



*The Senate of Acadia University acknowledges that we are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.*

Minutes of the Senate Meeting of Monday, February 12, 2024

A hybrid meeting of the Senate of Acadia University occurred on Monday, February 12, 2024, beginning at 4:00 p.m., with Chair A. Kieft presiding. The meeting took place in hybrid format in the Langley Classroom of the Divinity College and using Zoom, with 45 Senators and 7 guests in attendance, 24 people attending in person and 28 people attending virtually using Zoom.

The Chair called the meeting to order, noting that there was a quorum of Senators present.

**1) Agenda**

**Motion to approve the Agenda. Moved by D. Benoit and seconded by G. Gibson.**

MOTION TO APPROVE THE AGENDA CARRIED.

**2) Consent Calendar Items**

**Motion to approve the Consent Calendar Items. Moved by D. Duke and seconded by C. Haigh.**

a) Announcements and Communications

The Chair confirmed that the Agenda is Version 3 which was distributed by email on February 8<sup>th</sup>.

i) From the Chair of Senate

The Chair announced that Michael Holmes, Diana Joanes, Michael Hennigar, Chelsea Hanoun and Daniel MacGregor are attending as guests for the Internalization and Enrolment Management item, 3(a). Ciaran Purdome is attending for the motion to approve the revised Vaughan Memorial Library Collection Development Policy, item 3(b). Hugh Chipman is attending as a guest for the TIE item, 3(d).

ii) From the President

iii) From the Provost and VPA

iv) From the Associate VP Research and Dean of Graduate Studies

J. Sachs asked a question related to the President's Report. It states that the government has given Acadia performance-based

- v) From the Vice-President Student Experience
- vi) From Acadia Students' Union
- vii) From Acadia Divinity College and Faculty of Theology
- viii) Other announcements

b) Reports from Senate Subcommittees

- i) Academic Program Review Committee Report
- ii) Ad Hoc Nursing Program Steering Committee Report

funding measures to live up to, and that Acadia will lose three percent of the operating grant if it fails to fill 97 percent of health program seats. He queried if it's the case then that if Acadia does not have 97 percent of the seats filled in the nursing program, three percent of the operating grant will be lost.

K. Ashley stated that this is how it looks on paper right now, and there is not more specific information from the government, such as when these measurements would be taken or whether filling the seats means admitting students to the program or graduating students out of the program. This information will presumably come from the government in the bilateral agreement. The announcement was made to all universities, not individually.

President Hennessy stated this was a sudden announcement with not a lot of consultation. Acadia is subject to a three percent claw back in its operating fund until it is shown that 97 percent of the health seats are filled. How that number will be defined is the question going forward. For example, will these seats include counselling, clinical psychology, kinesiology, nutrition, etc. All universities with health-related programs are subject to the same thing. This is the beginning of what could be some interesting moves in the sector, and it will need to be watched carefully.

H. Teismann referred to the statement in the President's report that the tuition increase is capped at two percent and that international student tuition will be "required" to increase by a minimum of nine percent. He asked about the meaning of the word "required" in this context.

President Hennessy replied that it means the university will need to raise international tuition by nine percent, that this is part of the funding agreement, and that all Nova Scotian universities (excluding Dalhousie and Kings, given their raise of international tuition last year) will be required by the government to do this. President Hennessy confirmed that the two percent cap is on Nova Scotian student tuition and that the tuition for students from the rest of Canada is unregulated.

J. Sachs asked about when hires (director and faculty) are expected to be made for the nursing program, under what process they will be hired, and under what Collective Agreement these will be governed.

K. Ashley replied that right now, Acadia signed a Memorandum of Understanding with AUFA in the fall to develop a hiring process for nursing faculty and for a director of the School of Nursing. The objective was to have all of those teaching in the nursing program be Acadia employees. Around December 19<sup>th</sup>, CBU posted job ads on their website for assistant professors and nursing practice educators at Acadia without consulting with Acadia. Those ads were removed the same day, and since then, discussions have been taking place with CBU to develop a process that would enable Acadia to hire people. There is disagreement over where they should be housed in terms of which faculty association. The CBU faculty association maintains that they should be CBU employees. It is urgent that this be resolved. There were meetings last week involving legal counsel to try and find a way to put a process in place that would enable this to happen very quickly.

J. Sachs stated that it sounds like there are no answers to his questions.

K. Ashley stated that Acadia needs CBU's disciplinary expertise in nursing in order to hire people who are suitable for those positions, but people from Acadia also need to be involved in the process. She hopes to have some answers soon, and it depends on what responses come from CBU and what solutions or options are identified by legal counsel. There will also be discussions with the College of Nurses and she suspects their concern is overseeing the program, not necessarily the aspects related to the employees. K. Ashley stated that there is no discussion about delaying the start of the program. Given the recent provincial announcement about the one-year MOU regarding funding, 97 percent of the seats in the program need to be filled or there will be a clawback. The number of students projected to start in September is 42, and the current enrolment is 21, and there are already students on campus registered in the B.Sc. in nursing program. There will need to be a solution.

M. Ramsay asked a question related to the Academic Program Review Committee Report, with respect to the meaning of "Notification pending, March 2024".

K. Ashley responded that in March, those programs will be notified that they are on the list for a program review.

M. Ramsay asked for further clarification on whether that means they're definitely up that year, or on the list for possible review,

and stated there are two key deadlines noted, one is progress report May 15, 2025, and the other is site visit October 2025.

K. Ashley clarified that a program will be notified that they are up for review, and will be presented with two different timelines, and the unit will choose which one works best for the unit. That would depend, to a certain extent, on when they will have time to do the self-study, when they think they will get the best feedback from students in their program, and when they foresee having the site visit from external reviewers.

C. Rushton asked about an announcement from CBU about an eight-month education program.

K. Ashley responded that feedback had been submitted to MPHEC. A letter came from MPHEC in January expressing thanks to institutions for their feedback and stated that the eight-month online program was going ahead as a pilot project at CBU.

C. Rushton asked if there was an MPHEC process for this.

K. Ashley stated that there was an MPHEC process, and CBU has feedback from MPHEC.

D. Benoit asked about the pilot project at CBU and also the government announcement that they were going to let people apply to education programs with just two years' worth of undergraduate studies. He asked whether there has been any information from the government about whether or not a student who had completed two years of undergraduate studies could then apply to this eight-month online CBU program, and basically graduate with a B.Ed. in three years. He asked whether there are any qualifications on the eight-month program.

K. Ashley responded that she does not know if there are any qualifications on that eight-month program, and how it would intersect with the announcement made by the government. There has not been any consultation with Acadia, and the university is waiting for more information from the government to see what the proposals might mean for the B.Ed. programs at Acadia and across the province.

D. Benoit stated that he does not see a way that a student with two years of study is going to match the qualifications of a student with a four-year degree, meaning that they don't meet

MPHEC standards to accept them into the program. He asked if there is any agreement from MPHEC to fast track applications from education students in order to be able to change the incoming requirements, and the requirements of Acadia's degrees.

K. Ashley responded that she has no information on how this would potentially roll out. The B.Ed. program, like any other program, has to go through Senate as well as receive MPHEC approvals, and meet licensing legislation requirements. At this point, she is not sure how these will fit together in terms of the change suggested by the government.

President Hennessy stated that there was no consultation, and at this point, they are not aware of who the decision makers will be. With the B.Ed. program, Senate has jurisdiction over some aspects, MPHEC has jurisdiction over quality control, and past experience has shown that the Department of Education also has some say. President Hennessy expressed a concern about the performance-based funding and how it may impact education. For example, with the nursing program, he is hoping part of Acadia's funding does not get tied into filling education seats. It is a worrisome trend.

D. Seamone asked if universities have had contact with the province since the announcement.

President Hennessy replied that there have been conversations amongst presidents of the universities with B.Ed. programs about the announcement and the impact. The announcement was made by the premier at a convention, and there has not been anything laid out yet. He stated that the university does have some regulatory controls over how certain things play out, and they will be exercised as much as possible. He stated it is a time of politically difficult territory because we are in a one-year funding agreement that they have indicated will lead to a multi-year funding agreement. That can be good or bad, and the university needs to find a way to maintain what needs to be done and to come out on the right end of that funding eventually.

C. Stanley asked about the direct entry nursing seats. He asked whether there are students already at Acadia who would enter the nursing program, and if so, would those be considered direct entry seats.

K. Ashley stated that her understanding is that direct entry seats are for those coming directly from high school, whereas the non-direct entry seats are, for example, LPNs who want to become registered nurses.

C. Stanley stated that there could be other students at Acadia, for instance in biology, who would want to go into the nursing program.

C. Haigh stated that there is a threshold of credits that needs to be reached in order for students to be considered to have advanced standing. There could be some students on campus who have the number of credits for this. So far, there have only been direct entry students admitted, however there will be some students with advanced standing and from the LPN group that will be admitted this fall, as well.

C. Stanley asked with relation to the eventual target of 42 in the graduating class for the first cohort, does that refer to right now, and are there currently only 21.

C. Haigh responded that the 42 number would include LPNs and advanced standing students who would be joining in Terms 3 and 4, which would be happening in Fall 2024.

J. Sachs asked three questions. S. Duguay's report states that the two-year fall intake B.Ed. program has been paused, and all applicants have been moved to the 16-month spring intake. He asked whether resources will be allocated to the education program to reflect the fact that they have to teach more students in a given 12-month cycle in a more intensive way. He also asked what it means to pause a program. His understanding is that only Senate has the authority to create or end a program, and pausing is something different. Another question related to this is how many programs are currently paused. Perhaps Senate could have a list of all programs that have been paused, how long they've been paused, and why they've been paused.

K. Ashley responded that J. Sachs is correct, only Senate has the ability to create or cancel programs, and pausing means students are not being admitted into a program, in this instance for a two-year period. This relates to the government's prioritization of teacher education and a meeting in the fall that asked universities to come up with ideas to help address the teacher shortage crisis in the province. Feedback was provided to the government that the problem did not originate with universities, but perhaps with

working conditions for teachers. The option to pause admissions to the two-year B.Ed. program temporarily was posed by the School of Education in order to only accept students in the 16-month program as a means of getting teachers through the B.Ed. program more quickly while maintaining the quality of academic standards. There have been no students lost. What will happen after the two-year pause will ultimately be up to the School of Education (continue with the pause, cancel, or go back to offering both streams of the B.Ed. program).

K. Ashley stated that, as far as she is aware, the only other program that is currently paused is the Spanish major program. She offered to talk to the Registrar's office to determine if there are other programs paused and report back to Senate.

With respect to resourcing for the 16-month program, K. Ashley advised that there will be a double cohort of B.Ed. students in the program. Her office has not received any requests from the School of Education, to date, to indicate that there are additional resources required. If additional resources are requested from the School of Education, the university can look at what is possible internally or approach the government to see if additional support is available.

C. Haigh advised that she had just attended a School of Education council meeting and the point was explicitly made that further information is welcome regarding additional needs resulting from this announcement.

C. Rushton is questioning why this information is coming in this format, indicating if she was not on Senate, she would not have the information from S. Duguay's report, and stated she would have appreciated a heads up in a different way. She gave the example of how this will create a lost opportunity when it comes to educating more good music teachers.

C. Haigh will follow up with C. Rushton on this particular matter.

J. Hooper stated that there is a similar cohort in math and education where basically, the fifth year is supposed to be with the two-year cohort, and he is concerned that they are going to lose access to some of the courses.

J. Sachs asked for clarification about whether the idea to pause the two year program originated in and is supported by the School of Education.

K. Ashley confirmed that the School of Education prepared a document with proposals to address concerns, which was submitted to the government. The government responded that this was the proposal they wanted to see enacted.

**MOTION TO APPROVE CONSENT CALENDAR ITEMS CARRIED.**

## **2. New Business**

### **a) Internationalization and Enrolment Management**

The Chair introduced the five people attending for the Internationalization and Enrolment Management presentation. Michael Holmes, Diana Joanes, Michael Hennigar, Chelsea Hanoun and Daniel MacGregor.

There was a PowerPoint presentation, and this will be circulated to Senators. The final page of the presentation provides contact information for the five people attending today's meeting.

M. Holmes, Director of Acadia International, indicated Acadia International (formed in 2022) was created in response to directives of Acadia's Strategic Plan and the resulting Acadia Enrolment Strategy 2025. Resources and supports needed to be put in place before increasing enrolment. The areas of responsibility of Acadia International include international recruitment, international student experience, exchange and study abroad, and academic partnerships and agreements. The goals of International Recruitment are: (1) increase international enrolment to 800 students, or twenty percent of Acadia student population; (2) increase diversity in international student body; (3) increase Acadia brand presence in recruitment markets; (4) focus on relationship building with key stakeholders, including students; (5) employ a data driven approach to decision making.

Target markets include: (primary) India, China, Nigeria, Ghana, Bahamas, Vietnam, USA, Sri Lanka, UAE; (secondary) Kenya, Bermuda, Mexico, Malaysia, Singapore, Barbados, Bangladesh, Nepal, Turkey. The overall target is 250 new international students for Fall 2024, and key tactics were reviewed.



M. Holmes indicated there is a focus on creating stronger relationships and ensuring decisions being made positively affect recruitment of international students. He stated that they hope to increase the network of agents they are working with, and that hosting/attending agents' summits is important. The international team is identifying trends and creating more touchpoints with applicants.

D. Joanes, Manager of International Student Affairs, spoke about projects that are in progress or complete through the International Student Affairs and Wong International Centre. These include: grocery shuttle program; increased programming (weekly events); International Student Employment Program (ISEP); off-campus housing support; pre-arrival support; academic and student services brochures; internal student experience committee; feedback sessions and survey; on-site immigration advising and support; welcome centre – to be renamed to Arrivals Centre in Fall 2024.

D. Joanes stated that all of the implemented initiatives for success have been well-received, and the ISEP program is expected to increase. The pre-arrival support has proven to be a positive thing, and all of the initiatives are helping students feel more connected to campus. Upcoming initiatives include group chat based on program of study; adding additional sections and videos to pre-arrival guide; connecting with faculty to discuss international student needs and barriers they face; Student Volunteer Bureau; parent program; monthly cultural nights.

C. Hanoun, Coordinator of Exchange and Study Abroad, spoke about the progress and achievements which include: Global Skills Opportunity (GSO) Student Mobility Fund with Maple League; GSO Innovation Fund with AIM; promotion and relationship building; documentation and resource development. C. Hanoun stated that two of the projects she is currently working on include the Global Skills Opportunity (GSO) Student Mobility Fund, and the GSO Innovation Fund. She encouraged faculty to reach out to her.

She also talked about the upcoming goals and vision for the future, which include: cost transparency and travel financial management; mental health and physical first aid; IE specific pre-arrival sessions, arrival programming, and off-campus events; domestic recruitment and exchange promotional material; Internalization@home activities; I/OE short-term student mobility, COIL, etc.; co-curricular record; internal and

external student mobility funding; develop and implement Acadia's travel risk management plan and crisis cell, as well as Acadia's international travel registration and tracking; formalize process and risk management requirements for international faculty-led field schools; study abroad pre-departure and reintegration course; merge Maple League's mobility offices; student centred and led OE program.

D. MacGregor, Coordinator of Partnerships and Agreements, listed the main responsibilities of his role: exploring and establishing new partnerships; coordinating and communicating with Acadia faculty and staff as it relates to partnerships; cooperating with existing partners in expanding and renewing agreements.

He listed the achievements: partnership webpage; potential partnership flowchart; initial process for partnership formation; three new exchange agreements; several articulation agreement renewals; new MOUs signed; end of year partner messages; articulation webinar (near completion); recruiter coordination.

He listed the objectives: increase communication and coordination; establish partnership proposal dates; Transfer Advisory Committee; Establish COILs at Acadia; streamline transfer evaluations process; at least one pathway agreement per department (based on department approval); monitor, strengthen and renew; increase pathway advertisement.

D. MacGregor stated he will be sending out an email to faculty looking for feedback.

The Chair thanked the team for the presentation and indicated that since there is not a lot of time for questions, it would be appreciated if M. Holmes could put together the slides, indicating who spoke to which ones, and pass that along so that Senators could refer to the slides when reviewing the Minutes. Any questions could then be directed to his team, and members of the team could return to Senate for further discussion if needed.

M. Holmes thanked the Senate for the opportunity to have the team speak today, and thanked them as individuals, indicating that he and his team rely on collaboration with faculty, and that this is so important for the success of the team achieving goals, and the success and satisfaction of Acadia's students.

**b) Motion to approve the revised Vaughan Memorial Library Collection Development Policy**

**It is moved that Senate approve the revised Vaughan Memorial Library Collection Development Policy. Moved by E. Patterson and seconded by J. Richard.**

Guest C. Purdome, digital archivist and person responsible for special collections, spoke to this motion.

The first change proposed is to the material related to the history of Acadia University publications, Acadiana Collection, which previously included materials that are faculty publications. Although these belong in the library, they do not belong in the special collections. Faculty monographs have not been collected as they come out, and if you browse the special collections, there are books that do not seem to fit into this category. Faculty publications would go under scholarly communication, and the Acadiana Collection would be kept as a more cohesive, robust collection focusing on the university.

The second change proposed is in the Baptist Collection, to strike the following sentence, “Published monographs of less than twenty pages are treated archivally and catalogued using the Rules for Archival Description.” This does not reflect current or past practice in special collections.

The third change proposed is in the Annapolis Valley Collection. It currently says that it is an exhaustive list, and the proposal is to remove the word “exhaustive”.

The fourth change is to create a new paragraph 8.27, describing the “Archives Collection”, a place to hold deposits of published material that accompany records held by the Esther Clark Wright Archives.

D. Duke asked with respect to the Baptist Collection, if ACBAS has been consulted on the change.

C. Purdome stated that ACBAS has not been consulted, and explained that the change is not related to the scope of the material or the collection, only where the collection sits on the shelf.

MOTION TO APPROVE THE REVISED VAUGHAN  
MEMORIAL LIBRARY COLLECTION DEVELOPMENT  
POLICY CARRIED.

c) **Senate Curriculum  
Committee  
(Administrative) Report  
and Motion**

**It is moved that all curriculum proposals submitted by the  
faculties and reviewed by the Senate Curriculum Committee  
(Administrative) be approved. Moved by D. Benoit and  
seconded by C Stanley.**

The Chair stated there was a question last week regarding the graduate studies changes. There were changes that went through the SCC (Administrative) that were for cross-coded courses where there was a senior undergraduate course number and a graduate course number that had not gone through the Graduate Studies Committee. This was flagged, and these changes did end up going through the Graduate Studies Committee. The four courses were POLS 5017, POLS 5023, SOCI 5263 and PSYC 6153. The Associate Registrar will be adding a question to future curriculum forms about whether cross-coded courses have been sent to the Graduate Studies Committee for review, which will hopefully prevent this accidental oversight from occurring again.

C. Rushton pointed out that there is a typo in one of the program modification forms. The Certificate of Music Therapy proposal should be 24 hours and not 30. This does not fundamentally change the overall program.

The Chair confirmed with the Registrar that the correction had been made in the back end and will be reflected in the calendar.

J. Sachs asked about one of the courses, NURS 4915. The course reads, "This course is a preceptor nursing practice with supervision from CBU nursing faculty or nursing practice educator." He stated that based on the earlier discussion we do not know who will be employing the instructors for these courses, but this course description specifies it will be CBU faculty. He recommended striking "CBU" from the course description, otherwise we might not be able to offer the course.

C. Haigh indicated she believes this is a typo and that the language that's important to keep is the language around

supervision, and perhaps it could read something similar to “supervision by an appropriate person.”

The Chair asked J. Sachs to specify what page this reference is found on.

J. Sachs indicated that it is on page 34, and the course number is NURS 4915.

The Chair suggested that Senate make an amendment if they wish to make this change.

**Motion to amend the curriculum changes by removing “CBU” in the second sentence of the course description of NURS 4915. Moved by J. Sachs and seconded by J. Hooper.**

The Chair asked if there was need to have further discussion about this amendment.

C. Stanley asked if the members of the Ad Hoc Nursing Steering Committee feel that this amendment is fine.

C. Haigh stated she is comfortable with the amendment, indicated there are other members from the committee present, and said that it does not need to say “CBU” in the course description.

**MOTION CARRIED.**

H. Teismann stated he was surprised by the discrepancy between the number of course changes in the different faculties, in particular in the Department of Politics. He pointed out Item 4 under Faculty of Arts, POLS 3133, new course proposal, and believes there is a typo, “Aligns with *my* expertise and parameters of the Jarislowsky Chair in Trust and Political Leadership,” and asked for confirmation that some of these courses are put on particularly for that individual, the Jarislowsky Chair.

J. Sachs responded that he could not say for sure, but he believes that as a new faculty member, the Jarislowsky Chair is looking to develop courses that align with his strengths and that follow the mandate of the Chair.

J. Sachs further stated that five of them are from the new Jarislowsky Chair, with the directed mandate to develop new

courses on the theme of trust and leadership. Three of the courses are from J. Sachs himself, and they were proposed in the same year there is a big boost. One of those courses is totally new, and the other two courses are the same course, one offered at the 4000 level and one at the 5000 level. He stated that it is a right to flag this large number as it is exceptional, however a lot of it does relate to a new person with a new mandate.

H. Teismann responded that he is not opposed to innovation or renewal of curriculum, it's about the concern of the calendar getting so big when so many courses are added with very few deletions. He recalled that there was a policy around balancing courses created with courses deleted.

The Chair stated that she believed that there was no set policy, but that this was considered more of a best practice so that course calendar listings accurately reflect what is being offered or will be offered in the near future.

G. Gibson spoke in support of H. Teismann's comments, and mentions that there are twenty-three new courses from Arts, and only one course deletion, stating that there is a set number of resources, and the more these resources get stretched, the more difficult things are. She suggested that the best practices be practiced a bit more frequently.

D. Benoit asked if the best practices and rules associated with adding and removing courses could actually be circulated to the units and the unit heads because he has been in situations where he has tried to add a course and was told that he was not allowed because he needed to delete a course to add a course, and he did not have anything to delete, so he was unable to add anything new. As a result, he has courses that have not been taught in years that are still there so that he will have something to delete if he wants to add something new.

The Chair wondered if the person who had said that to him in the past had misspoken. She believed that it had been clarified at some point that this practice is not actually a policy, but is in fact a best practice.

D. Benoit stated that he would like to see what the actual policy is because he has never seen a copy of it. He believes this is important here and pertinent to this discussion, that he would like to see a report from the Registrar's office that actually tells which courses have been taught and how recently. He also stated

he understands that we have a new faculty member in politics who is introducing new courses, and whose job it is to teach courses in a particular area, and he believes that the rationale of “this aligns with my expertise” is not a good rationale for the introduction of any course. He believes that if they were hired into the Chair position because of their expertise and their expertise is in a particular area and that's what they're supposed to create a course on, then that's what he would like to see in that course description. He would not know how to vote on this because he wouldn't know if the rationale makes any sense. D. Benoit stated he would vote for it because he is able to put some trust in the people in the process, but it's not really sufficient rationale for a course.

The Chair stated that the particulars around the Jarislowsky Chair courses may be best addressed by the Dean of Arts.

D. Duke stated that the Jarislowsky Chair is an unusual one, created as part of a larger network of Chairs across the country. Part of this is driven by alignment across the Jarislowsky network, and it's actually about developing national level programming in a particular area.

D. Duke spoke about the new sociology courses which are a consequence of a new faculty member who was appointed as a result of an earlier failed search, and was specifically appointed to re-engage an area of sociology's curriculum that hadn't been taught for a number of years.

D. Duke asked Senators to put themselves in the position of the new scholars where they're very keen and excited about developing their areas of expertise in what they've actually been appointed to do, but they're still not settled in to the point where they feel like they're in a position to propose course deletions in the early years of their career at Acadia. That would take some time, once they have their new courses on the books and have become more comfortable.

K. Ashley thanked everyone for their work on this item. She does not have her notes with her, but with respect to the three courses in Politics where the prerequisite was a “B” or permission of the instructor, she asked for the justification behind this. She looked at the prerequisite course which currently has 31 students registered in it, and the cap in the

proposed courses is 30, and asked if the Curriculum Committee asked any questions about this.

The Chair asked M. Bishop if the topic of the prerequisite grade was discussed within the SCC (Administration).

M. Bishop responded that he does not recall it being discussed. No other members of the SCC (Administration) were available to speak to this.

The Chair asked K. Ashley if she was looking for an amendment to the curriculum proposals.

K. Ashley responded that she would like some clarification as there seems to be a discrepancy in the third-year courses, that most do not stipulate a specific mark for a prerequisite. Also, in one of the courses, it states it will be for online delivery, but there is no explanation as to why, and there has been no consultation with Technology Services about the delivery of the course as an online course, so she would like for this to be looked at.

D. Seamone stated that in the summary of the report, it states there is a program deletion in Arts, and she asked for clarification of the program that was deleted.

The Chair confirmed that it was an Economics program, and it was listed in the Faculty of Arts master document which was circulated last Tuesday.

D. Duke stated that it is on page 45 of the Agenda, Version 3, Bachelor of Arts with Major in Economics with Mathematics, a legacy program from many years ago.

The Chair asked if this was from before there was a Bachelor of Science in Economics.

D. Duke responded that yes, this was correct.

H. Teismann asked a question of Senate, and specifically the Registrar, if it is advisable that as the calendar grows, every addition would need to be accompanied by a deletion and stated that he remembers this as a rule in the past. He does not believe the rule has been in place for a long time, but stated there is a



danger that we are creating a humongous calendar and not having good oversight over which courses are really current.

M. Bishop responded by saying that the Curriculum Committee typically receives and reviews all forms that have come through the faculty councils, and he expects that there will be deliberation at the departmental or at the faculty council level before these things come to the Committee. There is a cleanup that's done through the Curriculum Committee, but usually that balancing of additions and deletions is done at the departmental level.

J. Richard stated that she did flag this topic at the initial meeting of the Committee, and at that time there were no Arts representatives present, so people felt uncomfortable discussing it and determining what was best with no one from the faculty present. She also expressed her concern about the lack of connection with the library and checking with librarians about resources for the additional courses.

The Chair asked everyone to keep this in mind within their units during internal discussions about curriculum changes.

M. Ramsay asked if frequency of course offerings is something that will get flagged in academic program reviews. For example, in the Politics case and the Jarislowky Chair, there is a new faculty member brought in with a mandate based around his expertise, and so there would be an expansion of courses because of this.

K. Ashley stated it seems that the majority of the proposals that have been put forward have not consulted with the library and while faculty members do have expertise, so do the librarians, particularly as it relates to what resources might be available. She asked the Dean of Libraries and Archives whether the curriculum committee went back to units asking for that consultation to take place.

J. Richard stated that she did flag this concern, and it went back to all of the departments and they all responded with an answer. She stated it would be worth looking at the process. She does not know how we could get that connection happening between the liaison librarians during this time, but she believes we need to improve this. She stated that specific concerns were sent back to heads and directors, and all the issues were addressed.

The Chair again mentioned that it would be more effective for these issues to be flagged at the faculties' council meetings, before they go to the Senate Curriculum Committee (Administrative).

K. Pinder stated that with respect to the Faculty of Arts curriculum process, although they get the report of the basic changes, they do not see the actual forms so they would not directly see these issues to flag them. If she is creating a new course, she would look at what resources are in the library already, and she asked if she should flag for the library that students will be working on a topic where there should continue to be resources.

J. Richards responded that yes, this is correct. She clarified that it is not necessarily the case that a faculty member has to make an inquiry with the library, but they should affirm that they have looked at the collection and they know the student will be supported based on the collection.

T. Weatherbee stated that with respect to best practice versus policy, if there are so many different views around this, perhaps Senate should take time to either develop a policy or to promulgate the policy that has already been forwarded rather than just having senators go back to departments with this information, in order to have some degree of consistency.

The Chair asked the Registrar if they could speak with the Associate Registrar and report back to confirm with Senate on whether there are actual written policies versus what the best practices are.

M. Bishop agreed to look into this.

J. Sachs mentioned that the School of Education stated in its submission for changes that 80 percent of its program is taught by part-time faculty, and he found that to be a stunning statistic and wonders if MPHEC will even accredit a program with 80 percent of faculty of a program taught by part-timers. He wanted to flag this as a major concern.

The Chair came back to the concern K. Ashley had about the "B" prerequisite for the courses, and asked K. Ashley if she wanted to make a formal amendment.

K. Ashley stated that she does not want to ask for a formal amendment but would like to get clarification on why a “B” is a prerequisite for the courses. She does not want to stop the courses going through but believes this could cause problems going forward and will end up being a situation where there will be lots of overrides in the system for students who are interested in taking them.

The Chair stated that in the absence of a formal amendment, the vote will be on the motion as it currently is, with the “B” still listed as a prerequisite.

The Chair called for a motion to approve the curriculum changes as circulated, with the amendments that had already been discussed: (1) removal of the Cape Breton University reference in NURS 4915, and (2) the correction in the music program.

MOTION CARRIED.

**d) Timetable, Instruction  
Hours and  
Examinations  
Committee Motions**

**It is moved that (1) the ‘Principles for the Preparation of Academic Dates’ be modified as indicated. In those principles, #4 adjusts the fall break week and #8 adjusts the W deadline accordingly; (2) the calendar dates for 2024 - 2025 through 2027 - 2028 be modified to reflect Motion 1; (3) the calendar dates for 2028 - 2029 be approved. Moved by C. Rushton and seconded by D. Benoit.**

H. Teismann asked if the three motions are being dealt with at once.

The Chair confirmed that yes, unless there is any opposition from Senators to doing it this way, all three motions will be dealt with at once, as was done at the previous Senate meeting. They were brought forward this way because they are interdependent.

Guest H. Chipman indicated the TIE Committee is coming back with one last proposal on fall break dates. At the previous Senate meeting, the proposed fall break dates aligning with Remembrance Day was voted against and not adopted. The new proposal aligns the fall break dates with Thanksgiving Monday, allowing faculty to get back one additional teaching day. The dates in the calendars for the next five years are reasonably well-balanced. 2024 is a bad year because the three holidays of Thanksgiving, Remembrance Day, and the Truth

and Reconciliation Day all falling on a Monday. The new proposal raises the number from 10 to 11 Mondays, including a “technical Monday” on the last day of classes, basically allowing one extra teaching day. The TIE Committee did consider extending the Fall 2024 term end date beyond December 4<sup>th</sup>, and the reason that is not being brought forward is because it would only be to gain another Monday, and that couldn’t be accomplished without adding another “technical Monday”, which would be a complicated final week of the term (Monday, Tuesday, Monday, Monday).

The Chair thanked the TIE Committee for taking all the comments that had come forward and for attempting to pull them all together again.

D. Duke mentioned a typo on page 70 of the Agenda listing the Fall 2026 dates where reading week is listed as October 12<sup>th</sup> – November 16<sup>th</sup>. This should be corrected to October 12<sup>th</sup> – October 16<sup>th</sup>.

The Chair stated that this can be handled as a typographical error correction rather than an amendment.

C. Stanley commented that there are a lot of people who feel really hesitant about the term “technical Mondays” and points out that faculty are all training people who are going to be university-educated, and that it’s really a matter of proper communication and making sure students understand that this is how the schedule works if it’s going to be different. It’s not that faculty can’t understand, but that it is forgotten.

The Chair reminded everyone to check the academic calendar before preparing their syllabi.

**MOTION CARRIED.**

The Chair thanked H. Chipman and the Committee for their work.

**e) Senate Admissions and Academic Standing (Policy) Committee Motion**

**It is moved that the Senate Admissions and Academic Standing (Policy) Committee make recommendations for general entry B.A. and B.Sc. degrees that allow students to**

**apply and be admitted to the University without declaring a major. Moved by C. Stanley and seconded by D. Benoit.**

K. Ashley stated that she is asking Senate to send this to a Committee that is chaired by her. Currently, students need to declare a major from the outset when applying to Acadia, and what she would like the Admissions and Academic Standing (Policy) Committee to look at is the possibility of students not declaring their major when they apply so that they could do their first year and decide over the course of that time what their major is going to be. This may alleviate the pressure on the oversubscribed programs and also give first-year students an opportunity to discover programs that are not offered in high school, that they may wish to explore at university. This would need to go to the Committee for some research.

The Chair confirmed for Senate that this motion is not to approve a policy but to formally request that the Committee discuss this.

D. Benoit stated that this specifically talks about B.A. and B.Sc. and asked for those that are not B.A. or B.Sc. but related, such as the Bachelor of Computer Science, is the expectation that the student would pick B.A. or B.Sc. and then possibly transfer to something else, or apply to a generic degree their first year and then decide on their major.

K. Ashley responded that she listed B.A. and B.Sc. because there are fewer requirements for those than there are in a lot of professional programs with their own degree codes where it may be harder to join after the fact, but this is certainly something that the Committee could look at.

D. Benoit stated he was curious as to whether or not this would apply to a general B.A. student for example, who would then only have the option of doing a B.A., or is the idea is that they could enter into one of these two degrees and then go to any degree that Acadia has, assuming there is space and that the student meets the minimum requirements. If this is something the Committee is looking at, D. Benoit says he is pleased with that.

J. Hooper clarified that this is just adding an option so that students can come and declare a major or begin their university studies by not declaring a major and doing the first year of

general B.A. or B.Sc. because they are unsure of what they want to declare as their major.

C. Stanley asked if other universities are already providing this option. He asked whether we are losing students as a result of not providing it.

The Chair asked K. Ashley to bring the question of how common this option is to the Committee is they are tasked with discussing this.

S. Duguay stated that there is a demand for the non-declared major option, and if we look at the volume of requests from incoming students just over the summer for changes in programs, it is high. At a high school level, the students are not provided with the same as what faculty provide them at the university level. If we offered this option, it would assist them in making a more suitable decision that first year.

C. Stanley stated that if we go with something like this, you would have to have an advising program where people have knowledge to advise on all of the programs or at least refer to the appropriate people on campus.

G. Gibson indicated there was a time when there was a B.Sc. degree, and it might be worthwhile checking with the archives to determine why Acadia moved away from that.

MOTION CARRIED.

### **3. Adjournment**

**Motion to adjourn at 6:02 p.m. Moved by D. Duke.**

ORIGINAL SIGNED

J. Peckham,  
Recording Secretary of  
Senate and University Secretary

## **Announcements**

### **PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – FEBRUARY 2024**

#### **Provincial Government Relations**

##### Funding MOU

Funding for 2024-25 will proceed as bilateral agreements between the province and individual universities. Discussions around a multi-year MOU have been delayed for a year, with the coming year described as a “bridging year” that could lead to a multi-year arrangement next year (presumably following a Provincial election). The Department of Advanced Education (DAE) will issue “strategic alignment letters” to each university, and our response to these will be tied to an overall base operating funding increase of 2%. DAE will also require a comprehensive plan for international student growth including enrolment, housing, supports, and services. Tuition for NS residents will be capped at an increase of 2%, while the rest of Canada will remain unregulated. International student tuition will be required to increase by a minimum of 9%. DAE will also require the Council of Nova Scotia University Presidents (CONSUP) to work together to achieve shared initiatives that would see an overall 5% cost savings to the sector. Finally, DAE is implementing performance-based funding measures in some key areas. For Acadia, this will mean a 3% holdback on the operating grant subject to a report that 97% of “health program” seats have been filled.

##### International Student VISA cap

The recent announcement by the Federal Government regarding the national limit on new student VISA permits will result in a defined number of permits issued to the province based on population percentage. This will reduce the number of permits from the previous year, and the province will determine the allocation of permits to the institutions. We have made the case to DAE that Acadia has been growing our international enrolment in a sustainable and responsible manner and that we must continue this growth as part of our financial sustainability strategy. I met with the Deputy Minister on January 30 and made the case that Acadia has been growing our international cohort responsibly and sustainably and needs to continue to do so. Regardless of the outcome, this development will likely have a negative impact on international student enrolment for the Fall term, as the new processing requirements have disrupted our ability to provide students with offers of acceptance during the peak of this part of the enrolment cycle. Vice President Duguay and his team are developing strategies to adjust to this new development to try to minimize the impact.

##### Enrolment Growth Portal

CONSUP has been developing a new initiative called Enrolment Growth Portal, which would essentially be a common application system for the ten universities. While there would be some advantages to a system like this (increased data analytics, some more control over program confirmations, and potentially some increased revenue),

our team is concerned that this would likely impact our ability to deliver the same highly personalized application and admissions process, which has been so successful. CONSUP has received a presentation by representatives from the Ontario system (which has been in existence since the early 1970s) and has asked for a similar report from Alberta, which implemented a similar system more recently.

### **Senior Leadership Team**

I am pleased to welcome Erin Beaudin as Acadia's new Vice President Finance and Administration and Chief Financial Officer. Erin started at Acadia on January 22 and has already hit the ground running on some key files. Erin comes to Acadia with many years of experience in municipal administration and was the Chief Administrative Officer for the Town of Wolfville for the past nine years. Welcome Erin!

The search for the Provost and Vice President Academic role is on track for a July 1 appointment. The Committee will meet soon to establish a long list of candidates according to the Board of Governors' [Guidelines for the Appointment and Review of Senior Academic Officers](#). As per the guidelines, "[t]he Committee shall draw up a short list of at least two candidates and arrange for each of them to present a public lecture, meet with the students and members of Faculty, with the senior administration and, in the case of an external candidate, the members of the academic unit to which he or she may be appointed." I anticipate these site visits to take place in April.

Respectfully submitted,



Jeffrey J. Hennessy, Ph.D. (he/him)  
President and Vice Chancellor



## **VICE-PRESIDENT ACADEMIC REPORT TO SENATE – FEBRUARY 2024**

### **ACADEMIC UPDATES**

- As part of the province’s new one-year MOU with universities, this summer Acadia must submit a “Strategic Alignment Proposal” focused on our institutional alignment with provincial goals and priorities for the period 2025-2028. This includes performance measurement on 5 common outcomes:
  1. Programs tailored to meet current and future economic and labour market needs.
  2. Support for student well-being and mental health.
  3. Quick and efficient education of students.
  4. Graduation of students and attachment to the workforce.
  5. Research and innovation focused on achieving provincial priorities and advancing the public good.
- Acadia and Cape Breton University continue to collaborate on the roll-out of the B.Sc in Nursing: curriculum changes have been submitted, equipment is being purchased, and plans are underway for the renovation of Emmerson Hall, which is on target to meet the Fall 2024 completion date. Hiring has not been finalized, although further discussions are taking place this week. Acadia will be meeting with the College of Nurses later this month to discuss long-term planning and requirements for the stand-alone Acadia B.Sc in Nursing, which has a target date of 2028.
- The internal MPHEC Online Framework for Online and Technology-Assisted Learning Working Group has been launched. There are 18 members, and the group will collect information on current policies and procedures to guide recommendations moving forward.

### **ARTICULATION AND COOPERATION AGREEMENTS**

- Acadia has signed a 5-year B.Sc student mobility agreement with Wageningen University (Netherlands).

### **LIBRARY**

- Jennifer Richard’s term as Acting Dean of Libraries and Archives has been extended to June 30, 2025.
- Agnieszka Hayes has joined the library in a continuing appointment position. She is now the liaison librarian for History, Comparative Religion and Community Development and is coordinating Equity, Diversity and Inclusion services, programs and activities for the library.
- Maggie Neilson is now the Nursing Librarian, along with Kinesiology.
- Deborah Hemming has returned to the Library and is liaising with Business and Economics and coordinating the Library’s promotion and outreach activities.
- Liam McCarthy has joined the Special Collections and Archives team while Wendy Robicheau is on sabbatical leave.
- Sarah Atkinson has moved from the Access Desk to Special Collections and Archives.

## **TEACHING and LEARNING UPDATES**

- Teaching and Learning is hosting three workshops in February: Accessibility in Teaching (9 Feb); Circles of Care (22 Feb); Polling with Moodle (28 Feb). Teaching and Learning is also hosting an AI learning and “guided play” session on 20 February.

Respectfully submitted,

Dr. Kate Ashley  
Vice-President Academic (Interim)

## ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION AND GRADUATE STUDIES REPORT TO SENATE – FEBRUARY 2024

### *EXTERNAL GRANTS TO FACULTY*

#### **Ducks Unlimited Canada**

- **Dr. Mark Mallory** (Biology) was awarded **\$90,000** in funding for his on-going project entitled: *Continued Common Eider Research Funding*.

### *RESEARCH & SERVICE AGREEMENTS*

#### **NunatuKavut Community Council Inc. – Aboriginal Fund for Species at Risk (AFSAR) Services Agreement**

- **Dr. Trevor Avery** (Biology) received **\$32,000** in funding for the project entitled: *Tracking Striped Bass in and from NunatuKavut Territory*.

#### **University of Calgary – Independent Contractor Agreement**

- **Dr. Jonathon Fowles** (Kinesiology) and the **Centre of Lifestyle Studies (COLS)**, will receive **\$24,999** in funding for the project entitled: *Exercise for Cancer to Enhance Living Well (EXCEL) Study* which will be delivered at the University of Calgary.

#### **Saint Mary's University – Robin Rigby Trust**

- Master's student **Marco Turner**, working with **Dr. Trevor Avery** (Biology) has been awarded \$8,400 for the project entitled: *Assessing suitability of projected marine protected areas through monitoring spillover effects of Caribbean spiny lobster (*Panulirus argus*) using a mark-recapture program*.

### *MITACS AWARDS TO SUPPORT RESEARCH INTERNS*

- **Dr. Matthew Lukeman** (Chemistry) has been awarded **\$30,000** in Mitacs Accelerate Internship funding in partnership with Mara Renewables for the project entitled: *Laser assisted cell lysis with continuous treatment setup*.

### *OTHER AWARDS/RESEARCH FUNDING*

#### **NSERC Alliance-Mitacs Accelerate Grant - \$276,750**

- **Dr. Nicoletta Faraone** (Chemistry) was awarded **\$276,750** through the NSERC Alliance-Mitacs Accelerate Grant in partnership with AtlanTick Repellent Products Inc. for the project entitled: *Effects of changing temperature and humidity on tick response to repellent and acaricide efficacy in the context of climate change*. **\$135,000** will be contributed by NSERC, **\$67,500** will be contributed by Mitacs, and \$74,250 will be contributed by Atlantick toward the three-year project.

### **National Research Council – Industrial Research Assistance Program (NRC-IRAP) Projects - \$10,000**

- **Dr. Danny Silver** (Acadia Institute for Data Analytics) was awarded **\$5,000** to collaborate with KardioDiagnostix Inc. for the project entitled: *Evaluation of ECG data for better analysis in pediatric patients.*
- **Dr. Glyn Bissix** (Environmental & Sustainability Studies) was awarded **\$5,000** to collaborate with Grand Pre Wines-Ltd. for the project entitled: *Developing a Decision Support System to move Grand Pre Wines Vineyard to Net Zero Carbon.*

### **Christmas Tree Council of Nova Scotia – Services Agreement (Amendment)**

- **Dr. Zoë Migicovsky** (Biology) received an additional **\$59,954** in funding to continue her project entitled: *Production of New Balsam Fir Lines Using Somatic Embryogenesis.*

## ***OTHER EVENTS & ACTIVITIES***

### **Acadia Hosts Horticulture Nova Scotia’s Annual Congress Banquet**

For the second year in a row, the Scotia Horticultural Congress Reception and Banquet was held at the Sheldon Fountain Commons on January 22, 2024. This special event celebrated the 25<sup>th</sup> year of the Congress. Acadia welcomed 165 banquet guests, including representatives from industry, government, and ag-sector organizations, as well as The Honorable John Lohr, Minister of Municipal Affairs and Housing, MLA Kings North, Member of Parliament Kings West, Kody Blois, and several local MLAs. The ICE Office and Springboard Atlantic sponsored the banquet, with Dr. Suzie Currie providing welcoming remarks on behalf of Acadia.

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

### **Internal**

- Harrison McCain Foundation Grants - anticipated in Spring, date TBA
- SSHRC Institutional Grants (SIG) - 2024 (TBA)
- Summer undergraduate student research awards (HSRA, USRA, Donor) – February 15 (USRA) and 26<sup>th</sup> (HSRA)

### **External**

- [SSHRC Insight Grants](#) - October 1
- [SSHRC Connection Grants](#) - November 1, February 1, May 1, August 1
- [SSHRC Partnership Development Grants](#) - November 15
- [SSHRC Partnership Engage Grants](#) - June 15, September 15, December 15 and March 15
- [NSERC Research Tools and Instruments](#) - October 25
- [NSERC Discovery Grant](#) - November 1
- [NSERC Alliance \(partnership\) Grants](#) – Open Call
- [Canadian Foundation for Innovation \(CFI-JELF\)](#) - October 15, February 15, June 15

- [NS Habitat Conservation Fund](#) - October 15
- [MITACS](#) (student and post-doc internships; various programs) – Open
- [CLARI \(Change Lab Action Research Initiative\)](#) – Open Call
- [Research NS](#) – “Intentional” Research Funding - Open Call (contact RIGS for additional information)

Respectfully submitted,

Dr. Suzie Currie, Associate VP Research, Innovation & Graduate Studies (interim)

# VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – FEBRUARY 2024

## Enrolment Management Update

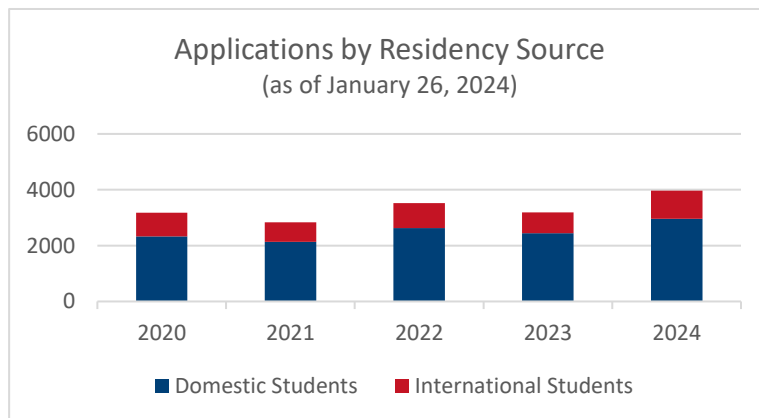
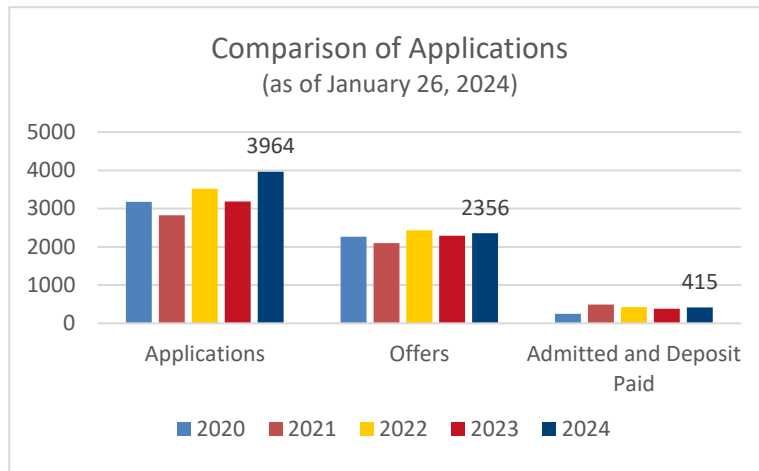
### Enrolment Statistics

The university’s enrolment plan calls for sustaining domestic enrolment and returning international students to pre-pandemic levels, the combination of which will bring enrolment to 4,000 students a year. Recruitment teams (both domestic and international) are actively working to recruit the next class of Acadia students, turning their attention to assisting students in their decision-making process.

### Total Applications

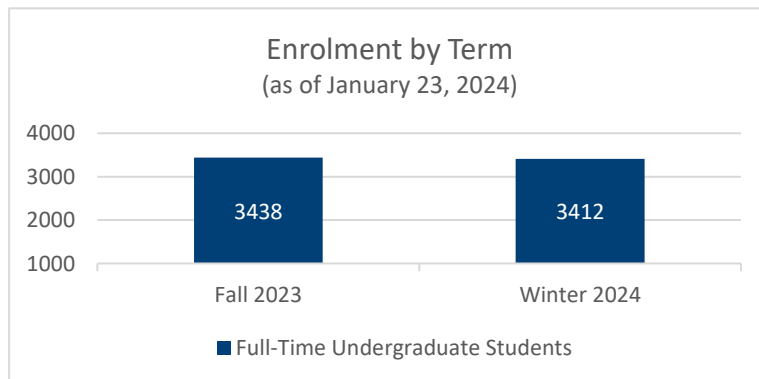
The number of new student applications received by this point in the calendar cycle is the highest it has been in recent years. At 3,964 applications for Fall 2024, Acadia has generated 24% more applications over last year at this point in time. Even if applications to the new Nursing program are removed from the calculations, applications are up by 15%.

At present, 1004 applications have been received from international students.



### Enrolment

There are presently 3412 full-time undergraduate students registered for courses in Winter 2025. An additional 90 part-time undergraduate students are each enrolled in 1-2



## Admissions

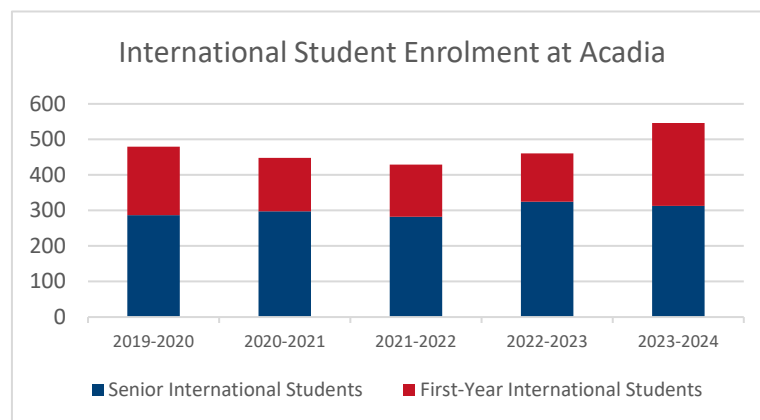
All applicants who applied over the holiday break and provided a transcript were offered admission during the first two days back in January. This excludes nursing and international applicants who must submit official documents.

As the two-year fall B.Ed. program has been paused, all B.Ed. applicants have been moved to the 16-month May intake. Last year B.Ed. offers started to go out in early December and this year the School of Education has decided that offers will be released beginning in mid-February. As a result, B.Ed. admission statistics currently appear lower this year but will increase once offer letters are sent.

## International Student Study Permits

On January 22, 2024, the Government of Canada announced a 35% reduction in the number of international student study permits beginning with the 2024-2025 academic year. Acadia administration and staff have worked diligently over the last week to better understand and, where possible, mitigate the impacts of this decision. Immigration, Refugees, and Citizenship Canada (IRCC), the federal department responsible for issuing study permits has already ceased issuing study permits for students. The Province of Nova Scotia is working with the entire post-secondary education sector to determine how the limited number of allocated study permits will be distributed across institutions. This announcement is a major concern as it could significantly hamper Acadia's international recruitment efforts which had just begun to increase through the leadership of Acadia International.

Acadia's measured approach to increasing the enrolment of international students to 20% of the student population has been and continues to be careful and deliberate. Acadia's International team has strengthened the support available to our international students, offering services such as airport pick-up, orientation, grocery shuttles, mentorship and employment opportunities, and diverse social programming. We're dedicated to creating an environment where students from around the world can thrive academically, culturally, and socially. While residence is guaranteed to all first-year students at Acadia, we are now guaranteeing residence to all international students for the duration of their study.



## Net Promoter Score

Frequently used to measure customer loyalty, the Net Promoter Score (NPS) is determined from an email survey sent to Acadia students throughout the year. The result is a score that helps understand if current students would promote Acadia to others based on their experience. Acadia's NPS (+7) currently sits well above the Canadian average with promising trends related to international student scores. The only significant group with a negative NPS score (-4) as of December 2023 are students in their third year of study, which has been discussed with the Deans. The table below shows Acadia's progression since April 2023.

	April 2023	September 2023	December 2023
# of Responses	681	535	432
<b>Overall NPS</b>	<b>-5</b>	<b>+13</b>	<b>+7</b>
First-Year NPS	N/A*	+27	+16
International NPS	N/A*	0	+10
Domestic NPS	N/A*	+16	+6

\*This breakdown was not included in the first survey run.



**ACADIA STUDENTS' UNION REPORT TO SENATE – FEBRUARY 2024**

No announcements.

**ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE –  
FEBRUARY 2024**

PUBLICATION: Maxwell, Melody, “Baptist Boys and Girls: Gender Roles in Southern Baptist Children’s Magazines, 1953-1957” Church History and Religious Culture, 103, 3-4 (2023): 322-339. Click [here](#) for the link.

PUBLICATION: Walsh, Matthew, “Divine Wisdom and Knowledge on Steroids: *gebûrâ* in Biblical Tradition and at Qumran.” Journal of Ancient Judaism 15 (2024): 65–97.

On January 15-17, 2024, the College had its first site visit of the Canadian Learning Community for Decolonization and Innovation in Theological Education. Funded by the Lilly Endowment: Pathways for Tomorrow Initiative, this project is a partnership between NAIITS An Indigenous Learning Community, Acadia Divinity College, Tyndale University, and Ambrose University.

On January 23, 2024, Stuart Blythe presented a seminar “How to give a good academic presentation” at the annual colloquium of the International Baptist Theological Study Centre, Amsterdam.

On January 24, 2024, Jody Linkletter presented an online session on “Children’s Ministry and Theology” for the Canadian Baptists of Ontario and Québec’s Children’s Ministry Certificate Training Program.

On February 3, 2024, Anna Robbins began the two-year post of “Theologian in Residence” for the District of Columbia Baptist Convention. This project is sponsored by the "Flourishing While Cross-pollinating and Collaborating" Palmer Grant.

**ACADEMIC PROGRAM REVIEW COMMITTEE (APRC)  
SENATE REPORT - FEBRUARY 2024**

Membership:

VP Academic (Chair): Kate Ashley

Registrar or delegate: Mark Bishop

1 Arts: vacant

1 Professional Studies: Janna Wentzell

1 Pure and Applied Science: Glenys Gibson

1 Governor: Tracey McGillivray

Dean of Faculty under review: David Duke, Corinne Haigh, Jeff Hooper, Danny Zacharias

Since submitting its transition report in October, the APRC has met three times: 13 November 2023, 11 December 2023 and 5 February 2024.

**Status of Reviews**

Year 1 (2023)

<b>Faculty</b>	<b>Department/Unit</b>	<b>Status</b>
Science	Computer Science	The review will coincide with the accreditation review
Science	Mathematics and Statistics	In Progress – Self-Study
Professional Studies	MEd (Counselling)	The review requirements were satisfied through the May 2019 Cyclical Review and the November 2021 CCPA Accreditation Review

Year 2 (2024)

Faculty	Department/Unit	Status
Arts	Economics	Notification pending, March 2024
Arts	English and Theatre	Notification pending, March 2024
Arts	Languages and Literatures	Notification pending, March 2024
Arts	Philosophy	Notification pending, March 2024
Arts	Sociology	Notification pending, March 2024
Professional Studies	Community Development	Notification pending, March 2024
Professional Studies	Bachelor of Education	Notification pending, March 2024
Science	Biology	Notification pending, March 2024
Theology	All programs	Notification pending, March 2024
	Library	Notification pending, March 2024
	Graduate Studies	Notification pending, March 2024

The committee's primary work has been preparing for the 2024 MPHEC Second Cycle Quality Assurance Assessment of Acadia's program development, quality assurance and review processes. Preparing for the MPHEC report and site visit will be an agenda item for the next year and half. Acadia will need to demonstrate that it is using and following the MPHEC framework.

### Key Deadlines

Progress Report      15 May 2025  
Site Visit              October 2025

Recommendations from our 2007 assessment will be reviewed and addressed.  
2007 Report: [https://www.mphec.ca/resources/Final\\_ACA\\_Assessment.pdf](https://www.mphec.ca/resources/Final_ACA_Assessment.pdf)

In preparation for the assessment, we will be reviewing our policies and procedures to ensure that they align with the MPHEC Quality Assurance Framework. Several forms are in development to standardize the program review process:

<a href="#">Form 1A Program Review Academic Unit Self-Study Draft</a>	<b>Approved, February 5, 2024</b>	Template for academic units to use for Self-Study. Incorporates our current requirements. (Note: Math and Stats has been provided the draft).
<a href="#">Form 1B Program Review Non-Academic Unit Self-Study Draft</a>	Introduced December 2023.	Self-Study Template for academic support units.
<a href="#">Form 1C Program Review Information Requirements for Programs Subject to Accreditation Draft</a>	Introduced December 2023.	We need to finalize a process when both an academic review and an accreditation review are required. This form design may be used more for when they are not done at the same time.
<a href="#">Form 2 Program Review Reviewer Nomination Form Draft</a>	Introduced, February 2024	Form that units can use to nominate reviewers. (Note: Math and Stats has been provided the draft.)
<a href="#">Form 3 Program Review Terms of Reference and Program Review Committee Report Draft</a>	Introduced December 2023.	Terms of reference for reviewers and a form that can be used for their report.
Form 4A: Program Review_Unit Response to Review Report	This hasn't been created yet.	
<a href="#">Form 4B: Program Review_APRC Response and Report to Senate</a>	<b>Approved, December 11, 2023</b>	
<a href="#">Form 5A Program Review Unit Progress Report</a>	<b>Approved, December 11, 2023</b>	The APRC has taken steps to improve the process for review follow-up. Follow-up will be led by the Deans with support from the Academic Program Development, Quality Assurance and Planning Coordinator.

<a href="#">Form 5B Program Review</a> <a href="#">APRC Progress Report to Senate Draft</a>	NEW	This form will be used for the APCR to report to Senate after the mid-cycle follow-up with unit. It is similar to form 4B.
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Senators are encouraged to review the APCR website: <https://academicplanning.acadiau.ca/welcome.html>

The APCR is also discussing the following in preparation for the stage 2 assessment:

- Review of Academic Support Units (e.g., Registrar’s Office, Student Services)
- Common student program review feedback form
- Terms of reference for program review committees and external reviewers
- Reviews of accredited programs
- Overlap between Academic Planning documents and Program Review documents

A Quality Review Community of Practice has developed, allowing institutional Quality Assurance officers to share information on the review process.

Respectfully submitted,

Kate Ashley, Chair

## **REPORT OF THE AD HOC NURSING PROGRAM STEERING COMMITTEE FEBRUARY 2024**

Current committee membership (alphabetical):

- Kate Ashley, VP Academic (Interim)
- Corinne Haigh, Dean, Professional Studies (Chair)
- Jeff Hooper, Dean, Pure and Applied Science (Interim)
- Matt Lukeman, Department of Chemistry, Faculty of Pure and Applied Science representative
- Benjamin Morris, VP Academic for the Acadia Students' Union
- Maggie Neilson, Vaughan Memorial Library
- Roxanne Seaman, School of Kinesiology, Chair, Senate Curriculum Committee (Policy)
- Janna Wentzell, School of Kinesiology, Faculty of Professional Studies representative
- Ian Wilks, Department of Philosophy, Faculty of Arts representative
- Brian Wilson, Department of Biology

Invited guests (alphabetical):

- Mark Bishop, University Registrar (guest)
- Steve Iduye, Assistant Professor and Chair, CBU/Acadia Nursing Campus Expansion Department, Cape Breton University
- Shawna Singleton, Academic Program Development, Quality Assurance, and Planning Coordinator (guest)
- Sue Venter, Nursing Practice Educator, Cape Breton University (guest)

The ad hoc Nursing Program Steering Committee has met twice since the October meeting of Senate (December 11<sup>th</sup>, 2023, and February 6<sup>th</sup>, 2024).

### *Admissions*

We have offered admission to 21 direct entry students; however, we are discussing increasing this intake to provide 42 direct entry seats, which is in line with CBU's program modification made to MPHEC. Corinne will connect with the admissions office to provide the committee with the current number of Advanced Standing and LPN offers that have been made before our next meeting. Our eventual target is to have a graduating class of 42 for the first cohort and 63 in subsequent cohorts.

### *Timetable*

Term 1 and Term 2 planning: Term 1 and term 2 partner units (Biology, Chemistry, English, Mathematics and Statistics, Philosophy, Psychology, and Kinesiology) have put together a timetable that is student-centred and based on 21 direct entry students. This group also had a preliminary discussion about resources needed to support 42 direct entry students and a follow-up communication asking for specifics has been sent out, along with a final draft of the timetable.

Term 3, 4 and 5 planning: A timetable for these three semesters has been created by Steve and Corinne with Emmerson Hall as the site for labs and most course work.

### *Failure to Progress Policy*

CBU arbitrated this policy and evaluated transcript information provided by Acadia. There are 3 tiers to this. Students were advised appropriately depending on whether they were classified as “Failure to Progress” 1, 2 or 3. There were 2 students in the FTP 1 category (failed to progress with respect to one marker – must retake course), 3 in the FTP 2 category (failed to progress with respect to two markers – must leave the BScN program and can reapply), and 0 in the FTP 3 category (failed to progress with respect to three markers – must leave the BScN program and cannot reapply). We need to continue to discuss options for students who do fail courses so that they can meet program requirements (e.g., courses offered during intersession for students to retake).

### *Clinical Placements*

Sue has been developing relationships with local partners, particularly long-term care facilities, for term 3 clinical placements. She is meeting with Shannex and Grandview Manor and has approached several other acute care sites for term 4 placements. She is also considering nursing specialties e.g., mental health for winter term next year.

### *Infrastructure and equipment*

Plans for Emmerson Hall renovations are on track. We are about to begin ordering Nursing specific equipment for phase 1 (the clinical lab space on the second floor of Emmerson) and phase 2 (the simulation rooms on the first floor of Emmerson).

### *Hiring and Operational agreements*

By July, we are planning for 2 tenure track hires (Nursing faculty) and 4 continuing instructors (similar to CBU Nursing Practice Educators). A Director or Acting Director is also required. Discussions with CBU are ongoing around hiring and the operational agreement.

Respectfully submitted,

Corinne Haigh  
Chair, ad hoc Nursing Program Steering Committee  
Dean, Faculty of Professional Studies



**Vaughan Memorial Library  
Collection Development Policy**

Approved by Senate, November 14, 2006

Revised; approved by Senate, January 16, 2023

Revised; approved Library Management Team, January 17, 2024

**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 18<sup>th</sup>- to early 20<sup>th</sup>-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 19<sup>th</sup>- and early 20<sup>th</sup>-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 17<sup>th</sup>-, 18<sup>th</sup>-, and 19<sup>th</sup>-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 19<sup>th</sup>-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 (19<sup>th</sup>- and early 20<sup>th</sup>-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.

## **8.27 Archives Collection *[new]***

This collection contains published material that is substantively related to records held by the Esther Clark Wright Archives. Items in this collection may have been received with archival donations and have significant research value.

## **9. Esther Clark Wright Archive**

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.

**Senate Curriculum Committee (Administrative)  
 2023-2024 Curriculum Change Proposals  
 Report to Senate - 5 February 2024**

Committee Members: Allison Walker (Committee Chair, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Roxanne Seaman (Chair SCC Policy), Jennifer Richard (Library), Sonia Hewitt (FA), Inna Viriasova (FA), Chris Killacky (Theology), Krissy Keech (FPS), Ashley Doyle (FPS), Andrew Mitchell (FPAS), Benjamin Morris (Student Rep)

Guest: Shawna Singleton

Overview

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

Type of Proposal	Faculty			Total
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	23	8	8*	39
Course Deletion (Form 2)	1	6	4	11
Course Modification (Form 3)	23	20	18**	61
Program Modification (Form 4)	9	15	9	33
New Program (Form 5)	0	0	1	1
Program Deletion (Form 6)	1	0	0	1
<b>Totals:</b>	<b>57</b>	<b>49</b>	<b>40</b>	<b>146</b>

\*One Form 1 used for 25 new Nursing program courses

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

Most curriculum proposals were sent to the Senate Curriculum Committee – Administrative (SCCA) by Dec 1, 2023; all were received by January 19, 2024. A summary listing of all proposals submitted by the three faculties follows. Within the Senate TEAM, the “Files” section contains complete forms for all proposals and a master file for each faculty (Arts, FPAS, and FPS). The Committee reviewed the proposals in advance of meetings on 6 and 14 December, 2023 and 22 January, 2024 where each proposal was discussed, resulting in one of the following actions: (i) proposals were deemed acceptable as submitted; (ii) proposals were edited by the Committee during the meetings to flag minor, non-substantive oversights in completing forms (e.g. grammatical errors) or (iii) proposals

were designated as requiring clarification through consultation with the Director or Head of the relevant academic unit.

All instances requiring consultation with academic units have now been resolved. In turn, the Chair will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2024/25 Academic Calendar and within Colleague, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

**Motion**

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

Summary Listing; Proposals for Curriculum Changes 2023/24

**Faculty of Arts**

**Politics, Faculty of Arts  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	POLS 3153	Form 1: new course proposal	We do not have a Canadian Foreign Policy course and, given its centrality to the disciplines of Canadian Politics and International Relations, it is a big gap in our course offerings. This course would allow our graduates to have a better training towards a career in the Canadian public service.
2.	POLS 3053	Form 1: new course proposal	The introduction of this course reflects the expanded expertise of the Department of Politics since the hiring of Dr. Can E. Mutlu in 2016 for the International Relations tenure-track stream and relates to the increasing student demand on improving the knowledge of pressing societal debates surrounding borders, migration, and diversity in Canada

			and globally. This will further contribute to the internationalization of the Politics curriculum.
3.	POLS 3163	Form 1: new course proposal	Currently, no course offered by the Department of Politics takes as its primary subject religion or its impact in political life. This is a major gap and one that students have expressed an interest in having filled. Moreover, the department now has a permanent faculty member able to offer this course on a regular basis.
4.	POLS 3133	Form 1: new course proposal	Aligns with my expertise and parameters of the Jarislowsky Chair in Trust and Political Leadership.
5.	POLS 3243	Form 1: new course proposal	There are currently no courses in the department in the field of political psychology, which is an established subfield of political science. This course will allow the department to diversify its course offerings at the 3000-level and it is also in alignment with a new research agenda that's being developed by one of the department members (Dr. Inna Viriasova).
6.	POLS 3233	Form 1: new course proposal	Aligns with my expertise and parameters of the Jarislowsky Chair in Trust and Political Leadership
7.	POLS 4023	Form 1: new course proposal	To reflect the faculty member's expertise and address the need for courses that can fulfill the Jarislowsky  Chair in Trust and Political Leadership requirements.
8.	POLS 4013	Form 1: new course proposal	Currently, no course offered by the Department of Politics takes as its primary subject authoritarianism. It fills a gap in our offerings and reflects broad student interest.
9.	POLS 5023	Form 1: new course proposal	To reflect the faculty member's expertise and address the need for

			<p>courses that can fulfill the Jarislowsky</p> <p>Chair in Trust and Political Leadership requirements.</p>
10.	POLS 5013	Form 1: new course proposal	Currently, no course offered by the Department of Politics takes as its primary subject authoritarianism. It fills a gap in our offerings and reflects broad student interest.
11.	POLS 3203	<p>Form 3: modifying existing course</p> <ul style="list-style-type: none"> <li>• Change in title</li> <li>• Change in calendar description</li> </ul>	<p>The course as currently described in the calendar has not been taught since before Ian Stewart retired in 2014.</p> <p>Alex Marland has joined the faculty as the Jarsislowsky Chair in Trust and Political Leadership. Dr. Marland will</p> <p>take on this course as part of his course load. The new course description and title reflect his research expertise</p> <p>and focus for teaching about the politics of Atlantic Canada.</p>
12.	POLS 3103	<p>Form 3: modifying existing course</p> <ul style="list-style-type: none"> <li>• Change in title</li> <li>• Change in calendar description</li> <li>• Change in pre-req</li> </ul>	<p>This course has not been taught in well over a decade, given the lack of expertise within the Politics Department</p> <p>in this field of study</p>
13.	POLS 3883	<p>Form 3: modifying existing course</p> <ul style="list-style-type: none"> <li>• Change in calendar description</li> </ul>	The course description needs a refresh to accurately reflect course content from diverse faculty who teach it.
14.	POLS 3503	Form 3: modifying existing course	Outdated/inaccurate title and course description

		<ul style="list-style-type: none"> <li>• Change in title</li> <li>• Change in calendar description</li> </ul>	
15.	POLS 3993	Form 3: modifying existing course Change in calendar description	Update needed given advances in AI
16.	POLS 3303	Form 3: modifying existing course <ul style="list-style-type: none"> <li>• Change in title</li> </ul> Change in calendar description	The current title and description use outdated, in appropriate language and fail to include examples of key concepts and current political and policy challenges.
17.	POLS 4103	Form 3: modifying existing course <ul style="list-style-type: none"> <li>• Change in title</li> <li>• Change in calendar description</li> <li>• Change in pre-req</li> </ul>	Needs to be updated (ie. needs to reflected growing reality of nation-to-nation relations in Canada vis-à-vis Indigenous peoples; devolution underway in the three territories; "nested" federalism)
18.	POLS 4193	Form 3: modifying existing course <ul style="list-style-type: none"> <li>• Change in title</li> <li>• Change in calendar description</li> </ul> Change in pre-req	Updated needed to clarify teaching approach and to respond to TRC Calls to Action (Indigenizing courses),  following up on the commitment of the Canadian Political Science Association to endeavour to do so across the discipline.
19.	Major in Politics	Form 4: Modification to program  This is a minor change to the program requirements in the	This is a requirement of MPHEC for all degree programs. Students doing a Major in Politics already meet this

		calendar in order to make it explicit that students need to take at least 18h of Politics courses at the 3000- or 4000- level.	requirement, but the intention of this change is to make the requirement explicit in the calendar.
20.	Double Major in Politics	Form 4: Modification to Program  We are increasing the number of credit hours in Politics courses that are required for a 2nd Major in Politics to 39 from 36.	MPHEC requires that students must take at least 18 credit hours at the 3000- or 4000- level in their major program. Currently, our 2nd major requires 36h of Politics courses, and there are 21h of required courses at the 1000- and 2000- levels. Students are therefore short 3h of upper level courses. This change will bring our 2nd major program in compliance with the MPHEC requirements. MPHEC requested this change.

**Sociology, Faculty of Arts  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	SOCI 5263	Form 1: new course	This course is the grad version of an existing fourth year course. We intend to teach the fourth year and grad course together, as a way of bolstering electives in Sociology at the graduate level. This course is timely, as it responds to climate crisis. Offering it at the grad level provides an opportunity to Sociology and Arts students to take a course in this subject area.
2.	SOCI 2023	Form 1: new course	This course is an important foundation for critical criminology and law and society. Sociology students interested in taking upper year critical criminology courses within the department of Sociology would benefit from first taking this course. This course is also



			beneficial to students majoring in Law and Society in that it introduces students the approaches needed to examine law as a social phenomenon.
3.	SOCI 4473	Form 1: new course	<p>Borders are the social consequences of identity and boundary-making that create the division between "us" and "them." Many students will pursue a career in a related sociology field and work directly or indirectly with different social groups with diverse identities. This course will help students develop critical perspectives when examining these socially constructed divisions and work toward implementing equity, diversity, and inclusion procedures in any professional setting more effectively. This course would complement SOCI 3033 Theorizing Culture, SOCI 3133 Ethnic and Race Relations: Comparative Cases and Issues, SOCI 2153 Social Inequality, and SOCI 2123 Ethnic and Race Relations: A Canadian Introduction and other courses in the Sociology Department.</p>
4.	SOCI 4233	Form 1: new course	<p>This course examines issues of power, politics, and inequality in the context of global development practices and theories. It will appeal to students who have studied these issues at the 2000- and 3000-levels in courses related to gender, development, political economy and the like. As a 4000-level seminar it will provide students with an additional senior-level option to complete the required 4000-level credit hours in</p>

			Sociology and may also appeal to students in other fields like WGST, POLS, CODE, etc.
5.	SOCI 3473	Form 1: new course	<p>This course would complement SOCI 3133, Ethnic and Race Relations: Comparative Cases and Issues, and</p> <p>SOCI 2123, Ethnic and Race Relations: A Canadian Introduction in the Sociology Department. Migration is</p> <p>a timely phenomenon to explore in the Canadian and global context and plays a crucial role in</p> <p>understanding how our social world functions. Many students will pursue a career in a related field and</p> <p>work directly or indirectly through the government, organizations, and institutions with the different</p> <p>generations of immigrants. Therefore, a sociological understanding of migration is central to the students'</p> <p>knowledge of working with immigrants and leads to building more inclusive communities and societies for</p> <p>all.</p>
6.	SOCI/FRAN 2133	Form 3: modifying existing course <ul style="list-style-type: none"> <li>• Change in calendar description</li> </ul>	Spelling mistakes
7.	SOCI 4263	Form 3: modifying existing course <ul style="list-style-type: none"> <li>• Change calendar description</li> <li>• Change pre-req</li> </ul>	<p>The new course description better reflects the course as it is being taught currently. The new description</p> <p>indicates an international as well as Canadian focus and the inclusion of climate change as a course topic</p>

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**History & Classics, Faculty of Arts  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	HIST 3783	Form 1: New course proposal	<p>This course will provide students with a hands-on learning experience in the field of forensic archaeology. The skills developed during this course are transferable to other types of archaeology and forensic opportunities.</p> <p>This course is being created in conjunction with an on-going field school, described in a Memorandum of Understanding between Acadia and the US Department of PoW/MIA Accounting Agency (DPAA). Dr. Aaron Taylor led this field school – searching for the remains of American service personnel in the Second World War European theatre – when it was housed at St. Mary’s University and will lead it at Acadia. As many of 12 students can participate in the annual project, learning standard archaeological field methods and broadening their knowledge of the Second World War.</p>
2.	HIST 2683	Form 1: New course proposal	<p>This course is being created in conjunction with an on-going field school, described in a Memorandum of Understanding between Acadia and the US Department of PoW/MIA Accounting Agency (DPAA). Dr. Aaron Taylor led a field school – searching for the remains of American service personnel in the Second World War European theatre – when it was housed at St. Mary’s University and will lead it at Acadia.</p>
3.	CREL 3013	Form 1: New course proposal	<p>This course is an opportunity for students to explore and understand the</p>

			<p>hate groups through a social scientific framework. Focus on beliefs, practices, and histories of hate groups in North America with attention to the religious roots and or teaching or tenets of groups that identify as Anti-Black, Anti-Muslim, anti-LGBTQ, anti-Feminist, anti-Asian and/or anti-Jewish (antisemitic) will equip students to respond to these groups and their ideologies and practices.</p>
4.	HIST 2663	Form 1: New course proposal	<p>This course is being created in conjunction with an on-going field school, described in a Memorandum of Understanding between Acadia and the US Department of PoW/MIA Accounting Agency (DPAA). Dr. Aaron Taylor led this field school – searching for the remains of American service personnel in the Second World War European theatre – when it was housed at St. Mary’s University and will lead it at Acadia. As many of 12 students can participate in the annual project, learning standard archaeological field methods and broadening their knowledge of the Second World War.</p>
5.	HIST 2673 (crosslist with CREL)	Form 1: New course proposal	<p>The course will be of interest to students in numerous disciplines (H&amp;C, WGST, CREL) and will be</p> <p>relevant to history &amp; classics students focusing on antiquity, medieval, early modern, or modern</p> <p>periods. The course will continue to build up the department’s gender offerings while connecting to</p> <p>themes of medicine, environment, law, religion, colonialism, and global histories. This course will also</p> <p>draw in interested students from programs throughout the university</p>

6.	HIST 3723	Form 3:modifying existing course - Change in calendar description	The revised course title and description more accurately describes the course content and pedagogical approach. The revised description better reflects current historiographical directions by emphasizing global histories and an intersectional approach.
7.	HIST 3243	Form 3:modifying existing course - Change in calendar description - Change in title	The revised course title and description more accurately describes the course content and pedagogical approach. The revised description better reflects current historiographical directions by emphasizing global histories and an intersectional approach.
8.	HIST 3033	Form 3:modifying existing course Change in calendar description	Description better reflects the course content.

**Languages and Literatures, Faculty of ARTS  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	FRAN 2033	Form 3: modification to existing course Change in course title Change in calendar description	FRAN 2033 was last taught in 2003 and was removed from the Academic Calendar in 2018. The new content would be tailored to the needs of the student in the Bachelor of Science, Nursing program. This course could be taken by students from the three different pathways. It is in accordance with the Department of Health and Wellness French-language Services Plan which aims to develop and deliver quality French-language services and programs to the public.
2.	FRAN 3503	Form 1: new course proposal	While there exist courses on Acadian and Quebec literature, no specific introduction to the French of Quebec and Acadia exists, which prevents students from appreciating the full range of either literature: hence the

			<p>suggestion to make the proposed course a prerequisite for FRAN 3523 and FRAN 3643. Furthermore, many learners may find themselves (for practical reasons) wishing to know more about aspects of the two major varieties of spoken French in Canada. The course could thus serve as a springboard for the study of Quebec and Acadian French on our own students' part, and a useful introduction to both varieties for students in other departments.</p>
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**Philosophy, Faculty of ARTS  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	PHIL 2403	<p>Form 3: modification to existing course Change in pre-requisites Remove "one year of university study"</p>	<p>To make the course open to more students.</p>
2.	PHIL 3713	<p>Form 3: modification to existing course Change in course title Change in calendar description</p>	<p>Advanced Biomedical Ethics was introduced to provide a more sustained coverage of selected topics from the list of topics covered in PHIL 2713 "Biomedical Ethics". The existing course description calls for extensive coverage of two topics from the 2713 list of topics. However, recent developments concerning MAID (judicial decisions, legislative changes, and increasingly polarized public debate) show that end of life treatment and assisted death provide more than enough material for a single course.</p>

**English & Theatre, Faculty of ARTS  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	THEA PF03	Form 2: course deletion	<p>It is longstanding practice in the Theatre program to encourage all Theatre students to gain both onstage and offstage experience by working in various different capacities on multiple productions during their time at Acadia. The inadvertent result of previous adjustments to how participation on productions was credited has resulted in Performance Stream students being required to complete only onstage work ("15h from THEA PF03") and Production Stream students being required to complete only offstage work ("18h from THEA PD03"). This proposed deletion of THEA PF03, which will be accompanied by a revision to the description of THEA PD03, brings calendar language in line with the pedagogical goals and actual practices of the program.</p>
2.	THEA PD03	Form 3: modification to an existing course	<p>It is longstanding practice in the Theatre program to encourage all Theatre students to gain both onstage and offstage experience by working in various different capacities on multiple productions during their time at Acadia. The inadvertent result of previous adjustments to how participation on productions was credited has resulted in Performance Stream students being required to complete only onstage work ("15h from THEA PF03") and Production Stream students being required to complete only offstage work ("18h from THEA PD03"). This proposed</p>

			revision to the description for THEA PD03, which will be accompanied by the deletion of THEA PF03, brings calendar language in line with the pedagogical goals and actual practices of the program.
3.	Theatre	Form 4: Modification to a program	It is longstanding practice in the Theatre program to encourage all Theatre students to gain both onstage and offstage experience by working in various different capacities on multiple productions during their time at Acadia. The inadvertent result of previous adjustments to how participation on productions was credited has resulted in Performance Stream students being required to complete only onstage work ("15h from THEA PF03") and Production Stream students being required to complete only offstage work ("18h from THEA PD03"). This proposed program modification reflects the deletion of THEA PF03 and a revision to the description for THEA PD03 that brings calendar language in line with the pedagogical goals and actual practices of the program.

**Law and Society, Faculty of ARTS  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	LAWS 1003	Form 3: Modifying existing course Change in pre-req (only available to students with less than 60 credits)	Address course demand, keep it available for students in Law and society programs. Upper years can still take it with permission
2.	LAWS 2003	Form 3: Modifying existing course Add pre req (LAWS 1003)	Prepare for content in 2003 Make course more available for students in program



3.	SOCI 2023	Form 4: Modification to program Crosslist SOCI 2023 Add new course SOCI 2023 to LAWS core suite	New course, more options
4.	POLS 3163	Form 4: Modification to program -crosslist POLS 3163 - add course to LAWS core suite	New course, more options
5.	HIST 2653	Form 4: Modification to program -crosslist HIST 2653 -add course to LAWS core suite	New course, more options
6.	Law and Society/SOCI 1013	Form 4: Modification to program -add SOCI 1013 as required for honours, majors, double majors	Increases student choice to meet program requirements. Provides students society focused lens to understand law
7.	Law and Society	Form 4: Modification to program add co-op to program	new degree options

**Economics, Faculty of ARTS  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	ECON 3543 Health Economics	Form 1: new course proposal	Caters to research interests of new faculty member, diversifies elective offerings, pre-emptive replacement of dated electives likely to be delisted following faculty retirement, possible synergy with increased health offerings on campus.
2.	ECON 3513 Economics of Transportation	Form 3: modifying existing course Change in calendar description	This course has not been taught in approximately 15 years since the death of the previous instructor. We are updating it to reflect the new

		Change in pre-req	instructor's interests and the changing focus of work in transportation economics - it used to be more about shipping and marine transport, it will now primarily focus on urban transport, and we can simplify the prereqs a bit for accessibility.
3.	ECON 2713 Econ natural environment	Form 3: modifying existing course Change in calendar description Change in pre req	Updating a dated description that likely inaccurately describes the focus of the course, standardizing prereqs across ECON offerings - we are trying to remove the "C-" barrier from less technical and second-year courses.
4.	ECON 2883 Contemporary Economic Issues	Form 3: modifying existing course Change in calendar description Change in pre req	Better reflection of course content following initial years of delivery.
5.	Economics: Minor	Form 4: modification to program Establishes the minor requirements if students from Professional Studies wish to minor in ECON.	The School of Business recently allowed students to take minors, which is motivating this change to try and provide clarity to such students.
6.	Bachelor of Arts with Major in Economics with Mathematics	Form 6: program closure	This is an ancient legacy degree from times when double majors were perhaps very rare and there may have been barriers to double-majoring across faculties. It proposes more courses with less flexibility than is currently required by the double major degree. Students can just do "double major in Economics and Math" if desired, as MATH now has a standardized set of "math as second major" requirements. By eliminating this program we aim only to clean up the calendar and defer to MATH's current desired standards for a double major.
7.	ECON 3413	Form 3: modifying existing course -change in course title	Change in course title only: from current 'Government Taxation and

		Expenditure in Canada' to new course title 'Public Finance'
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**Women's and Gender Studies, Faculty of ARTS  
Curriculum Revisions 2023-2024**

1.	WGST 3203 Black Women in Politics	Form 1: new course proposal	There is an absence of courses and academic engagement on Black women's political engagement, activism and its impact in Canada and the United States societies.
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**Faculty of Pure and Applied Science**

**Psychology Department**

**Summary of Curriculum Changes 2023-2024**

**Change in description to PSYC 6153** (Form3\_Curriculum2023\_PSYC6153.docx): The new course description uses updated language (e.g., couples instead of marital therapies), refers to assessment and treatment that is not already taught in our required courses (e.g., cognitive therapies, cognitive assessment) and deletes a therapy that is no longer used (hypnosis).

**Addition of PSYC 3323 (Psychopharmacology) to the Applied Option:**

(Form4\_Curriculum2023\_PSYC3323.docx): Psychopharmacology reviews the neurophysiological mechanism of drugs but also delves into the clinical applications of various drugs, the development of drug tolerance and dependency, and, to a somewhat lesser extent, the ethical and legal considerations associated with drug usage. These subjects hold relevance to the Applied Option as well as the Neuroscience Option (of which PSYC 3323 is already listed as a possible course).

**Addition of PHIL 3313 as a cross-listed course** (Form4\_Curriculum2023\_PHIL3313.docx): PHIL 3313 is already listed as one of our Neuroscience Option courses; we wish to also include it as a cross-listed course to allow other PSYC majors to count it as major credit. PHIL 3313 is at the intersection of Psychology, Cognitive Science, Neuroscience and Philosophy. The subjects hold relevance to Psychology in general, and not just Neuroscience. The Philosophy Department has approved of this addition.

**Increase in 3000-4000-level requirements** (Form4\_Curriculum2023\_MPHEC): Psychology majors will have a new requirement of 18 credit hours in Psychology courses at the 3000-4000-

level. This marks an increase of 6 hours at the 3000-4000-level for all programs, except for the honours programs, which already require more than 18 credit hours at the 3000-4000-level. While reviewing programs we also noted that our Major in Psychology and our Major in Psychology (Applied Option) were not in compliance with the requirements of the BA - we have added an additional 3 credit hours, at any level, to these two programs as a result.

**Changes to the PSYC Core** (Form4\_Curriculum2023\_PSYC Core.docx): We are deleting item #5 from the Psychology Core (i.e., "9h Psychology courses at the 3000-4000-level, not including cross-listed courses"). This will reduce The Psychology Core from 30 hours to 21 hours. Requirements related to the 3000-4000-level are now listed under Program Requirements. We are implementing this change to align with similar programs that solely include mandatory courses or provide a selection of courses within the Core.

**List all Applied Option and Neuroscience Option Courses in a group** (Form4\_Curriculum2023\_Neuro\_Applied Course List.docx): All courses that count toward the Applied and Neuroscience Option programs will now be listed in a group at the outset of the Psychology section of the Calendar. This will streamline the listing of requirements of the options and be more consistent with how we group our core Honours requirements. As a result of changes to the number of 3000-4000-level courses that majors must take, we are removing BIOL 2013 and CHEM 2713 and CHEM 2773 from the list of possible Neuroscience courses.

**Description of Psychology as First and Second Major** (Form4\_Curriculum2023\_Double Major.docx): We wish to differentiate the requirements for Psychology as a First Major from those of Psychology as a Second Major.

**Reduction of total credit hours for Honours in Psychology (Neuroscience Option)**

(Form4\_Curriculum2023\_Honours Neuro.docx): We are reducing the number of hours required for the Neuroscience Option from 63h to 57h to be more consistent with the requirements of the Honours in Psychology - Applied Option, which requires completion of a minimum of 54h.

**SUMMARY OF CURRICULUM FORMS**  
**NUTRITION AND DIETETICS**  
**FALL 2023**

**Form 3 – Proposed Modification to an Existing Course:**

NUTR 1333 – Food 1 (**Change in calendar description – add “Restricted to Nutrition majors, or permission of School”**)

NUTR 4013 – Management in Dietetics 1 (**Change in calendar description – to more accurately reflect the number of labs**)

NUTR 4023 – Management in Dietetics 2 (**Change in calendar description – to more accurately reflect the number of labs**)

## **Form 4 – Proposed Modification to a Program:**

Adding the new Biology 2453 course (Introduction to Microbiology) to our program requirements for: Bachelor of Science in Nutrition; Bachelor of Science in Nutrition (Dietetics option); Bachelor of Science in Nutrition with second Major in Biology; Bachelor of Science in Nutrition with second Major in Chemistry; Bachelor of Science in Nutrition with second major in Psychology; Bachelor of Science in Nutrition (Consumer Food option) – replace Biol 2053 with **Biol 2053 OR Biol 2453**.

### **Mathematics & Statistics Curriculum Changes 2023-24**

Our proposed changes this year involve some minor wording updates to support an MPHEC Application for approval for our Certificate in Middle School Mathematics Teaching, jointly offered with the School of Education. This certificate has been offered since 2013, but recent changes at MPHEC have necessitated Certificates being formally approved.

There are essentially 3 changes, none of which are substantial in any way:

1. change the sentence "This course is designed for students planning a career in elementary education" to specifically mention middle school as an option;
2. change the phrase "student problems" to "student misconceptions" in 4 of the calendar descriptions; and
3. change the word "Rationals" to "Rational Numbers" in the title of Math 1563

These changes are outlined in more detail below, and in the accompanying curriculum change forms.

#### **MATH 1533 Mathematical Concepts 1**

This course is designed for students planning a career in elementary **or middle school** education. Topics from problem solving, logic and sets, algebra and functions, integers, rational numbers, decimals, percents, and real numbers will be explored. This course may not be used by students in science, business, economics, or mathematics to fulfill major or minor mathematics requirements. *Prerequisite(s): Permission of the Department.*

#### **MATH 1543 Mathematical Concepts 2**

This course is designed for students planning a career in elementary **or middle school** education. Topics from problem solving, probability and data analysis, geometry, measurement and motion geometry will be explored. This course may not be used by students in science, business, economics, or mathematics to fulfill major or minor mathematics requirements. *Prerequisite(s): Permission of the Department.*

#### **MATH 1553 Patterns and Algebra**

An in-depth study of Patterns and Algebra across grades 4-10, focusing on the development and understanding of the underlying ideas. Additional focus will be placed on where student **misconceptions problems** occur, links with other mathematics ideas, and effective teaching strategies. *Science students, business students, economics students, and mathematics and statistics majors may not receive credit for this course.*

#### **MATH 1563 Number: Whole Numbers, Integers, **Rational Numbers Rationals**, and Real Numbers**

An in-depth study of number (whole numbers, integers, fractions, and decimals) across grades 4-10, focusing on the development and understanding of the underlying ideas. Additional focus will be placed on where student **misconceptions problems** occur, links with other mathematics ideas, and effective teaching strategies. *Science students, business students, economics students, and mathematics and statistics majors may not receive credit for this course.*

### **MATH 1573 Geometry: 2d and 3d**

An in-depth study of 2- and 3-dimensional Geometry across grades 4-10, focusing on the development and understanding of the underlying ideas. Additional focus will be placed on where student **misconceptions problems** occur, links with other mathematics ideas, and effective teaching strategies. *Science students, business students, economics students, and mathematics and statistics majors may not receive credit for this course.*

### **MATH 1583 Probability, Data Analysis, and Proportion**

An in-depth study of Probability, Data Analysis, and Proportional Reasoning across grades 4-10, focusing on the development and understanding of the underlying ideas. Additional focus will be placed on where student **misconceptions problems** occur, links with other mathematics ideas, and effective teaching strategies. *Science students, business students, economics students, and mathematics and statistics majors may not receive credit for this course.*

### **Engineering Curriculum Change 2023**

The requested change is a simple addition to the course prerequisites.

The intent of the original prerequisites was to prevent non-engineering science students without four second-year FPAS courses from taking the course. Unfortunately, it also prevented our engineering students from registering for the course after the completion of their first year, as they had not completed any second-year courses at the time of registration for their second year. The addition of "or with permission of the School" allows our second-year students to register for the course at the completion of their first year.

### **Summary of Curriculum Changes for EES Fall 2023**

**FORM 3 ENVS 2523:** Changing Prerequisite(s): Minimum second-year standing in Environmental Science, ENVS 1013; GEOL 1023 So that students are better prepared for the geological mapping portion of field school.

**FORM 3 GEOL 3823:** Course modification to remove the lab from this geophysics course. Previous lab-based material now incorporated into lecture time.

**FORM 3 GEOL 4713:** Changing the course name from Quaternary Geology to Glacial Geology to better align with the course content and the requirements for professional registration.

**FORM 3 GEOL 4843:** Revision of course title and year. Prerequisites have been changed to more appropriate courses (GEOL 1013, 1023) and to make course more accessible wider group of students. Have accordingly returned the course to third year level (GEOL 3843).

**FORM 4 ENVS Program:** change to clarify that students taking an ENVS minor require at least 6h of “ENVS” coded courses and 6h at the 2XXX level or higher in the minor. We have also clarified what other specific courses can count toward the minor. BIOL 3033 changed to BIOL 2033 and GEOL 4843 to GEOL 3843 as per Biology and Geology curriculum changes this year.

**FORM 4 ENGO Program:** Addition of GEOL 4713 (Quaternary Geology; Glacial Geology) course as a requirement, such that program is better aligned with professional registration standards.

### Computer Science Curriculum Changes Summary

Both Form 3’s change the descriptions for COMP 1813 and COMP 2863 to include the phrase “Students pursuing a degree, major, second major, or honours in Computer Science may not take COMP 2863, and cannot use it for credit towards graduation requirements.”

Reasoning: We have prevented students from taking these courses for years, but the system does not prevent them from registering for the courses. As a result, we end up having to police the enrolment each year. This change will make it clear in the course description that the students are not allowed to take the course for credit, and will (hopefully) reduce the number of students who try.

### **NEW CHANGES:**

All of our degrees have a list of courses that BCS/BCSH/BACS students are not allowed to take for credit. We had ECON 2613 on this list, as it was an anti-requisite to MATH 2233, which our students were required to take. Our students now take MATH 1253, and MATH 1253 does not have ECON 2613 as an anti-requisite, so there is no need to prevent our students from taking this course.

### **CHEM Curriculum Changes SUMMARY 2023-24**

We propose 7 small adjustments that shall affect CHEM Department only.

#### Specific changes:

#### Reason:

- |                                    |   |
|------------------------------------|---|
| 1. (New) Course Addition: CHEM0110 | Existing online OA course placed in the Calendar          |
| 2. (New) Course Addition: CHEM3910 | Splitting 1 full-year course to 2 x half-year equivalents |
| 3. (New) Course Addition: CHEM3920 | Splitting 1 full-year course to 2 x half-year equivalents |
| 4. Course Deletion: CHEM3990       | Splitting 1 full-year course to 2 x half-year equivalents |

5. Course Modification: CHEM1053 Removal of CHEM2103 as an anti-requisite
6. Program Modification: B.Sc.H CHEM
  - a. accommodation of changes 2-4;
  - b. moving 3h at 4000-level into a separate line
7. Program Modification: B.Sc. CHEM
  - a. accommodation of changes 2-4;
  - b. moving CHEM3913 from required to optional in 18 h at 3000/4000 line;
  - c. moving 3h at 4000-level into a separate line

**Brief rationale:**

Item 1: will allow us to advise weak students to take a pre-University CHEM0110 as a remedial course.

Items 2-4, 6a,7a: will allow students to have fewer problems with per-semester self-registration.

Item 5: will allow CHEM Students to take CHEM1053 Chemistry and Our World as a science elective.

Items 6b,7c: shall clarify program descriptions and conform with the current colleague records.

Item 7b: CHEM3913 Research Project 1 will now be optional instead of required (more flexibility for students) while keeping the overall number of required CHEM courses the same.

Respectfully,

Vlad Zamlyunny.

CHEM Head

**Biology Department  
Proposed Curriculum Changes  
Nov. 2, 2023**

Biology is undergoing curriculum renewal in a multi-year curriculum mapping exercise. The changes proposed here include:

- 1) adding new courses to address programs gaps (all of the BIOL 4XX3);
- 2) deleting several courses that, mainly due to faculty retirements, we no longer offer;
- 3) modifying existing courses (BIOL 2053, BIOL 2253) and reframing BIOL 2053FA02 as a new course (BIOL 2453) to better support Nursing and NUTR majors;
- 4) modifying existing courses to provide better program learning outcomes (BIOL 3623, BIOL 3693)
- 5) moving BIOL 3033 to the second year (as BIOL 2033); this involves a small modification to the Biology Core and minor program changes in ENV5, GEOL, CODE and ESST.
- 6) standardizing language in the program descriptions for the BSc BIOL and related double majors; standardizing the number of 3000-4000 level courses for these programs.
- 7) changing the description of the Minor in Biology



Form 1: Proposed New Courses

Course	Rationale
BIOL 2453 <i>Introduction to Microbiology</i>	This new course essentially ‘repurposes’ an existing section of BIOL 2053FA02 into a new course specific for Nursing and Nutrition majors. The new course will have a more ‘human’ focus and will make it easier to guide students during registration.
BIOL 4193 <i>One Health</i>	A 4 <sup>th</sup> year capstone course that integrates many disciplines to provide an in-depth understanding of the links between human and environmental health.
BIOL 4663 <i>Bioinformatics</i>	This new course is in the area of a new member of faculty, Zoë Migicovsky, and also, brings a new course to Acadia that is commonly offered at other universities. Note: this course will be cross-listed with Computer Science.
BIOL 4XX3 <i>Biology of Cancer</i>	Will provide an upper level, integrative course on a topic that is highly relevant to everyone. Note: this course replaces BIOL 3633 <i>Topics in Cell Biology</i> .
BIOL 4033 <i>Scientific Writing</i>	Provides hands-on training on scientific, technical writing and will better equip our graduates once they enter the next step in their careers.

Form 2: Proposed Course Deletions

Course	Rationale
BIOL 3633 <i>Topics in Cell Biology</i>	Replaced with new course, taught by same faculty member ( <i>Biology of Cancer</i> ). The courses are substantially different, hence the course deletion (vs modification).
BIOL 4173 <i>Specialized Microscopy Techniques</i>	Faculty retirement
BIOL 4523 <i>Histochemistry</i>	Existing faculty member has a new teaching portfolio.

BIOL 4453 <i>Comparative Immunology</i>	Replaced with new course, taught by same faculty member.
BIOL 4833 <i>Conservation Genetics</i>	Faculty retirement

Form 3: Proposed Modifications to an Existing Course

Course	Proposed changes	Rationale
BIOL 2053 <i>Microbial Biodiversity</i>	Calendar description, prerequisites	Changes reflect differences in content between this course (reg. by BIOL and ENVS majors) from the proposed new course ( <i>Introduction to Microbiology</i> ; reg. for NUTR and Nursing).
BIOL 2253 <i>Introduction to Microbiology</i>	Course title, calendar description, pre-requisites	Changes reflect a long-term series of modifications of course material to suit the needs of majors who do not require a laboratory section in microbiology.
BIOL 3033 <i>Principles of Ecology</i>	Change in course number and level	Moving Ecology back to the second year of our program better positions it to support learning outcomes in the Biodiversity and Ecology program theme.
BIOL 3143 <i>Animal Behaviour</i>	Prerequisite	Require BIOL 2073 <i>Animal Biodiversity</i> (or PSYC 3133)
BIOL 3623 <i>Molecular Genetics and Genomics</i>	Prerequisites and calendar description	Require BIOL 3613 <i>Principles of Genetics</i> as a pre-req, allowing better alignment of learning outcomes in this program theme.
BIOL 3693 <i>Ecoimmunology and Disease Ecology</i>	Calendar description	Changes reflect a redevelopment of this course to better distinguish it from a proposed new course <i>One Health</i> (above).

Form 4: Modification to a program

<p>Biology Major/ Biology Core</p>	<p>Change the description of the Biology Core to include BIOL 2033</p> <p>Changing the course code also involves minor changes to programs in ESST, ENVS, GEOL and CODE</p>	<p>We propose to move BIOL 3033 into the second year (as BIOL 2033), and add it as part of the Biology Core. This does not affect the number of courses in the core as students can choose between BIOL 2033 and other courses.</p> <p>Program changes simply involved replacing BIOL 3033 with BIOL 2033; this change has been approved by the affected units.</p>
<p>Biology major and double majors</p>	<p>Standardize number of BIOL at 3000-4000 level; standardize language</p>	<p>The number of 3000-4000 level BIOL is being standardized to help bring us into compliance with MPHEC requirements, and for consistency across most of our programs.</p>
<p>Minor in Biology</p>	<p>Add a pre-requisite for NS12 or university Chemistry; add requirement that 12h (Of 18h) are at the 2000 level or above; remove restrictions on Biology Majors doing a Minor in CHEM or ENVS.</p>	<p>Lab safety; add rigour; makes sense.</p>

**Faculty of Professional Studies**

**Community Development, Faculty of Professional Studies  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	CODE 3043 Renewable Energy and Community	Add new course	Already taught several times as a special topics and independent study course, and the instructor has a lot of research experience. This course will be offered regularly (at least every other year).
2	CODE 3033 Rural Community Development	Add new course	This course aligns with our newest faculty's area of expertise and will be offered regularly moving forward (at least every other year)
3	CODE 4523 Sustainable Tourism Planning	Remove course from calendar	Rarely taught
4	CODE 4983 Outward Bound Advanced Expedition	Remove course from calendar	This course requires participation in an Outward Bound 30-35 day leadership experience that costs around \$8,000 extra for the student. We've only had one student do this in 15 yrs.
5	CODE 3613	Remove all references to this course from the Academic Calendar: Course Descriptions Program Requirements	This is an old course and is the equivalent of CODE 2613.  Note: Forms 2 and 4 have been filled out for this change.
7	CODE 1043	Need to add COMM 1013 to anti-requisite. It currently says "Antirequisite(s): Credit may be obtained for only one of CODE 1043 or COMM 1213."	COMM 1013 is the KINE Communications course. These three courses are similar in content and students can only get credit for one of them.
8	Program requirements: Cleaning up the program requirements across the four program options	1. Removing 'within and across four areas: Recreation Management, Community Wellness, Social Advocacy and Activism, and Outdoor and Adventure Education 2. Removing C- requirement on CODE elective courses	These are addressing inconsistencies within the program requirements, and updating program language to reflect course options (removing the four program areas as we do not use these anymore).

		3. Adding C- requirement on CODE core courses	
9.	CODE 2623 International Community Development	Form 3 – Modification to an existing course -change from a 3 <sup>rd</sup> year to a 2 <sup>nd</sup> year course	This elective has become a regularly schedule course (every 1-2 years), with many second year students requesting permission to enroll. After a review of CODE electives, we are looking to offer more 2000-level electives, and since so many second year students are already taking this course when it's offer, we are proposing this change to align more with what's happening in practice and opening up elective options.
10.	CODE 3613 Group Facilitation	Form 2 – course deletion	The course was an approved curriculum change in 2022, renamed 2613 Facilitation and the Art of Gathering, and it transitioned from an elective to a course required for CODE students. There is currently a redundancy in the Acadia calendar, which lists both CODE 2613 and CODE 3613.

**School of Kinesiology  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
0.	BKIN Curriculum Summary		
1.	KINE 3593 Physical Activity for All	Changing from a Special Topic course to a FT course	Popular special topic course so we want it to become a permanent course
2.	KINE 2483 Comprehensive School Health	Changing from a Special Topic course to a FT course	Popular special topic course so we want it to become a permanent course
3.	KINE 3123 School, Culture and Leadership in PE	Changing from a Special Topic course to a FT course	Popular special topic course so we want it to become a permanent course
4.	KINE 185C Multi Activity Games	Changing from a Special Topic lab to a FT lab	Popular special topic lab so we want it to become a permanent lab
5.	KINE 181E Lacrosse	Changing from a Special Topic lab to a FT lab	Popular special topic lab so we want it to become a permanent lab
6.	KINE 1100 First Aid and CPR	Change of Certification Name	The Province changed the name of the certification

7.	KINE 3063 Athletic Therapy Practicum 1	Change in number, description, weight, prereq and level	To ensure students get the credit they deserve
8.	KINE 3073 Athletic Therapy Practicum 2	Change in number, description, weight, prereq and level	To ensure students get the credit they deserve
9.	KINE 4113 Athletic Therapy Practicum 3	Change in number, description, weight, prereq and level	To ensure students get the credit they deserve
10.	KINE 4123 Athletic Therapy Practicum 4	Change in number, description, weight, prereq and level	To ensure students get the credit they deserve
11.	BKIN Athletic Therapy	Change labs into courses – remove KINE 2003, KINE 3343/3340L as program requirements	To ensure students get the credit they deserve
12.	BKIN Psych	Removing ‘core’ and replacing with specific courses, reducing elective hours	Clarify program requirements

**School of Business, Faculty of Professional Studies  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	Business Law (BUSI 3613)	<b>Change:</b> Prerequisite(s) <i>BUSI 1703 AND COMM 1213 (or LAWS 1003 AND ENGL 1413) each with a minimum grade of C- and second year standing or higher.</i>	This is a cross-listed course between the Business program and the Law and Society major/minor. This change will make it easier for LAWS students to take this course as part of their program.
2.	Venture Creation 1 (BUSI 4553)	<b>Change:</b> <i>BUSI 2773 and fourth year standing in the BBA program, or permission of the instructor.</i>	Simplifying the prerequisite so that third year BBA students might enroll in the course without seeking instructor permission.
3.	Venture Creation 2 (BUSI 4563)	<b>Change:</b> Prerequisite(s): <i>BUSI 4553, or permission of the instructor.</i>	Simplifying the prerequisite so that some students with established business ideas might seek instructor permission to skip 4553 Venture Creation.
4.	Sustainable Technologies (ESST 3523)	<b>Cross-coding Change:</b> Course becomes cross-coded as BUSI 3523,	We are proposing to crosslist/crosspost this existing

	<p>with the following minor changes to the description and prerequisites.</p> <p><b>Description:</b> <i>This course will examine the role of technology in the context of sustainability. Utilizing <del>It will critically explore from</del> social, political, and historical perspectives <u>the course examines how technological development has contributed both positively and negatively to the environmental crisis. Emphasis will be placed on how innovation with information, solar, wind, tidal and biomass technologies provides a path toward a more sustainable future. Technological innovations across multiple sectors will be explored.</u></i></p> <p><b>Prerequisites:</b> <i>ESST 1023, ESST 2003 or BUSI 1703 or permission of the instructor</i></p>	<p>course as BUSI 3523. This course is highly relevant to both ESST and BUSI students. Both student bodies would benefit from this course and working with students from the other discipline. ESST has not been able to offer this course in a number of years. There are two business professors who would like to teach this course.</p>
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**School of Music, Faculty of Professional Studies  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	MUSI 271A	Change title and course description	The new name matches current practice with how the course is offered and advised, and is a clearer fit for the category 'collaborative music courses' within the calendar's program descriptions.
2.	MUSI 271B	Change title and course description	The new name matches current practice with how the course is offered and advised, and is a clearer fit for the category 'collaborative music courses' within the calendar's program descriptions.
3.	MUSI 2713	Change title and course description	The new name matches current practice with how the course is offered and advised, and is a clearer fit for the category 'collaborative music courses' within the calendar's program descriptions.
4.	MUSI 2343	Change course description	Updating language to be flexible and less traditional in scope. Allow for professors to tailor the percussion methods course to evolving classroom environments and decolonization of the education spaces.
5.	MUSI 3320	Change course description and pre-req.	This course modification simplifies how practical and authentic experiences which support the growth of the

			future music educator may be accessed in multiple settings.
6.	MUSI 4393	Change course description and repeatability	This course will come into heavy use as we develop our Certificate in Music Education program. The current description needs to be updated to make it both more flexible, and to allow specific identification of the type of content that will be explored. It should be clearly stated in this description that this course may be repeated to accommodate a variety of music education techniques and issues. Also, the broadening of our "applied" course description will address some of the topics listed in the old description, such as "advanced conducting".
7.	Bachelor of Music Therapy	Update program requirements for line 3	Program Requirements line number 3 is currently listed as a single required course (MUSI 1823) and other courses from an 'approved list'. This is vague and does not help students understand what the requirement is. Now it will match how we are currently advising students.
8.	Bachelor of Music	Update program requirements for line 3	Program Requirements line number 3 is currently listed as a single required course (MUSI 1823) and other courses from an 'approved list'. This is vague and does not help students understand what the requirement is. Now it will match how we are currently advising students.
9.	Bachelor of Music (concentration in Music Education)	Update program requirements for line 3	Program Requirements line number 3 is currently listed as a single required course (MUSI 1823) and other courses from an 'approved list'. This is vague and does not help students understand what the requirement is. Now it will match how we are currently advising students.
10.	Certificate of Music Therapy	Program Requirements and Modality change	<p>This modality change allows students from a wider geographic area and diverse population to access this asynchronous/virtual certificate.</p> <p>CMT is a program designed for mature students, who possess a completed undergraduate music degree and who are looking to become accredited music therapists. The program is currently an in-person, two-year, on-campus experience. The proposed change will result in the CMT program moving primarily online/virtual. This will allow for flexible, part-time, and asynchronous options for completion. The only remaining in-person requirement will be two three-week Summer Intensives on campus here at Acadia.</p>



11.	Certificate of Music Education	Program Requirements and Modality change	<p>The Certificate in Music Education was approved in February 2013 at a meeting of Senate. A subsequent program modification was approved at the February 2018 meeting of Senate.</p> <p>This program was never submitted to, or approved by the MPHEC.</p> <p>Nova Scotia has produced significantly fewer qualified and certified instrumental music teachers than are currently needed. As a result there are unqualified teachers being placed in music education positions. This lack of expertise negatively impacts student experience and has the potential to destroy public school music programs.</p> <p>The Certificate in Music Education aims to offer multiple pathways of study to help aspiring music educators and equip them with the skills, competencies and approaches they will need.</p> <p>The certificate is intended for :</p> <ol style="list-style-type: none"> <li>1. people holding a music degree, without music education competencies</li> <li>2. current music teachers seeking to improve their instrumental education skills</li> <li>3. elementary music teachers who require instrumental education skills due to the school requirements (ie. P-12)</li> <li>4. select group of current teachers without music degrees, who wish to move into instrumental positions (an audition is required)</li> </ol> <p>The proposed change will result in the CME program moving primarily online/virtual and allow for flexible, part-time, and asynchronous options for completion. The only remaining in-person requirement will be two three-week Summer Intensives on campus here at Acadia.</p> <p>This modality change allows students from a wider geographic area and diverse population to access this asynchronous/virtual certificate.</p>
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**School of Nursing, Faculty of Professional Studies  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	<p>NURS 1203 - Transitioning to the Role of a Professional Registered Nurse</p> <p>NURS 1213 - The Roles of the Registered Nurse in Evidence-Informed Practice</p> <p>NURS 2103 - Professional Formation of Nursing 1</p> <p>NURS 2203 - Foundations of Nursing 1</p> <p>NURS 2213 - Foundations of Nursing 2</p> <p>NURS 2303 - Health and Illness 1</p> <p>NURS 2403 - Health Promotion and Assessment 1</p> <p>NURS 2413 - Health Promotion and Assessment 2</p> <p>NURS 2503 - Pathophysiology in Diverse Populations Across the Lifespan</p> <p>NURS 2513 - Pharmacotherapeutics, Alternative and Complementary Therapies Across the Lifespan</p> <p>NURS 2903 - Nursing Practice Integration 1: Foundational Concepts in Nursing</p> <p>NURS 2913 - Nursing Practice Integration 2: Care of Persons and Families in Transition Across the Lifespan</p> <p>NURS 3103 - Professional Formation of Nursing 2</p> <p>NURS 3303 - Health and Illness 2</p> <p>NURS 3313 - Health and Illness 3</p> <p>NURS 3323 - Health &amp; Illness 4</p>	Adding all NURS courses.	The Acadia University Senate has endorsed the delivery of the satellite Nursing program until August 2026, with Acadia delivering Cape Breton University's (CBU) Nursing program on the Acadia campus, and provided that the program is adequately externally resourced and does not compromise the resourcing of existing programs. For us to deliver CBU's Nursing program on the Acadia campus, we must add the required Nursing courses to the Acadia University Academic Calendar. This title and course description are taken directly from the Academic Calendar at CBU

NURS 3503 - Nursing Research Methods		
NURS 3906 - Nursing Practice Integration 3: Acute Health Challenges Across the Lifespan		
NURS 3916 - Nursing Practice Integration 4		
NURS 4103 - Professional Formation 3		
NURS 4503 - Nursing Theory and Practice Synthesis: Health - Illness Continuum		
NURS 4703 Special Topics in Nursing		
NURS 4813 Directed Study & Practice: Nursing		
NURS 4906 - Nursing Practice Integration 5: Synthesis of Professional Nursing Concepts		
NURS 4915 - Nursing Practice Integration 6		

**School of Education, Faculty of Professional Studies  
Curriculum Revisions 2023-2024**

#	Program or Course Number & Title	Modification	Rationale
1.	EDUC 50D3, Ethics in Counselling Practice	Removal of Prerequisite: 12 hours of coursework in the program.	No longer needed due to program changes (approved last year).
2.	EDUC 5053, Topics in Education	Removal of Prerequisite: 9h graduate courses or their equivalent, at the discretion of the Director, School of Education	No longer applicable due to program changes (approved last year).
3.	EDUC 5633, Curriculum Foundations	Minor course description edits: This course is designed to examine the nature of curriculum and the basic principles of the curriculum making process. The nature of curriculum is investigated via a consideration of a range of historical perspectives. Curriculum as a field and as a practice is examined through foundational theoretical models. Special attention is given to the role of <del>the teacher and principal</del> <b>educators, administrators</b> and other <b>actors</b> who influence the development of curriculum. The integration	Wording changes to better reflect course contents.

		of theory and practice and recent innovations in curriculum organization serve as reference points throughout this course.	
4.	EDUC 5843, Instructional Design	Minor course description edit: This course investigates <b>historical and</b> current developments in instructional design. Selected instructional systems are examined in terms of a design-delivery-evaluation model. A major focus is the application of models to specific curricular areas in elementary and/or secondary schools.	Wording change to better reflect course content.
5.	EDUC 5960, Graduate Thesis	Addition of a Prerequisite: <b>EDUC 5513 and EDUC 5113 or EDUC 5523</b>	To reflect program changes (approved last year).
6.	M.Ed. Admission Requirements, p. 244	<p>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).</p> <ul style="list-style-type: none"> <li>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 (<del>Under Counselling Specific, refer to #13 at:</del> <a href="https://med.acadiau.ca/faq.html">https://med.acadiau.ca/faq.html</a>).</li> <li><b>Normally</b> applicants to <del>all other</del> MEd programs <b>must other than Counselling Agency Stream would</b> possess a Bachelor of Education degree or its equivalent (e.g., NS Teachers College plus an undergraduate degree). <b>Application requirements for specialized part-time MEd cohorts may be more flexible. Cohort Specifics are documented on our website.</b></li> </ul>	Edits to the wording to clarify differing admissions requirements between MED programs.
7.	M.Ed. 'Policy', p. 247	Additional wording to current 'Policy' excerpt: <b>Dismissal from the M.Ed. Program</b>	Additional policy wording to support dismissal if necessary. This is the same

		<p>Failure in any two courses (including field placement courses) in the M.Ed. program will result in dismissal from the program.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• failing a course once, repeating the course and failing again</li> <li>• failing a course, repeating the course and passing, and failing another course</li> <li>• failing two different courses. There will be no opportunity to repeat the courses.</li> </ul>	<p>wording currently used for the B.Ed. program.</p>
8.	<p>Certification in Mathematics Teaching (Grades 5 to 9)</p>	<p>The School of Education, in partnership with the Department of Mathematics and Statistics, began offering a Certificate in Math Teaching in 2013, with additional cohorts running in 2015, 2016, 2018, and 2021. To date, over 80 teachers have successfully completed the program. All cohorts have been offered on a part-time basis through a combination of weekend / evening and summer courses supported, at times, by online delivery. This format and sequence has enabled most teachers to complete the program requirements in two years. The Certificate in Math Teaching was designed to address professional development needs identified by the Nova Scotia Department of Education. All five cohorts have consisted of six (6) Mathematics courses and four (4) Education courses, for a total of ten (3 credit hour) courses. Through combining undergraduate mathematics courses in topics central to curriculum with graduate courses in education focused on mathematics pedagogy, teachers received both content area support and pedagogical knowledge to sharpen their mathematics teaching skills. We have received many expressions of interest from teachers looking to take this certificate program, and look forward to offering new cohorts starting in 2024.</p>	<p>This is the same program that has been offered. It is proposed that it be offered again based on requirements from the field and the principles of Equity, Diversity, and Inclusion be added.</p>

### **Timetable, Instruction Hours and Examinations Committee – Motions**

**Motion 1:** That the "Principles for the Preparation of Academic Dates" be modified as indicated. In those principles, #4 adjusts the fall break week and #8 adjusts the W deadline accordingly.

**Motion 2:** That the calendar dates for 2024 - 2025 through 2027 - 2028 be modified to reflect Motion 1.

**Motion 3:** That the calendar dates for 2028 - 2029 be approved.

#### **Background/rationale:**

- This is very similar to the “November-aligned break” motion, except this motion suggests a Thanksgiving-aligned break. Background that is new is as follows:
  - Specific dates for the next 5 years are all reasonably well balanced, with at least 11 teaching days for each of Monday through Friday.
  - Fall 2024, 2027 and 2028 dates do include a last day of classes that is different from the actual day of the week:
    - Wednesday December 4, 2024 is a technical Monday
    - Wednesday December 8, 2027 is a technical Thursday
    - Wednesday December 6, 2028 is a technical Friday
  - TIE did additionally consider extending the Fall 2024 term beyond the suggested date of December 4, 2024. The main reason for doing so would be to add an additional Monday. This couldn't be accomplished without either adding a second technical Monday or adding 4 more teaching days (making the last day of classes Monday December 9).
- All other points below are minor modifications of the rationale for a Nov 11-aligned break, with changes that reflect a Thanksgiving-aligned break.
- Since 2012, one or more Fall study days have been included in calendar. Week-long breaks have been held near Thanksgiving (2015), at the end of October (2014, 2019, 2021-present) and near Remembrance Day (2018). In 2016 and 2017 study days were split between Thanksgiving and Remembrance Day.
- The current Fall break week is the last week of October. This policy was adopted by Senate in January 2019 and first implemented in Fall 2019.
- Since that time, an additional holiday (National Day for Truth & Reconciliation) has been introduced. It was first observed on September 30, 2021.
- September 30 and November 11 always fall on the same day of the week. In 2024, both fall on a Monday. So with Thanksgiving Monday, we have only 9 Mondays with classes.
- The current calendar dates for 2024 have an additional "Monday" scheduled on Wednesday December 4.
- Adopting a Oct. 14 - 18, 2024 break would give one additional Monday.
- Acadia is the only university in Atlantic Canada with a break week in the last week of October. In 2023, UPEI and MUN had a break week the week of Monday Thanksgiving.

- There is no "ideal" solution. The proposed change recovers 1 teaching day. However, it moves the break earlier in the term. It does align with best practices at other institutions.
- Regarding the change to the "W" date: The current wording of Principle #8 is "The last day to withdraw from classes and receive a 'W' will be the first Friday, two weeks after the Fall and Winter breaks." The proposed Fall break is earlier in the term than the Winter break. It makes more sense to align the W deadline with the end of term.
- Suggested Motion #2 adjusts calendar dates that Senate has previously approved, applying the new principles.
- Suggested Motion #3 applies the new principles to a new calendar year, 2028 - 2029.

## Principles for the Preparation of Academic Dates

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 during regular hours of the University 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 5<sup>th</sup>.
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 conjunction with the Thanksgiving Day observance.** 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 Fall and Winter classes and receive a 'W' will be the Friday two weeks prior to the end of class.**
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.
11. 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.
12. Classes are not held on the following holidays:
  - The 6 holidays identified in the Nova Scotia Labour Standards Code as holidays with pay: New Year's Day, Nova Scotia Heritage Day, Good Friday, Canada Day, Labour Day, and Christmas Day.
  - Civic Holiday (1st Monday in August)
  - National Day for Truth and Reconciliation
  - Thanksgiving Day
  - Remembrance Day



## 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 – 11 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Sept. 4 <sup>th</sup> (W)	Sept. 13 <sup>th</sup> (F)	Oct.14 <sup>th</sup> - Oct. 18 <sup>th</sup>	Nov. 22nd (F)	Dec. 4 <sup>th</sup> (Wed) *Wed. the 4 <sup>th</sup> will act as a Monday	Dec. 5 <sup>th</sup> /6 <sup>th</sup> (Th/Fr)	Dec. 7 <sup>th</sup> (Sa)	Dec. 18 <sup>th</sup> (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 <sup>th</sup> (M)	Jan. 15 <sup>th</sup> (W)	Feb 17 <sup>th</sup> -21 <sup>st</sup>	Mar. 21 <sup>st</sup> (F)	Apr. 4 <sup>th</sup> (F)	Apr. 5 <sup>th</sup> , 6 <sup>th</sup> (S/Su)	Apr. 7 <sup>th</sup> (M)	Apr. 17 <sup>th</sup> (Th)	
Intersession 2025								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Summer 1 (was Spring 1) (3 week)	May 5 (M)	May 7 (W)	May 14 (W)	May 23 (F)				
Summer 2 (was Spring 2) (3 week)	May 26 (M)	May 28 (W)	June 4 (W)	June 13 (F)				
Summer 3 (was Summer 1) (3 week)	June 16 (M)	June 18 (W)	June 25 (W)	July 4 (F)				
Summer 4 (was Summer 1) (3 week)	July 7 (M)	July 9 (W)	July 16 (W)	July 25 (F)				
<b>Key Dates 2024-25</b> Labour Day: Monday, September 2, 2024. No classes scheduled. National Day for Truth and Reconciliation: Monday, September 30 <sup>th</sup> , 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: Thursday, Friday, May 15-16, 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 – 11 Wednesdays – 13 Thursdays – 13 Fridays - 13
Sept. 3 <sup>rd</sup> (W)	Sept. 11 <sup>th</sup> (Th)	Oct. 13 <sup>th</sup> -17 <sup>th</sup>	Nov. 21 <sup>st</sup> (F)	Dec. 5 <sup>th</sup> (F)	Dec. 6 <sup>th</sup> , 7 <sup>th</sup> (S/Su)	Dec. 8 <sup>th</sup> (M)	Dec. 19 <sup>th</sup>	
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 <sup>th</sup> (M)	Jan. 20 <sup>th</sup> (T)	Feb 16 <sup>th</sup> - 20 <sup>th</sup>	Mar. 27 <sup>th</sup> (F)	April 10 <sup>th</sup> (F)	April 11-12 <sup>th</sup> (S/Su)	April 13 <sup>th</sup> (M)	April 23 <sup>rd</sup> (Th)	
Intersession 2026								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Summer 1 (was Spring 1) (3 week)	May 11 (M)	May 13 (W)	May 21 (Th)	May 29 (F)				
Summer 2 (was Spring 2) (3 week)	June 1 (M)	June 3 (W)	June 10 (W)	June 19 (F)				
Summer 3 (was Summer 1) (3 week)	June 22 (M)	June 24 (W)	July 2 (Th)	July 10 (F)				
Summer 4 (was Summer 1) (3 week)	July 13 (M)	July 15 (W)	July 22 (W)	July 31 (F)				
<b>Key Dates 2025-26</b> Labour Day: Monday, September 1, 2025. No classes scheduled. National Day for Truth and Reconciliation: Tuesday, September 30 <sup>th</sup> , 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: Thursday, Friday, May 14-15, 2026. Victoria Day: Monday, May 18, 2026. Canada Day: Wednesday, July 1, 2026.								

**2026-2027 Fall/Winter Academic Dates\***

Fall 2026								
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 – 11 Thursdays – 12 Fridays - 12
Sept. 9 <sup>th</sup> (W)	Sept. 17 <sup>th</sup> (Th)	Oct. 12 <sup>th</sup> –Nov. 16 <sup>th</sup>	Nov. 27 <sup>th</sup> (F)	Dec. 9 <sup>th</sup> (W)	Dec. 10 <sup>th</sup> (Th)	Dec. 11 <sup>th</sup> (F)	Dec. 20 <sup>th</sup> (Su)	
Winter 2027								
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. 11 <sup>th</sup> (M)	Jan. 19 <sup>th</sup> (T)	Feb. 15 <sup>th</sup> -19 <sup>th</sup>	Mar. 26 <sup>th</sup> (F)	April 9 <sup>th</sup> (F)	Apr. 10 <sup>th</sup> /11 <sup>th</sup> (S/Su)	Apr. 12 <sup>th</sup> (M)	Apr. 21 <sup>st</sup> (W)	
Intersession 2027								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring 1 (3 week)	May 10 (M)	May 12 (W)	May 19 (W)	May 28 (F)				
Spring 2 (3 week)	May 31 (M)	June 2 (W)	June 9 (W)	June 18 (F)				
Summer 1 (3 week)	June 21 (M)	June 23 (W)	June 30 (W)	July 9 (F)				
Summer 2 (3 week)	July 12 (M)	July 14 (W)	July 21 (W)	July 30 (F)				
<p><b>Key Dates 2026-2027</b>                      Labour Day: Monday, September 7, 2026. No classes scheduled.                      National Day for Truth and Reconciliation: Wednesday, September 30<sup>th</sup>, 2026.                      Thanksgiving: Monday, October 12, 2026. No classes scheduled.                      Remembrance Day: Wednesday, November 11, 2026.                      Nova Scotia Heritage Day Holiday: Monday, February 15, 2027. No classes scheduled.                      Good Friday: Friday, March 26, 2027. No classes scheduled.                      Convocation: Thursday, Friday May 20-21, 2027.                      Victoria Day: Monday, May 24, 2027.                      Canada Day: Thursday, July 1, 2027.</p>								

**2027-2028 Fall/Winter Academic Dates\***

Fall 2027								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Sept. 8 <sup>th</sup> (W)	Sept. 17 <sup>th</sup> (Fr)	Oct.11 <sup>th</sup> - Oct.15 <sup>th</sup>	Nov. 26 <sup>th</sup> (F)	Dec. 8 <sup>th</sup> (W) is treated as a Thursday	Dec. 9 <sup>th</sup> (Th)	Dec. 10 <sup>th</sup> (F)	Dec. 20 <sup>th</sup> (M)	Mondays – 11 Tuesdays – 12 Wednesdays – 12 Thursdays – 11 Fridays - 12
Winter 2028								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Jan. 10 <sup>th</sup> (M)	Jan. 18 <sup>th</sup> (T)	Feb. 21 <sup>st</sup> - 25 <sup>th</sup>	Mar. 24 <sup>th</sup> (F)	April 7 <sup>th</sup> (F)	Apr.8 <sup>th</sup> 9 <sup>th</sup> (S/Su)	Apr.10 <sup>th</sup> (M)	Apr.21 <sup>st</sup> (Fr)	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Intersession 2028								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring 1 (3 week)	May 8 (M)	May 10 (W)	May 17 (W)	May 26 (F)				
Spring 2 (3 week)	May 29 (M)	May 31 (W)	June 7 (W)	June 16 (F)				
Summer 1 (3 week)	June 19 (M)	June 21 (W)	June 28 (W)	July 7 (F)				
Summer 2 (3 week)	July 10 (M)	July 12 (W)	July 19 (W)	July 28 (F)				
<b>Key Dates 2027-2028</b>								
Labour Day: Monday, September 8, 2027. No classes scheduled.								
National Day for Truth and Reconciliation: Thursday, September 30 <sup>th</sup> , 2027.								
Thanksgiving: Monday, October 11, 2027. No classes scheduled.								
Remembrance Day: Thursday, November 11, 2027.								
Nova Scotia Heritage Day Holiday: Monday, February 21, 2028. No classes scheduled.								
Good Friday and Easter: Friday, April 14-16, 2028. No exams scheduled.								
Convocation: Thursday, Friday May 18-19, 2028								
Victoria Day: Monday, May 22, 2028.								
Canada Day: Saturday, July 1, 2028. Monday, July 3 <sup>rd</sup> no classes scheduled.								

## 2028-2029 Fall/Winter Academic Dates\*

Fall 2028								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Sept. 6 <sup>th</sup> (W)	Sept. 15 <sup>th</sup> (F)	Oct. 9-13 <sup>th</sup>	Nov. 24 <sup>th</sup> (F)	Dec. 6 <sup>th</sup> (W) is treated as a Friday	Dec. 7 <sup>th</sup> -8 <sup>th</sup> (Th/Fr)	Dec. 9 <sup>th</sup> (Sat)	Dec. 20 <sup>th</sup> (W)	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 11
Winter 2029								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	
Jan. 8 <sup>th</sup> (M)	Jan. 17 <sup>th</sup> (W)	Feb. 19 <sup>th</sup> -23 <sup>rd</sup>	March 23 <sup>rd</sup> (F)	April 6 <sup>th</sup> (F)	April 7-8 <sup>th</sup> (S/Su)	April 9 <sup>th</sup> (M)	April 19 <sup>th</sup> (Th)	Mondays – 12 Tuesdays – 12 Wednesdays - 12 Thursdays – 12 Fridays - 11
Intersession 2029								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring 1 (3 week)	May 7 <sup>th</sup> (M)	May 9 <sup>th</sup> (W)	May 16 <sup>th</sup> (W)	May 25 <sup>th</sup> (F)				
Spring 2 (3 week)	May 28 <sup>th</sup> (M)	May 30 <sup>th</sup> (W)	June 6 <sup>th</sup> (W)	June 15 <sup>th</sup> (F)				
Summer 1 (3 week)	June 18 <sup>th</sup> (M)	June 20 <sup>th</sup> (W)	June 27 <sup>th</sup> (W)	July 6 <sup>th</sup> (F)				
Summer 2 (3 week)	July 9 <sup>th</sup> (M)	July 11 <sup>th</sup> (W)	July 18 <sup>th</sup> (W)	July 27 <sup>th</sup> (F)				
<b>Key Dates 2028-2029</b> Labour Day: Monday, September 4, 2028. No classes scheduled. National Day for Truth and Reconciliation: Saturday, September 30 <sup>th</sup> , 2028 – to be observed Friday, September 29 <sup>th</sup> . Thanksgiving: Monday, October 9, 2028. No classes scheduled. Remembrance Day: Saturday, November 11, 2028 – to be observed Friday, November 10 <sup>th</sup> . Nova Scotia Heritage Day Holiday: Monday, February 19, 2029. No classes scheduled. Good Friday and Easter: Friday, March 30 <sup>th</sup> , 2029. No classes scheduled. Convocation: Thursday, Friday May 17-18, 2029 Victoria Day: Monday, May 21, 2029. Canada Day: Sunday, July 1, 2029. Monday, July 2 <sup>nd</sup> no classes scheduled.								

**Senate Admissions and Academic Standing (Policy) Committee Motion**

That the Senate Admissions and Academic Standing (Policy) committee make recommendations for general entry B.A. and B.Sc. degrees that allow students to apply and be admitted to the University without declaring a major.