised as per course contracts.

The Chair expressed that it was important that academic initiatives be reported to Senate, whether or not they required approval of policy changes, and she appreciated the discussion today pertaining to this initiative.

7) Adjournment

Motion to adjourn at 6.01 p.m. Moved by D. Duke.

ORIGINAL SIGNED

R. Hare, Recording Secretary

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

Meeting date: November 16, 2022

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

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

Duties:

1) to investigate innovative and alternative methods of provision of undergraduate curriculum, and to make recommendations to Senate concerning such methods.

2) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties and to make recommendations to Senate concerning such policies.

3) to ensure that the implementation of Senate approved policies for undergraduate curriculum is managed, revised, evaluated and disseminated in a coherent and coordinated fashion.

4) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.

5) to consider such matters as Senate may from time to time entrust to the Committee.

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

Respectfully submitted,

Mark Bishop
Registrar
Acting Transitional Chair

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

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

Background

The three Faculties and the Library and Archives submitted annual plans to the APC. The faculty plans were used by the APC to rank the personnel requests within the faculties. These were reported to Senate at the September Senate meeting. In total, 38 positions were requested by the faculties. In October, the Provost authorized six tenure-track positions using the order ranked by the APC. Subsequently, the Deans reviewed their unit plans and brought forward priorities collected into the recommendations below.

Recommendations

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

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

- **Initiatives to support student resilience**

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

- **New programs responsive to societal needs**

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

- **Support for academic outreach and engagement**

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

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

Vaughan Memorial Library Collection Development Policy

Previous version approved by Senate, November 14, 2006

1. Purpose

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

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

2. Acadia University

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

3. Vaughan Memorial Library

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

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

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

4. **Vaughan Memorial Library Collections**

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

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

5. **Collection Development**

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

5.1 **Selection**

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

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

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

5.2 **Maintenance**

Maintenance encompasses assessment, preservation, and withdrawal activities.

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

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

Withdrawal is defined as the removal of materials from the collections and is a carefully planned, ongoing process that is developed and implemented by librarians with input from professors and instructors to ensure that the integrity of the collections is maintained. Librarians continuously identify outdated, irrelevant, or damaged items for possible removal and replacement. Lack of space is not considered a legitimate reason for withdrawing materials

from the collection. The definition of withdrawal does not include the removal of duplicate copies as long as one copy of a work remains in the collection, since the intellectual content of the collection does not change. (Different editions of a work are not considered to be duplicates.)

Maintenance of the collections is an ongoing activity.

6. Collections considerations

6.1 Equity, Diversity, Inclusion, and Accessibility

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

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

6.2 Duplicate titles

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

Exceptions:

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

6.3 Format

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

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

- ∞ Ability to print and download
- ∞ Accessibility
- ∞ Archiving commitments by the publisher
- ∞ Campus-wide access
- ∞ Ease of use
- ∞ Licensing terms

- ∞ Number of simultaneous users supported
- ∞ Remote access
- ∞ Stability of the publisher
- ∞ Technical requirements

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

6.4 Gifts

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

6.5 Textbooks

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

6.6 Languages

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

7. Roles and Responsibilities for Collection Development

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

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

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

8. Acadia's Special Collections

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

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

8.1 The Eric R. Dennis Collection

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

8.2 The John Daniel Logan Collection

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

8.3 The William Inglis Morse Collection

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

8.4 The Jarold K. Zeman Collection

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

8.5 The Watson Kirkconnell Collection

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

8.6 The Haliburton Collection

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

8.7 Bible/Hymnbook Collection

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

8.8 Historic Textbook Collection

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

8.9 Rare Book collection

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

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

8.10 Tufts Collection

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

8.11 Silverberg Collection

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

8.12 Henry Bell Collection

This collection consists of the working library of the Reverend Henry Revel Bell (1881-1961). A native of Scotland, Bell immigrated to Canada. After being ordained in 1918, Bell served the congregation at East Point United Baptist Church, Prince Edward Island as their minister for close to 30 years. Bell was a Maritime Baptist fundamentalist and his library reflects that aspect of the denomination.

8.13 Wallace Collection

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

8.14 Sanatorium Collection

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

8.15 John Herbin Collection

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

8.16 Harry Starr Collection

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

8.17 Duncanson Collection

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

8.18 John Mockett Cramp Collection

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

8.19 Frederick C. Burnett, Jr. Collection

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

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

8.20 Acadiana Collection

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

8.21 Acadia Theses

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

8.22 Baptist Collection

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

8.23 Gaspereau Press Collection

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

8.24 The Annapolis Valley Collection

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

8.25 Print Artifacts Collection

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

8.26 Clara Jefferson Collection

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

9. Esther Clark Wright Archives

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

9.1 Archives of Acadia University and Affiliates

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

9.2 Archives of the Annapolis Valley/Minas Basin area

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

The Esther Clark Wright Archives acquires records to assist with:

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

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

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

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

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

Appendix A

Acadia University Mission Statement

The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders. (Approved by the Acadia University Board of Governors, May, 2006)

Vaughan Memorial Library Mission Statement

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

Appendix B

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

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

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

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

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

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

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

Libraries have a core responsibility to safeguard and facilitate access to constitutionally protected expressions of knowledge, imagination, ideas, and opinion, including those which some individuals and groups consider

unconventional, unpopular or unacceptable. To this end, in accordance with their mandates and professional values and standards, libraries provide, defend and promote equitable access to the widest possible variety of expressive content and resist calls for censorship and the adoption of systems that deny or restrict access to resources.

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

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

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

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

SCHOOL OF EDUCATION SUMMARY OF CURRICULUM CHANGE PROPOSALS – FALL 2022

ADMINISTRATIVE SECTION CHANGES:

Additions/Edits are highlighted in green

Deletions are highlighted in yellow

M.Ed. Program

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Education (MEd)

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

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

Professional Conduct

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

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

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

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

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

Admission Requirements

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

- Applicants to all MEd programs must have at least a B average (73-76%) in the final two years of full-time equivalent (60 credit hours) university study, including coursework in undergraduate degree(s) and any graduate work completed. Applicants to the MEd Counselling Agency Stream must possess a relevant four-year undergraduate degree or its equivalent (refer to #9 at: <https://med.acadiu.ca/faq.html>).
- Applicants to all other MEd programs must possess a Bachelor of Education degree or its equivalent (e.g., NS Teachers College plus an undergraduate degree).
- Two references are required as part of your application: one academic reference from a current or recent instructor/teacher/professor; and, one professional reference from someone other than an instructor/teacher/professor who would

be familiar with your work yet not a **friend or** family member. References from instructors in courses you are currently taking are admissible. If you have not taken a course (undergraduate or graduate) in the last five years, you may substitute the required academic reference with a professional reference. This is the only circumstance in which two professional references are acceptable.

MEd (Counselling) Additional Admission Requirement

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

MEd (Inclusive Education) Additional Admission Requirement

- Applicants must submit a letter of intent describing the nature and focus of study within Inclusive Education they wish to pursue. This letter should include a discussion of relevant academic study and professional experience related to the applicant's program interests.
- Two years of successful teaching or related experience AFTER the B.Ed. has been conferred, **except at the discretion of the director, School of Education.**

MEd (Curriculum Studies) Additional Admission Requirement

- Applicants must submit a letter of intent describing the nature and focus of study they wish to pursue. This letter should include a discussion of relevant academic study and professional experience related to the applicant's program interests.
- Two years of successful teaching or related experience AFTER the B.Ed. has been conferred, **except at the discretion of the director, School of Education.**

Transfer Credits

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

Application Deadlines

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

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Full-/Part-Time Status

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

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

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

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

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

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

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

Professional Conduct

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

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

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

CURRICULUM CHANGES:

M.Ed.

PROPOSED COURSE DELETION:

EDUC 529A, Professional Seminar in Counselling

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

PROPOSED TITLE CHANGE:

Current Title:

EDUC 5313, Assessment for Learning

Proposed Title:

EDUC 5313, Assessment for Learning: Standardized Assessment

PROPOSED ADDITION OF PREREQUISITE:

EDUC 5713, Project in Education

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