



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, January 15, 2024

A hybrid meeting of the Senate of Acadia University occurred on Monday, January 15, 2024, beginning at 4:00 p.m., with Chair A. Kiefte presiding. The meeting took place in hybrid format in the Langley Classroom of the Divinity College and using Zoom, with 41 Senators and one guest in attendance, 20 people attending in person and 22 people attending virtually using Zoom.

1) Consent Calendar Items

a) Agenda

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

Motion to approve the Consent Calendar Items. Moved by D. Benoit and seconded by M. Robertson.

b) Minutes –
Meeting of Senate –
Monday, December
11th, 2023

The Chair stated that the intention of the Consent Calendar was that everyone would have read all the items for approval, which include the Agenda, the Minutes of December 11th, the Announcements and Communications that were received, as well as the Transition Report from the Archives Committee.

c) Announcements
and Communications

- i) From the Chair of Senate
- ii) From the President
- iii) From the Provost and VPA
- iv) From the Associate VP Research and Dean of Graduate Studies
- v) From the Vice-President Student Experience
- vi) From Acadia Students' Union
- vii) From Acadia Divinity College and Faculty of Theology

The Chair confirmed that the Agenda is Version 3 which was distributed by email on January 13th, and that the only correction was in Item 3(a) with respect to dates. There was an item that had been passed by Senate back in June of 2023 that hadn't been incorporated into those calendar dates.

The Chair announced that Hugh Chipman is attending as a guest for the TIE item, 3(a).

The Chair announced regrets from Julia Shirokov and Scott Duguay.

MOTION TO APPROVE CONSENT CALENDAR ITEMS CARRIED.

viii) Other
announcements

d) Transition Reports
from Senate
Subcommittees

i) Archives
Committee
Transition Report

Introductions were made by all attendees, both in-person and virtual.

2. Old Business

a) **Discussion item: Policy on Institutional Neutrality**

President Hennessy thanked Senators for the discussion at the last Senate meeting, and stated it was very helpful in coming back with some changes to the potential policy based on that feedback. The revised policy is now formatted to be taken and submitted to the Board. He thanked Senator Sachs for his work on the language and structure. A number of concerns raised at the last meeting were addressed including the concerns around academic freedom. With respect to the question about what is meant by “the university”, President Hennessy suggested the university is a broad community, consisting of many people, but the university is also a specific corporate entity, as defined in legislation. The President is designated as the Head of that entity and is the official spokesperson, but the purpose here is to state that the entity itself doesn't take positions except in narrow circumstances, and that allows the faculty and students the freedom to express their own positions. There was also the question of who makes the decision when and when not to speak. This policy doesn't really change that, because right now, that's basically President Hennessy or the people he delegates to speak on behalf of the university itself. Universities are being called on increasingly to opine on political, social, and public matters. In the absence of a policy, it becomes difficult to exercise that restraint. The university gets criticized for not making comments, and President Hennessy spoke about the four class action lawsuits right now in Ontario. He suggested a policy like this won't completely insulate us from these actions, but it will provide some measure of protection for the university and allow the proper exercise of academic freedom for scholars.

He is seeking further input from the Senate before presenting a policy to the Board as the Board will be very interested in Senate's opinion.

President Hennessy welcomed questions and comments.

K. Pinder thanked President Hennessy for the update and asked about the word “neutrality” and how it did or did not come into play in the revision. She reminded Senators that in the last meeting, there was a debate about the potentially loaded nature of that term. She suggested that another word could potentially be used to describe the policy but acknowledged that it does capture the intent of the policy in terms of the university not having an opinion on one side or the other of a particular matter. She does not feel the feedback she gave in the last meeting was addressed in this revision.

D. Seamone stated President Hennessy’s comments are helpful for her in understanding why there needs to be a statement. She expressed a concern that she does not think the institution is neutral and stated that an action not taken is also an action.

President Hennessy said that certainly the intention of this is not to suggest that the university would not support decolonization, or reconciliation; the policy is referring to matters that affect our people, that affect the educational and scholarly enterprise, which certainly includes reconciliation and decolonization, reflecting the work that we do.

D. Seamone stated that there is a need for precision in the policy, otherwise it leaves room for interpretation. She believes this is a better version of the policy, however we are not there yet.

Erin Patterson stated the policy is well-intentioned and is improved over the last time. She does not know if it could be specific enough. There's a danger in being too general or too specific to get into trouble either way, and she said she would be happier with this policy if, rather than talking about neutrality, it was a little closer to the Kalven Report. If this policy would focus a bit more on empowering, supporting, and protecting academic staff who speak out, she believes it would be better.

J. Sachs stated it is not at all the intent of the policy to prevent discussion or defence of matters of academic freedom, and that this policy is to protect faculty and students, and outside speakers. He said he is less interested in protecting the university's reputation and ability to attract donor dollars or

satisfied politicians, that although these things are important, they are a distant second when it comes to protecting those engaged in the scholarly and educational enterprise. He referenced 4.2 in the policy, “University officers shall remain impartial on matters of a political, social, or ideological nature, and shall not engage in advocacy for specific political parties, candidates, or causes, excepting in instances that are directly relevant to the university's mission, mandate, or policies.” He indicated that the university already has a policy of protecting academic freedom, and that it is written into the Collective Agreement, which the Board is bound to protect. It is also built into the mission and mandate of the university. This policy in no way prohibits the University from vocally defending academic freedom, and, in fact, you might say it requires them to defend academic freedom when it's under threat. He stated that we can also very credibly extend that same principle to decolonization when it is related to the scholarly enterprise, and that this policy would permit the university to forcefully advocate for those things. He further stated that if a matter is not related to the university's mission or mandate, he does not want to see the university taking a position on it, or his employer having an opinion on those matters because he does not trust them to always get it right. He mentioned that the Kalven Report was one of the inspirations for this policy which would ideally support faculty and students, and those engaged, to make these people feel like they can speak without fear of pushback, without anxiety that they might be transgressing to some unspoken norm.

T. McGillivray stated that the point she was going to raise was in Section 4.2, “... excepting in instances that are directly relevant to the university's mission, mandate, or policies,” because she believes that does allow for when it applies to things like decolonization and EDI, and things that are very directly part of the university's mission to be able to offer education to everybody. She asked a question about how it would be addressed if somebody crosses a line into the realm of hate speech or if this is something that would be done separately.

J. Sachs stated this policy would not prohibit the university from responding forcefully to that kind of speech. Hate speech is illegal in Canada, and one of the policies of the university is to comply with federal law. If it was speech that targeted a group that's not protected under federal law or the policy, but was nevertheless exceptionally hateful, the university can still denounce that if it harms the community or the campus. The intent of the policy is to prevent the university from staking out

positions that are totally extraneous or unrelated to its academic mission.

M. Ramsay stated that with the suggestion the policy be made more precise, you might have a problem of rubbing up against the precision you tried to build in, and that it may be better to just say there might be lively debate or argument about some things rather than trying to resolve that in advance. In the language of this policy, there will be disagreements about the implementation of the policy as there would be with any. In good faith, the policy puts pressure on the relevant officers to determine if they are sticking to the university's mission.

E. Patterson expressed concern about the word "respectful" in Principle 4.1, "University Officers shall encourage respectful discourse and the expression of diverse viewpoints." There is a lot of discussion in the academic freedom world and free speech world about respectful speech on campus. She stated that it is a loaded word, and she would prefer to see a word like robust, or even no adjective at all. Respect is good, but respectful in terms of discourse can close things down.

J. Sachs responded that this might be a useful change, and that sometimes respectful speech can collapse into tone, policing and enforcing civility, to the point of robbing anybody of passion. He further stated that this is not what he envisions discourse being but can see how it could be interpreted in that way. With respect to precision, there are a lot of policies in the university that are in no way precise, and there are some opinions we probably don't want to include. He believes you can't put together a document that captures precisely what you want and forbids or excludes what you don't want. He feels this document is about as precise as we can get.

The Chair mentioned that while it was not a Senate document, in the last cycle of review of the Harassment and Discrimination Policy on campus, there had been quite a lot of discussion about the nuance around terms like "respectful workplace" and "respectful discourse".

T. McGillivray raised a concern about removing the phrase "respectful" completely, reminding everyone that this is also a workplace with power dynamics at stake, and that it is important that we do not end up with an environment that is unwelcoming by removing the word "respectful". However, there do need be some guardrails up there, and perhaps it's a matter of changing the word.

E. Patterson suggested use of the phrase “such as” which allows you to give specific examples.

D. Duke asked how this policy would operate in an environment in which there is a situation where there is a topic that is potentially splitting a community. For example, one group invites a speaker to talk on a topic from Group A’s perspective, and Group B mounts a noisy and legitimate protest, requesting the university to disinvite that person.

J. Sachs stated that what he would like to see happen is nothing and that he does not want the university disinviting people invited by faculty or students. He believes that this goes to the core of academic freedom issues, violating Article 5 of the faculty Collective Agreement. Students have charter freedoms, and he stated there have been no court cases in this province handling that specific issue, however lawsuits are ongoing in Alberta. He further stated that he wants the university to promote and work to advocate an atmosphere of respect and mutual tolerance and inclusivity.

President Hennessy spoke to the topic of student protests, stating that this is something the university would encourage and allow, however students wouldn't have the right to endanger people, to blockade doors, or to disrupt classes. If students wanted to mount a protest outside of the university or in part of the university, that's their right to do so and we would exercise any kind of limitation on that very sparingly.

M. Ramsay stated that he believes it is worth having a separate policy regarding issues such as protests, especially if there is any kind of safety concern. He gave the example of Harvard Law School having such a policy.

J. Sachs agreed that it sounds like what is being discussed would fall under a different policy altogether. He suggested that the policy before Senate only makes a difference to the extent that it is consistently respected, but if somebody manipulates it and abuses it, then it offers no protection.

D. Benoit spoke about the issue of neutrality, stating that we are often talking about cases where you have two people or groups of people with two different opinions to which there is no clear answer, and in this situation, there would not be a stand taken by at least the administration of the university. However, if there is a situation where there are objective truths, and someone decides that they want to invite in a speaker that is denying an objective truth, and possibly with the intent of

spreading things that are proven to be lies, he assumes it's not an issue for the university to take a stance on such things.

President Hennessy premised his statement by saying that he hopes this is not controversial, but academic freedom is not the freedom to say anything. Academic freedom is the freedom to pursue lines of inquiries the way that they take you, based on the evidence that's presented, and based on prior scholarship. We would not support someone coming to campus who would not be promoting the scholarly enterprise but would be promoting a different type of political agenda.

J. Sachs reminded Senators that Principle 4.2 requires university officers to remain impartial on matters of a political, social, or ideological nature.

The Chair asked President Hennessy what the plan is with the policy, moving forward after this meeting.

President Hennessy stated there has been good feedback, and that he certainly is taking the legitimate concern about the word "respectful" into account. People will always be encouraged to be respectful, and it may not be necessary to put that into a policy. He further stated he is ambivalent on the word "neutrality", as well, and there may be a better word. President Hennessy said he has what he needs to take something to the Board, and he thanked Senators for their comments and engagement.

b) Motion on Curriculum changes submitted by Graduate Studies Committee

It is moved that all curriculum changes submitted by the Graduate Studies Committee be approved as submitted, including changes to EDUC 50D3, EDUC 5053, EDUC 5633, EDUC 5843, EDUC 5960, EDUC 5966, the M.Ed. admission requirements, and the M.Ed. dismissal policy modification. Moved by S. Currie and seconded by K. Ashley.

S. Currie and K. Ashley both stated that they had nothing to add.

The Chair stated that these changes were circulated prior to the December meeting and then re-circulated last week.

D. Benoit asked about the EDUC 5966 course. Given the issues there had been with the six-credit-hour undergraduate courses when the new system was implemented a couple of years ago, how does this apply differently for the graduate courses. He

asked whether this course number would cause problems with the new system.

M. Bishop confirmed that this issue was less about the number of credit hours and more about the number of terms over which a course occurs.

D. Benoit stated his understanding is that a student registers for the course and they get an incomplete until they are done.

M. Bishop confirmed that if this is how the graduate school has it set up, then yes, this is correct.

K. Pinder, who is on the Graduate Studies Committee, confirmed that there is a way to do it without it causing an issue, and it has been done with other programs.

MOTION CARRIED.

**c) Discussion item:
Microcredentials –
update**

J. Sachs provided an update, stating that he has been reaching out to those with questions and concerns in response to the email sent requesting feedback. There is still feedback that he needs to address, and then he will share this with the committee, and come back to Senate with a further update.

L. Finniss indicated that the Department of Labour, Skills and Immigration released a call for proposals for microcredentials, and they are releasing two million dollars of funds towards different calls. It's a tight deadline, and they are looking for proof of concept by Wednesday of this week. They are very casual in the approach and are focusing on starting with identifying a skill gap and exploring partnerships with industry. There is a tangible call coming from the Board of Open Acadia, and the Open Acadia team can start mapping out some process documents, how a course is developed and what approvals need to be in place. Even if no funding is received through the call, it's a great starting point for discussions. If there are individuals interested in the development of microcredentials, they should connect with Jackie to determine what work individuals are interested in doing in this space.

The Chair asked whether there was a sense of the frequency and timeframes of future calls. She asked whether this would be the only opportunity for a while or whether they would likely be more in the future.

L. Finnis stated that she got the sense that this call is very much to help in testing the framework and to get a better understanding of how the framework should be applied. She believes there will be future calls and that we should be moving forward and continuing to work on creating our own internal processes around that. She further stated that the Province is learning in this process as much as the institutions are learning in this process. She is impressed by how open for feedback they are within this call process.

K. Ashley stated that in her report, there was an update about the Department of Advanced Education putting out requests for feedback on dual-crediting opportunities, and it's a similar situation where they are exploring ways to help the transition from high school to university. They do not have any fixed idea on how this could happen, but they're receptive to proposals, but with quick timelines. She further stated there are some ideas that could be pursued, but there are no specifics yet and it is in the general discussion phase. This is a process that would need to go through Senate, and there would need to be some of the standing committees looking at this if this is something that was going to lead to admissions. We are seeing government getting interested in these kinds of projects, and there's a lot of opportunity for the university if we have policies in place to deal with this.

The Chair noted that from a Senate perspective, for anything like this where there are provincial working groups around things that interface with the work of Senate, it would be helpful if people state when there's a working group and who from Acadia is on it. She recognizes that this is already being done, and stated this will be helpful to have a line of communication between Senate and those working groups.

T. McGillivray queried around the duality with high school students and post-secondary institutions, how similar or dissimilar this is to the International Baccalaureate program, and asked if this is something that is intended to be entirely different.

K. Ashley stated there are parallels there, but the dual-crediting opportunities would be targeting significant high school courses. It has been piloted at Dalhousie in the way that if a student completed an English course in the fall high school term, and then did some asynchronous learning through Dalhousie in the winter term, this could count towards admission or credit for first-year university English. But, unlike the IB program or advanced placement, it doesn't necessarily

allow students to start in the second year of their program. She mentioned that this is not something that is going to be consistent across universities and that it would be really based on relationships between professors and the local high schools here, and how their students would be interacting with specific courses.

President Hennessy mentioned that this is quite common in New Brunswick where the universities have a dual-crediting program in place where students will take a university course in their last term of high school that counts towards their high school graduation and also gives them an early credit towards university, also incentivizing them to go to a particular university.

H. Teismann asked for clarification on the point of industry involvement regarding the call issued from the Department of Department of Labour, Skills, and Immigration.

L. Finniss answered that what they are predominantly looking for with the creation of microcredentials is identifying gaps in skill set needs, and that a framework has been created that involves partnerships and a timeline around them. They are looking for new initiatives that will align with their framework, not things that are pre-existing and already running.

The Chair asked if the call for proposals will be going out more broadly to the university community.

L. Finniss stated that she and Jackie Duguay are meeting with the province this week to explore what this all means, given the casual nature in which the call for proposals was presented. It could then be presented more widely, and we can then start an inventory of who is interested in developing microcredentials, and what that looks like as that will really help guide the process.

President Hennessy commented that he believes part of the reason this has come upon us so quickly without a lot of notice is that this is not our department, and we would normally have had more of a heads-up and more of a discussion about this within the department. Although he is sure this was discussed in the Department of Advanced Education, he is not really sure of the origin of this.

3. New Business

**a) Motion on
Timetable,
Instruction Hours
and Examinations
Committee**

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 D. Benoit and seconded by H. Teismann.

H. Chipman, guest, spoke to the motion. He stated that earlier in the academic year, the Senate asked the TIE Committee to consider the placement of the fall break week. He described the three proposed motions, that the first one is proposing a change in the timing of the fall break week, and the other two motions are adjusting the calendar dates accordingly, if the first one passes. He reviewed different configurations of the past years of the fall break week and stated that currently, the policy is that it is a full week held at the end of October. Since this policy was put in place, an additional holiday, National Day for Truth and Reconciliation, September 30th, is observed. September 30th and November 11th always fall on the same day of the week, and in the 2024 calendar year, these two days plus Thanksgiving will fall on Mondays, leaving only nine Mondays in the fall term. In Atlantic Canada, Acadia is the only university that has its fall week break set as the last week of October. A lot of other Atlantic Canadian universities have break weeks aligned with November 11th, and UPEI and Memorial have a break week aligned with Thanksgiving Monday. There is no ideal solution, but the proposed change (aligning the break with November 11th) recovers one teaching day, however it moves the break later in the term, which does align with what other institutions are doing. The feeling was that something aligned with Thanksgiving would be too early. The other thing being proposed is that the definition of the withdrawal (“W”) date be changed because if the motion is passed, it would make more sense to align it with the end of the term.

The Chair asked Senators whether there was unanimous consent to consider all three motions at once, which is a form of suspending the rules, and is in Section 25 of Robert’s Rules of Order. There were no objections.

C. Stanley stated that he has talked to some members of other universities that currently have their break around November 11th and they are not pleased with that timing and feel that it is too late in the term. He asked whether there had been a poll

taken of how other universities feel about the timing of their breaks in the fall term.

H. Chipman replied by saying that beyond surveying what the current practices are, they did not try to assess how members of other institutions feel about it. Being later in the term was viewed by the TIE Committee as being a trade off to have the extra teaching day.

The Chair asked M. Bishop, as the Registrar who sits on at least one a body of Registrars from different institutions that meet together, whether this topic has come up.

M. Bishop stated that it has come up in the past, but this was a few years prior, when institutions were beginning to implement fall breaks. Since most if not all institutions now have fall breaks, it has not been revisited as a topic of discussion.

K. Pinder indicated that she teaches on Mondays, so this attempt to recoup a teaching day affects her directly, but she will be speaking against the motion. She has previously taught at an institution that has the later break, and it was very difficult for faculty and for students. She has observed that students are better rested and in better mental health at the end of the term when the break is in the middle of the term. The proposed solution answers the problem of adding one additional teaching day, however she believes the better option is to have the Monday added to the end of the term. It's not ideal, but it's less of a problem for more people. This would also allow the university to keep with what seems to be the principle of the winter break, which is that it falls in the middle of the term. She indicated that she spoke with people in English and Theatre, and almost unanimously, people were against this policy. She asked for clarification with respect to the withdrawal date and the reference to the Fridays, and whether it means two full weeks or just two Fridays prior, as this might not be the same number of days.

H. Chipman replied that for the withdrawal date, it would not have to be a full two weeks back, but it would be at least more than one week back from the end of the term, and as much as two, but not more.

J. Fowles asked about the Fall 2024 calendar, and asked if Wednesday, December 4th, which is the being treated as a Monday, is bringing the Mondays in the semester up to ten rather than nine.

H. Chipman stated that in the dates being brought forward for 2024/2025, Wednesday, December 4th is actually a Wednesday on the timetable. If it were made a Monday, that would bring it up to 11 Mondays, but that is not what they were proposing. Previously, Senate had agreed that it could live with 10 Mondays next year because that is what the current calendar is. Given the fact that Senate found that acceptable, the committee decided to continue with the 10 Mondays, and not bring forward the idea of the last Wednesday as a Monday.

D. Seamone indicated she is going to speak against this motion. In her experience, even with the break when it was in October, both faculty and students were exhausted by that time. This solution offers no recovery time for students who got off to a rough start to regroup and get caught up by the end of the semester. She stated she teaches on Mondays and did resolve the issue in one of her Monday classes by holding an 11th class last year, as she was unable to cover all the material in 10 classes. She does not believe a later fall break serves anyone and would rather go with an earlier break at Thanksgiving, which she believes is a better solution in terms of positive benefits for students, especially first-year students.

T. Weatherbee stated that it was his understanding that the original call for a break in the fall semester was to reduce the stress on students and designed to give students a break from the pace of the semester. If that is the intent of having a break in that semester, then it does not make any inherent sense to have it at the end of the semester. Having the break in the middle of the semester would serve as a mechanism to give both students and faculty a break before coming back to complete the semester.

G. Gibson stated that in biology, they appreciate the fall break falling into a week that has a holiday in it already because of the lab schedule. With a tight lab schedule, they lose a lot of course time if they lose repeated Mondays. She feels November is too late for the break, and that around Thanksgiving would be better. She further stated that it's a steep learning curve for students when they come to Acadia and around Thanksgiving is their first big reality check. She believes that if they have time early enough for a reset, it will do a lot to help with retention in the first year. She applauds having the break week during a week that includes a holiday, but would prefer to see it with Thanksgiving rather than Remembrance Day.

C. Stanley mentioned that in prior conversations, there was talk about starting the term on the Tuesday immediately after Labour

Day, and asked if that was still something being considered, and that it could serve as a way of getting an extra Monday by using that Tuesday.

H. Chipman responded that this is not something that seems to be in the cards in the foreseeable future. There is some talk amongst the student services group in terms of changing some aspects of the welcome week, but it seemed as if it was going to be hard to turn that Tuesday that immediately follows Labour Day into a teaching day, so that was not something included in the committee's proposal.

K. Ashley asked if the proposal is something that is for the coming academic year, or for all subsequent academic years.

The Chair explained that much of what was reflected in the dates had already been passed previously, that this motion would essentially amend what has already been passed by Senate with the exception of the last year of dates presented.

H. Chipman confirmed that this is correct.

M. Ramsay stated that he appreciates everything his colleagues have said about the disadvantages of the later break. He is struggling with the point of making a Wednesday a Monday, which he appreciates is a feature of the existing proposal. He believes the only people who benefit from this are the ones who actually schedule a three-hour class on a Monday in the fall term, which is discouraged by Item 10 of the principles for the preparation of academic dates. He does not believe the break should be in November, and that Thanksgiving is too early, but it is the better compromise. The Monday/Wednesday scenario gives no one any advantage.

H. Chipman responded to M. Ramsay regarding the Monday/Wednesday comment, stating that he is correct, this only really helps those who have a three-hour class on a Monday and not those with 50 or 80 minute classes. But he wants to make it clear that we are gaining one additional teaching day because our break is effectively a holiday that we must observe, plus four break days. He reminds Senators that this is not something that would need to be done every year, that it's for the 2024/2025 year because of the three Monday holidays in the fall.

H. Teismann stated that he had polled his department, and the responses indicated skepticism and in some cases negativity about the late break. In terms of the stress everyone feels in the

fall term, it is there partially because there are so many timing constraints attached to it. He believes that one way to help with mental health of everybody would be to have it more relaxed. He further stated that he is not arguing against the fall break, but the fall break did create the problem, so in some sense, a relaxed term could also be accomplished by having more classes. He queried whether a potential compression of the exam period has been considered to maybe get an extra teaching day in December.

M. Bishop responded by saying that sometimes we only end up with one study day between the end of classes and the start of exams, and that there are a number of constraints as per the academic date principles. If we have to start classes the Wednesday after Labour Day, which is one of the Senate-approved principles, and if we have to end the exam period by December 20th, then we have to try and fit everything in between. If either of those constraints were removed, then other alternatives could possibly be explored.

H. Teismann asked if even within these constraints, is it conceivable to have exams over a shorter period of time.

M. Bishop answered that there is also a policy of no student having three exams within 24 hours, and there are typically between 17,500 and 18,500 exams scheduled in any given exam period. So, to try to fit them into fewer than nine or ten days is a challenge.

J. Hooper indicated that one of the other constraints that happens in science, especially courses in the first and second year with multiple tests, is the last day that you can have a test in your course is two weeks before the end of class, and he asked if the committee thought about the connection between these dates and that restriction.

H. Chipman stated that it was not considered explicitly as part of this proposal. He agreed that there would be a narrow window between the end of break and the last possible day that there could be a test or a major assignment, and that this has the potential to pack them close together.

D. Duke invited Senators to remember why the long term break was instituted in the first place, that it was directly based upon data showing it was clear that a full first term was especially difficult for first year students, and Thanksgiving holiday was their opportunity to reconnect with their families, but often in a very compressed way over a long weekend. The initial

iterations of the fall reading week around Thanksgiving were an attempt to provide space for first-year students in particular to reboot before coming back for the remainder of the term. The first couple of years of this were not overly effective because the students were often coming back to midterms, assignments, et cetera, right away. He stated that if we are having so many problems with the scheduling, and if the full week break was initially implemented primarily for the purpose of helping with the students' mental health, he suggested we look at some of the other things being considered to reduce the impact on students. Perhaps we could return to a two-day fall term break explicitly built around Thanksgiving to give a reasonable amount of time for students to have time with their families, if that's what they wanted, but not the full week that we're currently wedded to. In that case, looking at the projections for the next three to four years, most of those issues disappear. If we drop down to a three-day break around Thanksgiving, with some of these other elements that we are working on, whether it's the one-stop shop, or discussions around pass fail courses, and so on, maybe that addresses the issues that we're circling around here, and which clearly will not be addressed by a reading week as late in the term as is being proposed here.

D. Benoit noted that while we talk about this reading week being late in the term, we've already implemented a reading week that is late in the term, so we've already committed to something that is arguably later than maybe we should have it. Having said that, he thinks we need to ask the question of which students are we trying to benefit here. He believes that there is significantly more benefit to a break earlier in the term for those first-year students, particularly first-generation university students who are coming through, to have that break a little bit earlier on a weekend that they're probably going to go home to visit family anyway, and give them that time to travel. For third and fourth-year students, a break later in the term is probably a little bit better because that's when bigger projects and those term papers are tending to come in. He thinks that there's a balance there that needs to be taken. He says that when discussing science, particularly biology, chemistry, physics, geology, where they have big classes, they run the same lab five days a week, so teaching that Monday that's missed on that Wednesday of the middle of the last week is like telling all of those students who have the lab this week that two days later, they're going to do the lab that they should have done five weeks ago that every other student has already done, because they set up the labs for a week's worth of stuff. For some courses, it's easier, it can be taught that final day and it's not really a problem. But when you offset the rest of the class that

way, if you have a class where half of the students didn't get the lab and the experience and the other half did, and you're trying to teach them, that's incredibly difficult. So, the idea of throwing the extra teaching day on the end is great when we're just talking about teaching days in the classroom, but it's an absolute disaster in science, running those particular labs. He believes it's something else that needs to be taken into consideration when we talk about adding the last Friday because it throws off that whole schedule.

The Chair indicated that from a procedural perspective, there are two main options. One would be to vote on the current motions in front of Senate, and the other option is to send it back to the committee. She reminded Senate that in this case, there are already calendar dates set, so it's not that calendar dates are being approved for the first time. If the motions are not passed, there are already calendar dates, and if it is passed, then they're amended. If it's sent back to the committee, they could come back to Senate with tweaks.

M. Ramsay stated he believes Senate might as well know now if there's a strong majority in the room who do not want a late break, and that there is no point in the committee tweaking this if we know that a late break is unacceptable. He is in favour of a vote.

H. Chipman stated that this has been talked about at length by the committee, and they do not have a magic bag that they can draw extra days from for the fall term, that it is really constrained timing wise. He does not believe there is a lot of wiggle room here. A change that could be proposed would be to do Thanksgiving Monday week instead of the November 11th week, but he understands that that is not a consensus either. It comes down to do you want that extra day, and what are you willing to pay for it. He indicated the committee will take advice from Senate, but he does not believe they will come back with anything better. He stated he is neutral about which way it should go, and although people have said they don't envy him his job, he said he does not envy the Senators' job for having to choose the least objectionable option from options that are not great.

The Chair asked whether the Sunday exam option has ever been seriously considered at the committee.

M. Bishop stated that Sundays have been used in the past out of necessity, and it's not ideal. Anytime that has been done, they usually hear concerns from both faculty members and students,

however there is the ability under the principles approved by Senate for Sundays to be used.

The Chair went back to the procedural question, asking Senate if they want to vote or send the proposal back to the committee.

H. Teismann stated that he thinks the best thing would be to vote. He also queried as to why it is important to have the dates so far ahead.

H. Chipman indicated it allows the registrar's office to put those dates in the system, and that makes planning easier for students if all the dates are set.

J. Fowles stated he heard the point made several times that the fall semester is very compressed but is asking if the exam period could be extended a couple of days to Friday, December 20th and that would give a little bit more breathing room for the semester.

M. Bishop asked J. Fowles for clarification on which term and year he is referring to.

J. Fowles indicated that he was referring to the Fall 2024 term when exams start on the 7th of December and end on Wednesday the 18th. He stated that the principles allow the exams to go until the 20th, so why not finish on the 20th, which would give more class time.

M. Bishop pointed out that as they've seen, people have opinions about which is the better option, and there is confusion obviously about putting different days on different days of the week. The intent of the principle is not to end on the 20th, but the 20th or earlier, so the 18th presented that opportunity.

D. Benoit stated that in his opinion, this is better than what we have now, even if it's not great, and he would rather see the full week without the extra Monday at the end. He believes it should be voted on, and if Senate feels the committee should be asked to review the dates and come back to Senate, he is fine with that, as well.

**MOTION TO APPROVE PROPOSALS (THREE MOTIONS)
BY THE TIE COMMITTEE FAILED.**

The Chair stated that the motion not passing means that the dates that had previously been approved remain as they were.

The Chair reminded Senators of the special open meeting of Senate that will take place next Monday, January 22nd, on the topic of Generative AI.

4. Adjournment

Motion to adjourn at 6:01 p.m. Moved by C. Stanley.

ORIGINAL SIGNED

J. Peckham,
Recording Secretary of
Senate and University
Secretary

Announcements

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – JANUARY 2024

No announcements.

VICE-PRESIDENT ACADEMIC REPORT TO SENATE – JANUARY 2024

ACADEMIC UPDATES

- The Department of Advanced Education is soliciting proposals for dual crediting/credentialing opportunities for high school students in the province. Proposals would involve completion of a high school course followed by a university component. The initiative is designed to:
 - support exploration of post-secondary opportunities by students;
 - build attachment between students and post-secondary institutions and assist in recruitment;
 - facilitate the transition to university.

ARTICULATION AND COOPERATION AGREEMENTS

- Acadia has entered a 5-year cooperation agreement with Ispgaya Instituto Superior Politécnico (Portugal).

COOP and CAREER SERVICES

COOP

Thirty-three students are on a co-op work term for the Winter 2024 term. The breakdown is as follows:

Biology	5
Business Administration	12
Chemistry	2
Community Development	3
Computer Science	4
English	2
Environmental and Sustainability Studies	1
Nutrition	1
Psychology	3

An additional 13 students were scheduled to be on a work term this winter but did not find a position:

Biology	2
Computer Science	8
Environmental and Sustainability Studies	1
Math and Statistics	1
Psychology	1

237 students are scheduled for a work term in summer 2024. This is a significant increase from the 170 scheduled in summer 2023.

CAREER SERVICES

- There is a Career Fair scheduled from 11:00- 2:00 in the SUB on Tuesday, 16 January.

PEOPLE UPDATES:

- Dr. Scott Bishop has joined Acadia as the new Director of the Ivan Curry School of Engineering.

PROGRAM UPDATES:

B.Sc in APPLIED BIOSCIENCE

The B.Sc in Applied Bioscience with options in the Science and Business of Beverage and the Science and Business of Biopharma has received MPHEC approval. There are two conditions:

1. That, by June 30, 2026, Acadia provide confirmation that the planned hire (a cross-appointment in Applied Bioscience and Biology) has been made.
2. That, by June 30, 2028, Acadia provide confirmation that the planned hire (a cross-appointment in Applied Bioscience and Chemistry) has been made.

Respectfully submitted,

Dr. Kate Ashley
Vice-President Academic (Interim)

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

Happy New Year from the RIGS Team!

EXTERNAL GRANTS TO FACULTY

Research Nova Scotia New Health Investigator Grant

- **Dr. Stephanie Gauvin** (Psychology) was awarded **\$99,884.48** in funding for the project entitled: *The Newly Diagnosed Class: A Self-Directed and Virtual Class for Women Newly Diagnosed with Breast Cancer.*

Bass Pro Shops and Cabela's Outdoor Fund - Grant

- **Dr. Trevor Avery** (Biology) was awarded **\$2,250** in funding for the project entitled: *Striped Bass Capture-Mark-Recapture Training and Analysis.*

McGill University/SSHRC– Funding Sub-Agreement

- **Dr. Darlene Brodeur** (Psychology) received **\$6,025** from McGill University for the SSHRC project entitled: *Utilitarian Processing: A New Strengths-Based Approach to Examining Unique Ways that Autistic Persons Understand the World in Which They Live.*

RESEARCH & SERVICE AGREEMENTS

The Confederacy of Mainland Mi'kmaq – Services Agreement

- **Dr. Trevor Avery** (Biology) received an additional **\$217,187.50** for the project entitled: *Assessment of Habitat and Fish Passage Effectiveness and Efficiency at Avon River Causeway, Nova Scotia - 2023-2024 Monitoring Proposal.*

Mycaro – Services Agreement

- **Dr. Allison Walker** (Biology) received **\$30,000** to support her research collaboration with Mycaro, a local start-up company, to develop an innovative, high-protein mycelium product.

OTHER AWARDS/RESEARCH FUNDING

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 Noggins Corner Farm Ltd. Project Title: *Investigation: Improving Farm Operations through Data Analytics.*
- **Dr. Zoë Migicovsky** (Biology) was awarded **\$5,000** to collaborate with the SMART Christmas Tree Research Co-operative. Project Title: *Development of a proliferation protocol for Balsam fir.*

Springboard Atlantic – Innovation Mobilization Funding – Industry Engagement

- **Acadia's Office of Industry & Community Engagement** was recently awarded **\$8,234.25** to support LaunchBox's upcoming *Industry Challenge Series*. The Series will be open to all Acadia students, who will have an opportunity to work in multidisciplinary teams to propose ideas/solutions to pressing industry/societal challenges. The events will be held between March 2024-April 2025.

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

During November and December 2023, ALAB conducted analytical testing for 25 clients in the Atlantic region (\$6,557). These tests are in addition to testing conducted under an annual \$200,000/yr Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

OTHER EVENTS & ACTIVITIES

Nova Scotia Fruit Growers Association - Meeting and Tour

On December 14th, 2023, Acadia's Office of Industry & Community Engagement (ICE) met with Emily Lutz, Executive Director of the Nova Scotia Fruit Growers Association (NSFGA) to discuss research collaboration opportunities. The meeting included a tour of the K.C. Irving Environmental Science Centre and the Huestis Innovation Pavilion (ALAB and the AgriTech Lab).

Social Science & Humanities Research Council (SSHRC) Leaders Meeting

Acadia SSHRC Leader, Dr. Peter Ludlow, Manager of Research Grants and Programs within RIGS, attended the SSHRC Leaders Meeting in Ottawa on 29-30 November. Some of the issues discussed at the meeting were "open access policy on publications," "Capturing and demonstrating Impact in Research," and "Partnerships with the Business Sector."

RESEARCH FUNDING PROGRAMS – APPLICATION SUBMISSION DATES

Internal

- University Research Fund (Article 25.55) - February 1
- Harrison McCain Foundation Grants - anticipated in Spring, date TBA
- SSHRC Institutional Grants (SIG) - 2024 (TBA)
- Summer undergraduate student research awards (HSRA, USRA, Donor) – mid February

External

- [SSHRC Insight Development Grant](#) – 2 February
- [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)

GRADUATE STUDIES

Thesis Defences

- Three (3) BIOL defences
- One (1) ENGL defence
- Two (2) PSYC defence
- One (1) PhD EDST defence
- One (1) MED defence

Nominations for the Acadia Outstanding Master’s Research Award

- Two (2) BIOL;
- Two (2) PSYC;
- One (1) MEd

Current Admission Numbers for 2024/25

We have received 900 admission applications to-date for our MEd/MCD/MS/MA/MAK programs. This number is up by 287 applications compared to last year at this time.

Incoming January Students

We have three (3) new students joining Graduate Studies this January: two (2) INTL students in COMP.SCI and one (1) CDN student in BIOL.

For the **Tri-Council Canada Graduate Scholarship competition Master’s (CGS-M)**, Acadia received 46 applications (SSHRC=22; NSERC=15; CIHR=9). Adjudication of these awards will take place in March.

Respectfully submitted,

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

VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – JANUARY 2024

No announcements.

ACADIA STUDENTS' UNION REPORT TO SENATE – JANUARY 2024

No announcements.

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

No announcements.

SENATE ARCHIVES COMMITTEE TRANSITION REPORT – JANUARY 2024

The Senate Archives Committee met Monday, November 13, 2023 from 1:00pm-2:00pm on Microsoft Teams.

The committee elected Ciaran Purdome as the 2023-2024 Chair.

The committee meets twice a year, usually once in October and once in April.

The next meeting of the committee will be April 2024.

The committee decided to hear reports from the archives prior to establishing goals for the year. Time ran out before goals could be established. Establishing goals was placed at the top of the agenda for the next meeting. In the November meeting, the committee heard reports from the Archivist, Digital Archivist, and Archives Coordinator on staffing changes, reference statistics, information literacy, outreach, physical collections, digital collections, and environmental concerns.

Proposed Acadia University Policy on Institutional Neutrality

1. Purpose:

1.1. Acadia University is committed to creating an environment that encourages open discourse, celebrates diversity, and respects the independent viewpoints of its community members.

2. Scope:

2.1. This policy applies to University Officers, defined here as including the President, Vice-Presidents, Provost, Chancellor, and members of the Board of Governors, as well as any individual authorized to speak on an officer's behalf.

2.2. This policy does not apply to students, deans, academic unit heads, faculty, outside speakers and guests, members of the broader community, or any other individual or group engaged in the educational or scholarly enterprise. It also does not apply to University Officers speaking in their personal capacity or, for those who are faculty, in the course of their scholarly activities.

2.3. In all instances where this policy conflicts with the principles of academic freedom as articulated in the Collective Agreement between the Board of Governors and the Acadia University Faculty Association, the latter shall prevail.

3. Policy Statement:

3.1. Part of the mission of Acadia University is to “promote a robust and respectful scholarly community” and to “inspire a diversity of thinkers.” In order to fulfill this mission, the university is committed to a principle of institutional neutrality. Were it to take sides on important matters of public concern, it would threaten the conditions of free and open inquiry necessary for a diversity of thought and the robust exchange of ideas.

4. Principles:

4.1. University Officers shall encourage respectful discourse and the expression of diverse viewpoints.

4.2. University Officers shall remain impartial on matters of a political, social, or ideological nature and shall not engage in advocacy for specific political parties, candidates, or causes, excepting in instances that are directly relevant to the university's mission, mandate, or policies.

4.3. University Officers, when speaking in their capacity as leaders of the institution, shall not be influenced by their personal beliefs and opinions. The institution must stand as a collective entity that transcends the diverse perspectives of its individual members, including its leaders.

5. Conclusion:

5.1. The neutrality of the university and the impartiality of its officers should not be construed as a lack of courage or indifference toward matters of public concern. On the contrary, it is precisely because the university values so highly its duty toward the public that it commits itself to these principles.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024
Form 3: Proposed Modification to an Existing Course

Department or School:	School of Education	
Presented to Faculty Council?	At future meeting	
Date presented (or will be) to Faculty Council:	2023-11-17	
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	EDUC 50D3	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	N/A	
Proposed course title:	Ethics in Counselling Practice	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) This course provides a critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students are encouraged to explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes.		
Prerequisites:	To be removed	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	EDUC 50D3	
Course Title:	Ethics in Counselling Practice	
Calendar description: (MAXIMUM 60 words) This course provides a critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students are encouraged to explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes.		
Prerequisites:	12 hours of coursework in program	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. Previously approved program changes no longer necessitate the prerequisite.		

Anticipated Impacts & Consultations

Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.
Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administrative) Click or tap to enter a date.

Form 3: Proposed Modification to an Existing Course

Department or School:	School of Education	
Presented to Faculty Council?	At future meeting	
Date presented (or will be) to Faculty Council:	2023-11-17	
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input checked="" type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	EDUC 5053	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	N/A	
Proposed course title:	Topics in Education	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) This course is designed to allow students to engage in the study of special topics that are of emerging interest in their core area. While these studies can be undertaken as a group, they may also consist of instructors working directly with individual students.		
Prerequisites:	To be removed	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	EDUC 5053	
Course Title:	Topics in Education	
Calendar description: (MAXIMUM 60 words) This course is designed to allow students to engage in the study of special topics that are of emerging interest in their core area. While these studies can be undertaken as a group, they may also consist of instructors working directly with individual students.		
Prerequisites:	9h graduate courses or their equivalent, at the discretion of the Director, School of Education.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. Previously approved program changes no longer necessitate the prerequisite.		

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes

If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.
Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024

Form 3: Proposed Modification to an Existing Course

Department or School:	School of Education	
Presented to Faculty Council?	At future meeting	
Date presented (or will be) to Faculty Council:	2023-11-17	
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input checked="" type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	EDUC 5633	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	N/A	
Proposed course title:	Curriculum Foundations	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) This course is designed to examine the nature of curriculum and the basic principles of the curriculum making process with due 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 educators, administrators and others who influence the development of curriculum.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	EDUC 5633	
Course Title:	Curriculum Foundations	
Calendar description: (MAXIMUM 60 words) 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 the teacher and principal and other actors who influence the development of curriculum. The integration of theory and practice and recent innovations in curriculum organization serve as reference points throughout this course.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. Wording changes to reflect course contents.		

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.
Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024

Form 3: Proposed Modification to an Existing Course

Department or School:	School of Education	
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Date presented (or will be) to Faculty Council:	2023-11-17	
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input checked="" type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	EDUC 5843	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	N/A	
Proposed course title:	Instructional Design	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) This course investigates historical and 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.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	EDUC 5843	
Course Title:	Instructional Design	
Calendar description: (MAXIMUM 60 words) This course investigates 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.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. Wording changes to reflect course contents.		

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain.	

Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.
Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024

Form 3: Proposed Modification to an Existing Course

Department or School:	School of Education	
Presented to Faculty Council?	At future meeting	
Date presented (or will be) to Faculty Council:	2023-11-17	
Type of modifications (check all that apply) <input checked="" type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input checked="" type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	EDUC 5960	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	N/A	
Proposed course title:	Graduate Thesis	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	EDUC 5513 and EDUC 5113 or EDUC 5523	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	EDUC 5960	
Course Title:	Graduate Thesis	
Calendar description: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	EDUC 5113 or EDUC 5523	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. Edit to reflect previously approved program change.		

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.

Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024

Form 3: Proposed Modification to an Existing Course

Department or School:	School of Education	
Presented to Faculty Council?	At future meeting	
Date presented (or will be) to Faculty Council:	2023-11-17	
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input checked="" type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	EDUC 5966	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	N/A	
Proposed course title:	Graduate Thesis	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	EDUC 5513 and EDUC 5113 or EDUC 5523	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	EDUC 5966	
Course Title:	Graduate Thesis	
Calendar description: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	EDUC 5113 or EDUC 5523	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. Edit to reflect previously approved program change.		

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.

Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024

Form 4: Proposed Modification to a Program

Department/School:	School of Education
Presented to Faculty Council?	At future meeting
Date presented to Faculty Council:	2023-11-17

Program / Rationale	
Program being modified:	Master of Education
Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. Edits to the wording of the 'Admission Requirements' on page 244 of the 2023-24 Academic Calendar	
Briefly state the reason for requesting this modification. Please be specific. Edits to the wording to clarify differing admission requirements between MED programs.	

Anticipated Impacts & Consultations	
Will this modification alter, in any substantive way, the way your program is currently delivered?	No If you chose 'No', you may skip the rest of this section.
If you chose 'Yes', briefly state how the modification will change the nature of your program below. Click or tap here to enter text.	
Are the effects of this program restricted to your own Department/School?	Choose an item.
Has the proposed modification been discussed with students?	Choose an item.
Do students approve of the modification?	Choose an item.
If you answered 'No' to any of the last three questions, please explain. Click or tap here to enter text.	

New Calendar Description
<p>Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements.</p> <p>Admission Requirements</p> <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> <p>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 would possess a relevant four-year undergraduate degree or its equivalent.</p> <p>Normally applicants to MEd programs other than Counselling Agency Stream would possess a Bachelor of Education degree or its equivalent (e.g., NS Teachers College plus an undergraduate degree). Application requirements for specialized part-time MEd cohorts may be more flexible. Cohort Specifics are documented on our website.</p>

Impacts on Courses	
Will this program change result in the addition of any new courses?	No

<p>If you chose 'Yes', please list all new course numbers below, and fill out a Form 1 New Course Proposal for each.</p> <p>Click or tap here to enter text.</p>	
<p>Will this program change result in the deletion of any existing courses?</p>	<p>No</p>
<p>If you chose 'Yes', please list all deleted course numbers below, and fill out Form 2 Proposed Course Deletion for each.</p> <p>Click or tap here to enter text.</p>	
<p>Will this program change result in substantive modifications to any existing courses?</p>	<p>No</p>
<p>If you chose 'Yes', please list all the affected course numbers below, and fill out Form 3 Proposed Course Modification for each.</p> <p>Click or tap here to enter text.</p>	

Additional Information
<p>Give any additional information that you feel may be useful to the Curriculum Committee in its deliberation.</p> <p>Click or tap here to enter text.</p>

Acadia University Senate Curriculum Committee (Administrative) 2023-2024

Form 4: Proposed Modification to a Program

Department/School:	School of Education
Presented to Faculty Council?	At future meeting
Date presented to Faculty Council:	2023-11-17

Program / Rationale	
Program being modified:	Master of Education
Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. Wording added to the 'Policy' on page 247 of the 2023-24 Academic Calendar	
Briefly state the reason for requesting this modification. Please be specific. Additional policy wording to support dismissal if necessary. This is the same wording adopted and currently used in the B.Ed. program.	

Anticipated Impacts & Consultations	
Will this modification alter, in any substantive way, the way your program is currently delivered?	No If you chose 'No', you may skip the rest of this section.
If you chose 'Yes', briefly state how the modification will change the nature of your program below. Click or tap here to enter text.	
Are the effects of this program restricted to your own Department/School?	Choose an item.
Has the proposed modification been discussed with students?	Choose an item.
Do students approve of the modification?	Choose an item.
If you answered 'No' to any of the last three questions, please explain. Click or tap here to enter text.	

New Calendar Description
<p>Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements.</p> <p>Policy</p> <p>When circumstances warrant, individual faculty may grant extensions on course assignments; however, the maximum time allowed for submission of overdue assignments will be 30 days past the last day of the school term. Faculty will submit the grade earned by the student in the course by the appropriate deadlines set by the Registrar each term and, if necessary, complete a mark change form upon evaluation of any assignments students complete through contracted extensions.</p> <p>Dismissal from the M.Ed. Program</p> <p>Failure in any two courses (including field placement courses) in the M.Ed. program will result in dismissal from the program. This includes:</p> <ul style="list-style-type: none"> - failing a course once, repeating the course and failing again - failing a course, repeating the course and passing, and failing another course - failing two different courses. There will be no opportunity to repeat the courses.

Impacts on Courses	
Will this program change result in the addition of any new courses?	No

<p>If you chose 'Yes', please list all new course numbers below, and fill out a Form 1 New Course Proposal for each.</p> <p>Click or tap here to enter text.</p>	
<p>Will this program change result in the deletion of any existing courses?</p>	<p>No</p>
<p>If you chose 'Yes', please list all deleted course numbers below, and fill out Form 2 Proposed Course Deletion for each.</p> <p>Click or tap here to enter text.</p>	
<p>Will this program change result in substantive modifications to any existing courses?</p>	<p>No</p>
<p>If you chose 'Yes', please list all the affected course numbers below, and fill out Form 3 Proposed Course Modification for each.</p> <p>Click or tap here to enter text.</p>	

Additional Information
<p>Give any additional information that you feel may be useful to the Curriculum Committee in its deliberation.</p> <p>Click or tap here to enter text.</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:

- 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 Nov 11 - 15, 2024 break would give one additional Monday. It would result in a term with 13 teaching days after the break (compared to 21 in 2023).
- Acadia is the only university in Atlantic Canada with a break week in the last week of October. In 2023,
- MSVU, CBU, StFX, SMU, Dal, MtA and UNB all had a break week around Nov 11
- 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 later 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 later in the term than the Winter break. It makes more sense to align the W deadline with the end of term.
- Motion #2 adjusts calendar dates that Senate has previously approved, applying the new principles. The new dates do not have any adjustments such as "the last Wednesday is scheduled as a Monday".
- 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 5th.
4. A 5-day reading week will be scheduled in each of the fall and winter terms. **In the fall, the break will be scheduled in conjunction with the Remembrance 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

Fall 2024								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 10 Tuesdays – 12 Wednesdays – 13 Thursdays – 12 Fridays – 12
Sept. 4 th (W)	Sept. 13 th (F)	Nov 11 th - Nov. 15 th	Nov. 22nd (F)	Dec. 4 th (W)	Dec. 5 th -6 th (Th/Fr)	Dec. 7 th (Sa)	Dec. 18 th (W)	
Winter 2025								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 12
Jan. 6 th (M)	Jan. 15 th (W)	Feb 17 th -21 st	Mar. 21 st (F)	Apr. 4 th (F)	Apr. 5 th , 6 th (S/Su)	Apr. 7 th (M)	Apr. 17 th (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)				
Key Dates 2024-25 Labour Day: Monday, September 2, 2024. No classes scheduled. National Day for Truth and Reconciliation: Monday, September 30 th , 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.								

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 rd (W)	Sept. 11 th (Th)	Nov 10 th - Nov. 14 th	Nov. 21 st (F)	Dec. 5 th (F)	Dec. 6 th , 7 th (S/Su)	Dec. 8 th (M)	Dec. 19 th	
Winter 2026								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 11
Jan. 12 th (M)	Jan. 20 th (T)	Feb 16 th - 20 th	Mar. 27 th (F)	April 10 th (F)	April 11- 12 th (S/Su)	April 13 th (M)	April 23 rd (Th)	
Intersession 2026								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
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)				
Key Dates 2025-26 Labour Day: Monday, September 1, 2025. No classes scheduled. National Day for Truth and Reconciliation: Tuesday, September 30 th , 2025. No classes scheduled. Thanksgiving: Monday, October 13, 2025. No classes scheduled. Remembrance Day: Tuesday, November 11, 2025. No classes scheduled. Nova Scotia Heritage Day Holiday: Monday, February 16, 2026. No classes scheduled. Good Friday: Friday, April 3, 2026. No classes scheduled. Convocation: Thursday, Friday, May 14-15, 2026. Victoria Day: Monday, May 18, 2026. Canada Day: Wednesday, July 1, 2026.								

Fall 2026								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 11 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Sept. 9 th (W)	Sept. 17 th (Th)	Nov 9 th –Nov. 13 th	Nov. 27 th (F)	Dec. 9 th (W)	Dec. 10 th (Th)	Dec. 11 th (F)	Dec. 20 th (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 th (M)	Jan. 19 th (T)	Feb. 15 th –19 th	Mar. 26 th (F)	April 9 th (F)	Apr. 10 th /11 th (S/Su)	Apr. 12 th (M)	Apr. 21 st (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)				

Key Dates 2026-2027
Labour Day: Monday, September 7, 2026. No classes scheduled.
National Day for Truth and Reconciliation: Wednesday, September 30th, 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.

Fall 2027								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 11 Tuesdays – 12 Wednesdays – 13 Thursdays – 11 Fridays - 12
Sept. 8 th (W)	Sept. 17 th (Fr)	Nov 8 th –Nov 12 th	Nov. 26 th (F)	Dec. 8 th (W)	Dec. 9 th (Th)	Dec. 10 th (F)	Dec. 20 th (M)	
Winter 2028								
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 - 12
Jan. 10 th (M)	Jan. 18 th (T)	Feb. 21 st - 25 th	Mar. 24 th (F)	April 7 th (F)	Apr.8 th 9 th (S/Su)	Apr.10 th (M)	Apr.21 st (Fr)	
Intercession 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)				
Key Dates 2027-2028 Labour Day: Monday, September 8, 2027. No classes scheduled. National Day for Truth and Reconciliation: Thursday, September 30 th , 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 rd 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	Mondays – 11 Tuesdays – 12 Wednesdays – 13 Thursdays – 13 Fridays – 12
Sept. 6 th (W)	Sept. 15 th (F)	Nov. 6 th -10 th	Nov. 24 th (F)	Dec. 8 th (F)	Dec. 9 th -10 th (S/Su)	Dec. 11 th (M)	Dec. 20 th (W)	

Winter 2029

Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 11
Jan. 8 th (M)	Jan. 17 th (W)	Feb. 19 th -23 rd	March 23 rd (F)	April 6 th (F)	April 7-8 th (S/Su)	April 9 th (M)	April 19 th (Th)	

Intercession 2029

Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams	
Spring 1 (3 week)	May 7 th (M)	May 9 th (W)	May 16 th (W)	May 25 th (F)	
Spring 2 (3 week)	May 28 th (M)	May 30 th (W)	June 6 th (W)	June 15 th (F)	
Summer 1 (3 week)	June 18 th (M)	June 20 th (W)	June 27 th (W)	July 6 th (F)	
Summer 2 (3 week)	July 9 th (M)	July 11 th (W)	July 18 th (W)	July 27 th (F)	

Key Dates 2028-2029

Labour Day: Monday, September 4, 2028. No classes scheduled.

National Day for Truth and Reconciliation: Saturday, September 30th, 2028 – to be observed Friday, September 29th.

Thanksgiving: Monday, October 9, 2028. No classes scheduled.

Remembrance Day: Saturday, November 11, 2028 – to be observed Friday, November 10th.

Nova Scotia Heritage Day Holiday: Monday, February 19, 2029. No classes scheduled.

Good Friday and Easter: Friday, March 30th, 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 2nd no classes scheduled.