

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, April 14, 2025.

A hybrid meeting of the Senate of Acadia University occurred on Monday, April 14, beginning at 9:04 AM, with Chair A. Kiefte presiding. The meeting took place in hybrid format in the Langley Classroom of the Divinity College and Zoom with 3 guests and 45 Senators, 26 Senators attending in person and 19 Senators attending using Zoom.

A. Kiefte called the meeting to order.

Approval of Agenda

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

A. Kiefte stated that item 3 b., the curriculum changes for ESST, should be moved to immediately after the approval of the agenda, as the presenting guest needs to leave early. No other changes were needed, as those involved in the remaining items would be available.

A. Kiefte announced Zoë Migicovsky, Natalie Weekes, and Melanie Coombs as guests of the meeting.

MOTION TO APPROVE THE AGENDA AS AMENDED CARRIED

Motion: To approve the curriculum changes within the Environmental and Sustainability Studies (ESST) and Material and Visual Culture Minor programs received from the Senate Curriculum Committee (Administrative). Moved by J. Carlsson and seconded by J. Hooper.

A. Kiefte invited M. Coombs to speak about the motion.

M. Coombs explained that the remaining curriculum changes include ESST course modifications, the addition of a new course, and revisions to a lab course to make it a requirement. She also noted updates to the Material and Visual Culture Minor, where previously requested changes were missed, and more courses are now being added to ensure students can complete the minor.

K. Ashley asked why ESST 1003 was being restricted to majors.

J. Colton stated that ESST 1003 is a capstone course introducing students to the program, field, profession, and faculty, and includes off-campus experiences ranging from 2.5 days to a full year. Due to logistical and budget constraints, it is not feasible to open the course to non-majors. The course also plays a key role in building a program cohort, though other ESST courses are open to non-majors.

MOTION CARRIED

Consent Calendar Items

Announcements and Communications

Chair

A. Kiefte repeated her announcement of guests: Zoë Migicovsky, Natalie Weekes, and Melanie Coombs.

A. Kiefte announced that regrets were received from K. Brenton, N. McCain, M. Lukeman, G. Gibson, and S. Carpenter. C. Busse and Z. Whitman will be leaving early, and J. Richard will be arriving late.

A. Kiefte stated that the minutes are not on the agenda due to a recent discussion within Senate Executive about the level of detail. Following the last meeting, S. Pineo prepared 3 alternative versions for review. Once reviewed, Senate Executive will decide which version to bring forward, likely in May.

President And Vice-Chancellor Report to Senate

Summary of discussion:

- Bill 12 and the Bilateral Agreement will drive Senate's work; President urged collaborative engagement.
- Concerns raised about lack of clarity and tight timelines in Schedule H; leadership clarified core expectations and offered to share agreement.
- Senators emphasized need to preserve open debate, protect vulnerable programs, and avoid rushed, superficial changes.
- Residence vacancy targets and work-integrated learning requirements discussed; Acadia is preparing to meet them.
- Broader questions raised about how curricular changes will align with faculty/program structures; no set model yet—community input needed.

J. Hennessy stated that his two most pressing concerns right now are Bill 12 and the Bilateral Agreement. This agreement was not negotiated but imposed, replacing the sector-wide MOU with individual agreements that dictate funding and conditions. Senate plays a critical role in upholding collegial governance, developing policies, and

approving program changes. This work will likely dominate Senate's agenda over the next year. He encouraged Senate to act as an enabler of change rather than a source of opposition.

A. Quema announced that she will be the incoming Coordinator of the Women's and Gender Studies (WGST) program and shared two thoughts. First, she acknowledged the current emphasis on presenting a positive, unified front and enabling change in response to the new legislation and timelines. Second, she expressed concern that the pressure to move quickly and maintain cohesion should not come at the expense of critical thinking or the ability to raise dissenting views without penalty. Open debate and protecting vulnerable programs like WGST are important. She noted parallels with recent suspensions at other institutions such as York University. Such debates and differing perspectives should be documented in the minutes.

H. Teismann stated that during the meeting held on Wednesday there seemed to be a lot of uncertainty around Schedule H and questioned how Acadia could sign an agreement that was so ill-defined. He likened it to signing a contract without reading the fine print, and his concern was committing to something he described as "very fluffy, very fuzzy". He asked for clarification on how such a decision could be made.

J. Hennessy responded that the agreement is 40 pages long and comes with \$35 million in funding, which he considered to be well-defined. The agreement includes a number of conditions tied to the funding, and he was uncertain about the basis for the perception that it is vague or lacking in definition.

H. Teismann stated that during discussions on Schedule H, many questions about implementation were answered with "we don't know yet," which contributed to the sense that the agreement lacks clarity.

A. Cunsolo clarified that while some questions at the Town Hall couldn't be answered, it was due to missing templates and the fact that outcomes depend on Acadia's internal decisions. The bilateral agreement itself is clear and includes specific mandates, as shown in the slides that were presented, but the uncertainty lies in how implementation will evolve over time.

J. Fowles asked if the target of a 5% campus residence vacancy rate is realistic, given the current 93% occupancy rate reported by the Vice-President Student Experience.

J. Hennessy explained that on October 15, the university must report its residence occupancy to the government. If vacancy exceeds 5%, Acadia will be required to reduce it by 25% over the next year and a half to receive the full funding. He noted it will be challenging to increase occupancy from 93% to 95%, but the university will work hard to meet the target.

J. Fowles asked for clarification on whether portions of the Tower residence that are not currently livable are included in the reported vacancy rate.

J. Hennessy responded that Tower is fully occupiable. He added that under the terms of the bilateral agreement, the university is not permitted to close residence beds to artificially lower the vacancy rate; this is explicitly prohibited.

D. Seamone raised concerns about the timeline for implementing major changes under the new agreement. The 18-month timeframe is problematic and compressed. She also expressed concern over the lack of clarity in expectations, as the agreement feels incomplete. She asked whether there had been any pushback or discussions about these issues among university presidents or at other administrative leadership levels.

J. Hennessy responded that there had been significant pushback on both the bilateral agreement and Bill 12 through the Council of Nova Scotia University Presidents, including requests for amendments, none of which were accepted. The 18-month timeline is tied to a two-year agreement, with a required report due in one year to secure over \$1 million in funding; failure to meet this would result in lost funding. He acknowledged the challenge and stated that progress is possible when the university community works with a shared purpose. He encouraged focusing on producing a strong outcome rather than resisting the process, viewing this as the most productive path forward for Acadia.

D. Seamone clarified that she is not resistant to change itself, but is concerned about the pace of change, potentially forcing the university to adopt provincial structures too quickly, risking the quality of its work. She emphasized that these are her worries, not opposition. She asked whether there is any indication of when the forms or details that clarify the requirements of Schedule H will be provided, as the timeline is already underway without full information.

A. Cunsolo explained that Schedule H already provides a clear methodology, which was shared at the Town Hall. While additional reporting templates are still to come, the core methodology and required data are known, and work has begun with Deans, Heads, Directors, and Coordinators to gather this information. The final report, due October 15, 2026, does not require all changes to be fully implemented but must demonstrate meaningful progress and solid plans for ongoing curricular innovation. She reminded everyone that discussions around curricular innovation were already happening on campus before the government's mandate, and people were working together and were really excited about the many new ideas. She encouraged maintaining that positive momentum, viewing the current process as an opportunity to advance initiatives the community already valued, now with greater urgency and a chance to rethink and strengthen them further.

D. Seamone thanked A. Cunsolo for the clarification and asked if Schedule H is available for Senate members to read.

J. Hennessy responded that the bilateral agreements, including Schedule H, will be made public once all are signed. In the meantime, he confirmed he could make the agreement available to Senate members.

K. Ashley stated that, while speaking as an administrator here, like A. Quema she is also mindful that her home unit could be at risk. She expressed concern that similar agreements are being implemented across the province, and without strong advocacy, students may lose access to the critical thinking and liberal education skills provided by many programs. She stressed the importance of articulating the value of higher education at every opportunity, both internally and publicly. Public support for these values has been eroding. While committed to approaching the coming changes positively, she urged the university community to actively defend and promote the importance of liberal education.

M. Ramsay expressed concern that while positive language around change is encouraged, for programs that may face rationalization, the process feels more threatening. He supports the need for change and is not trying to obstruct it, but there is a perception that some units will be labeled as "dead wood" to symbolically demonstrate cuts to the province. This is not about job losses, but about the underlying sense of risk felt by programs that may be targeted for rationalization, a sentiment he believes is shared by others.

D. Kruisselbrink asked the President to clarify a point from his report regarding Acadia's requirement to focus on for-credit work-integrated learning. He asked whether this specifically refers to co-op placements, where students are fully immersed and receive credit, or whether it also includes other forms of experiential learning with practical applications that may not be full immersion.

J. Hennessy responded that co-op would certainly count as work-integrated learning, but the government is open to a broad definition that includes various forms of experiential learning. He noted that Acadia already offers many such opportunities across campus and should be well-positioned to meet this requirement. He added that this is more challenging for other institutions but is not a major concern for Acadia.

A. Quema emphasized that WGST should not be viewed as "dead wood". It plays a critical role in addressing issues like sexual harassment, misogyny, homophobia, transphobia, and domestic violence, both on and off campus, and she is committed to protecting the program. She then raised a broader question for future consideration. How do curriculum changes and academic transformation relate to the current structure of faculties and the relationships between programs, schools, and departments? She acknowledged this is a complex issue and did not expect an immediate answer.

J. Hennessy said the relationship between curriculum changes and academic structures is something the university community needs to define. He strongly supports WGST and noted the challenge of uneven enrolment across programs, pointing out that Kinesiology consistently attracts large numbers of students, while other programs, though impactful, have fewer majors. He encouraged exploring ways to attract more students to WGST, possibly through interdisciplinary approaches, and suggested rethinking how programs and administrative units are organized. He stressed that creative solutions from the academic community will be key.

S. Fleckenstein suggested that to ease enrolment pressure on Kinesiology, students aiming for careers like physiotherapy could be better informed about alternative academic pathways (such as Biology and Chemistry), helping to distribute students more evenly across programs. She emphasized the value of career advising to guide students toward less oversubscribed options.

Provost and Vice-President Academic Report to Senate

Summary of discussion:

- Meetings held with Heads and Directors post–Town Hall to plan for Schedule H; Senate subcommittees working to ensure quality governance and identify process gaps.
- A proposal to create a School of Counselling is not yet before Senate. Questions were raised about process, timing, and impacts; it was clarified that it is a structural change, with no bypass of Senate approval for future curriculum changes.
- A formal process for creating Schools at Acadia is being developed; subcommittees will bring recommendations to Senate.
- Concerns raised about potential impacts on Psychology’s PsyD proposal; sustainable government funding is key for both PsyD and Counselling programs.

A. Cunsolo reported that following the April 9 Town Hall on Schedule H, meetings were held with Heads and Directors to discuss its impacts and the path forward. Senate subcommittees have begun exploring how to create or strengthen necessary academic processes while preserving quality assurance and collegial governance. Some curriculum-related subcommittees will collaborate to identify process gaps and make recommendations to Senate. While Schedule H brings uncertainty, it also presents an opportunity to enhance student experience and differentiate Acadia. She acknowledged the significant workload on academic leaders, especially the Deans, and expressed confidence in their leadership during the upcoming 18 months of change.

J. Sachs raised a question about a recent proposal to split the School of Education and create a new School of Counselling. Some faculty had raised concerns about the speed of the proposal and were unclear on the process. He asked for clarification on the reasons for the proposed change, who initiated it, when it was developed, what process will be followed, and how unit consent will factor into decisions on this and similar proposals, especially in light of broader discussions on program modifications and governance.

A. Cunsolo explained that the proposal to create a new School of Counselling is not yet before Senate, as it still needs to go through subcommittees and a formal process, which currently does not exist for creating Schools at Acadia. Establishing that process is a first step, as more proposals for new Schools are anticipated. The idea predates her tenure and is part of the university’s strategic alignment plan, with a government response required

by April 30. Additional urgency comes from the upcoming School of Education Director search, which would be complicated without clarifying the program structure, and from the provincial government's interest, as Acadia's Counselling program is uniquely accredited in the region. The proposal was shared early with the School of Education to ensure transparency, and key committees are now being engaged to develop an appropriate process. She emphasized that this is not an effort to bypass Senate but to follow a respectful and structured path.

J. Sachs followed up to clarify that while the creation of a School follows a separate process, any new program within that school—such as an MA in Counselling—would still need to go through the established program approval process.

A. Cunsolo stated that the program already exists.

J. Sachs argued that Acadia currently offers a Master of Education with a Counselling focus but does not have a standalone MA in Counselling. If an MA in Counselling were to be created, it would need to follow the established program approval process.

A. Cunsolo clarified that the first step is to create the new school. Once established, the existing program would move into the new school, likely with a name change such as to a Master of Counselling. The degree's content and curriculum would remain unchanged; it is primarily a structural and naming adjustment.

J. Sachs sought clarification, asking whether creating a new school and moving faculty and the program into it would bypass the need for a new program approval process. He questioned if this would be treated as simply renaming an existing program without requiring Senate approval.

A. Kiefte noted that this type of structural change has happened in the past at Acadia. She gave the example of the School of Music moving from the Faculty of Arts to the Faculty of Professional Studies about seven or eight years ago. That transition involved relocating the program without making curricular changes or requiring a new program approval, as it was a change of administrative structure, not program content.

J. Sachs stated that creating a new Masters program, such as a Master of Counselling, which does not currently exist, should require the standard approval process through Senate committees, regardless of whether existing courses are used. New programs typically require formal review and approval.

A. Kiefte, speaking from a procedural perspective as Chair of Senate, clarified that the existing Master of Education in Counselling has been in place for decades. Based on what was shared in the current meeting, she does not see a procedural issue at this stage, as the initial change involves relocating the program, not altering its curriculum or name. Should the new school later wish to create or change programs (such as developing a standalone MA in Counselling), those changes would follow the usual Senate curriculum approval processes.

J. Sachs asked whether this change would require approval from MPHEC but not from Acadia's internal Senate processes.

A. Cunsolo clarified that no one is suggesting that future curriculum changes would bypass Senate. She emphasized that the School must be created first, and that a formal process for doing so still needs to be established. Once in place, any curriculum changes would follow the usual Senate and MPHEC approval processes, including going through Graduate Studies. Subcommittees will be engaged to help develop and formalize this stepwise process, which will then be brought to Senate for approval. She suggested allowing the subcommittees to do this work in the coming months and suggested tabling further discussion on this point for now.

A. Kiefte reiterated that it is important to distinguish between structural changes, such as the placement of Schools or Departments, and curriculum changes, as these are separate processes.

J. Hayes asked how the proposal to create a School of Counselling may be affecting the long-standing efforts of the Psychology Department to establish a PsyD program. He also inquired whether there have been discussions with the government about potential funding for the new school and what impact its creation might have on Acadia's existing clinical psychology program.

J. Hennessy responded that both the proposed School of Counselling and the PsyD program have been discussed with the Deputy Ministers of Advanced Education and of Mental Health and Addictions, and there is government interest in both. However, the PsyD program is very expensive, with a small intake of about eight students per year, which makes it financially risky without long-term government funding. Mount St. Vincent's newly approved PsyD program is only guaranteed for five years of funding—something Acadia would want to avoid, as it could leave the university responsible for full operating costs if funding ends. Sustainable government funding is essential for launching and maintaining such programs and similar caution is being applied to securing adequate funding for Acadia's developing Nursing program. Work on securing funding for both the PsyD and Counselling programs continues.

J. Hayes asked whether it is realistic to request more than five years of government funding, noting that while five years may seem substantial, it would be damaging if funding were later withdrawn from a program that benefits Nova Scotians' mental health. He asked what length of commitment would be ideal and what governments typically offer in such cases.

J. Hennessy explained that existing programs like Psychology are funded through the university's base operating grant, which is ongoing. The challenge arises with "soft" or special project funding, temporary funds provided for initiatives like new hires in Computer Science, which expire and leave the university responsible for ongoing costs. For programs like the PsyD, five years of funding is too short and risky. The goal is to secure funding that becomes part of Acadia's base grant, which increases annually and

ensures long-term sustainability. Temporary funding often leads to financial strain when it ends.

L. Wilson Finnis stated that for any curriculum change submitted to MPHEC, whether a new program, modification, or name change, requires the date it was approved by Senate. MPHEC will not approve any changes that have not first gone through Senate approval.

Associate Vice-President Research, Innovation, and Graduate Studies, Interim Report to Senate.

Summary of discussion:

- New position hired within RIGS: Grant Facilitator.
- Number of Honours Summer Research Awards numbers was discussed.

K. Ashley stated that the only additional update was the hiring of a new Grant Facilitator in the Research, Innovation, and Graduate Studies unit. She noted excitement about the appointment, as the individual has a background in both the Sciences and the Arts. Over the next month, the facilitator will be introduced to departments, and workshops will be arranged to support and improve external grant application processes.

J. Hayes asked why, compared to the usual 12 to 15, only one and a half Honours Summer Research Awards were funded this year. He requested clarification on what led to this significant reduction.

K. Ashley clarified that the claim was inaccurate. Approximately nine awards were funded in Science, with two each in Arts and other faculties. She explained that most funding comes from endowments, which primarily support Science, while the university provides additional funds for Arts and Professional Studies. She offered to provide the exact numbers but confirmed it was certainly more than one and a half.

Vice-President Student Experience Report to Senate

Summary of discussion:

- Course registration will begin late May
- SMU Spark retention project piloted; faculty input welcomed; not tied to first-year survey.
- Residence incentives may be used again to help meet 95% occupancy target.

H. Teismann asked when course registration begins.

M. Bishop stated that, as in the previous year, course registration will likely begin during the last week of May.

H. Teismann asked if it would be possible to announce this sooner in the term going forward.

M. Bishop stated that this would be added to the agenda for the week.

J. Fowles asked for clarification on the agreement with SMU Spark regarding the first-year experience. He inquired whether it is connected to a recent student experience survey and questioned why the university is adopting an external package rather than using in-house materials previously developed by Acadia researchers for first-year student experience and resilience.

S. Duguay responded that the SMU Spark project is unrelated to the Student Experience survey. He explained that SMU developed the project about a year and a half ago with external funding and invited other universities to participate. The initiative has shown promising early results in improving retention by engaging faculty in the process. Acadia is piloting the program this year with external funding, and further discussions can be arranged to review the details.

J. Fowles asked whether the first-year student survey would help inform the evaluation of the SMU project's effectiveness in increasing retention.

S. Duguay clarified that the first-year student survey is not connected to the SMU project. The survey was a pre-arrival tool aimed at helping student services support transitions, though results were mixed. Due to limited staffing, the project was paused this term, but they plan to continue tracking the students already involved to assess impacts.

L. Wilson Finnis explained that the SMU Spark initiative is a funded project involving institutions across North America, with a focus on embedding learning success modules within individual courses, rather than addressing the entire first-year experience at Acadia. The goal is to assess how these modules impact student retention, engagement, and success at the course level. She and Adam Daniels have been consulting with unit Heads and Directors, and existing efforts on campus will not be duplicated. A key advantage of the initiative is that Acadia has the flexibility to adapt and shape the content of the SMU modules, with faculty input encouraged. A town hall is planned for April 28, where SMU researcher Stephen Smith and a faculty member who has used the modules will present. The event will serve as an initial opportunity to gauge interest, invite faculty participation in reviewing and contributing to the modules, and potentially build a broader community of practice around first-year experience and best practices, both at Acadia and nationally.

J. Fowles asked whether this course might align with ideas discussed at the strategic planning Town Hall about creating a key course open to all Acadia students, aimed at building student skills across their four-year degree.

L. Wilson Finnis explained that the SMU Spark project includes 13 modules that Acadia can adapt and selectively use. Faculty can choose which modules to embed in their courses based on their students' needs, such as note-taking skills. The project is not intended as a standalone course at this stage, but once the modules are developed, there could be broader discussions on campus about how to use them more widely. The project is still in its early stages, with funding confirmed only recently.

S. Fleckenstein asked whether there is a way to incentivize students to live in residence, suggesting ideas such as offering a small tuition reduction or a similar incentive to encourage participation.

J. Hennessy responded that incentives have been used successfully in the past, such as offering residence discounts to international students last year, which helped boost enrolment. He noted that similar strategies could be used again, depending on how close the university is to its 95% residence occupancy target in September.

S. Duguay added that meeting the 95% occupancy target is particularly challenging for Acadia because it has a higher number of residence beds per student compared to other institutions, an aspect not fully considered in the agreement. Acadia has offered residence discounts and bursaries for several years to encourage upper-year students to return to residence, in addition to last year's targeted efforts.

Acadia Student Union Report to Senate

Y. Gahlot and S. Taylor had nothing to report.

Acadia Divinity College and Faculty of Theology Report to Senate

A. Robbins had nothing to report.

Other Announcements

There were no other announcements or communications.

Other Business

Motions: Acadia Divinity College.

Summary of discussion:

- Policy changes to align Bachelor of Theology and minor with current practices and, BTh integration with TESOL certificate added.
- Clarifications made regarding minor requirements and current calendar wording.
- Amendment passed to use SGPA (not CGPA or GPA), aligning with university policy.
- Concerns about resources for 13 new courses addressed; revised courses will phase out older ones over time.
- Motion carried as amended.

A. Kiefte asked A. Robbins whether she would prefer for the ten Acadia Divinity College motions to be considered as a group, with questions on individual motions addressed by number, if applicable, or whether she would prefer that they be handled one by one as the motions vary in nature.

A. Robbins stated that she was happy to process them in one group.

A. Kiefte stated that this was fine, and that they would proceed with all of them as a group and that Senate could always divide the question if needed.

A. Robbins stated that the motions regarding academic probation and dismissal would be amended to specify CGPA instead of GPA. This ensures greater fairness for students by accounting for cumulative GPA weighting.

Motion: To approve the ten motions submitted by Acadia Divinity College. Moved by A. Robbins and seconded by D. Zacharias

A. Robbins stated that the proposed policy adjustments are intended to align with current practices. Key changes include updates to the Bachelor of Theology degree to better reflect students' needs and backgrounds. Additionally, adjustments will allow integration of the BTh with the TESOL certificate, creating opportunities for partnership with the university so students can participate in that program.

D. Zacharias added that the final motion is intended to align Acadia Divinity College's minor with the recent Senate-approved policy on minors. He also noted that the new courses and revisions to undergraduate descriptions are designed to support the updated Bachelor of Theology program in its various forms.

D. Duke asked for clarification on the final motion regarding minors. On page 47, just before the section on the Current: Minor in Theological Studies, it states that students cannot obtain credit for more than 6h of 1000-level courses toward an 18h minor, this is also the case for a BA minor, which requires 24h.

D. Zacharias stated that he pulled the wording directly from the Senate webpage.

J. Hayes pointed out that on page 47, the text states students in Pure and Applied Science must complete 12h, while Arts students must complete 24h for a minor. He suggested the 12h should be updated to 18h, as minors in Pure and Applied Science are now 18h.

D. Zacharias clarified that those are listed under the subheading “Current” the changes are on the next page.

A. Kiefte, as Chair of the Admissions and Academic Standing (Appeals) Committee, noted that dismissals and probations are currently assessed using SGPA (as shown on page 40 of the Calendar), not CGPA.

D. Benoit opposed using CGPA in Section 5, arguing it can unfairly penalize students who improve but can’t retake failed courses due to scheduling, leaving the F in their CGPA. He noted this issue in Computer Science and supported A. Kiefte’s point that the university typically uses SGPA for such decisions.

D. Zacharias stated that the use of CGPA reflects current practice, as confirmed in discussion with the Registrar. He proposed keeping it for now, but the issue will be reviewed to ensure fairness for students, and he noted that consistency with university policy can be flexible if a better approach is found.

A. Robbins suggested bringing the CGPA/SGPA issue back to faculty for further discussion but, based on the feedback, proposed amending motions 4 and 5 now to use SGPA instead of CGPA, to align with university policy.

**Motion to Amend: To amend Motions 4 and 5 to use SGPA instead of CGPA.
Moved by A. Robbins and seconded by D. Zacharias.**

AMENDMENT CARRIED

J. Fowles asked whether there are sufficient resources to support the addition of 13 new undergraduate courses to the program, given that he saw no existing courses being deleted.

D. Zacharias responded that while no courses are formally deleted, some of the revised courses effectively replace existing ones, with changes to titles and content. As a result, some continuity in resources is maintained.

A. Robbins added that once current students complete their programs, the older courses will likely be formally deleted, but they are being kept for now to support students still completing programs under the existing calendar requirements.

MOTION CARRIED AS AMENDED

Prior Learning Assessment

Summary of discussion:

- PLAR policy approved (as amended) to recognize formal, informal, and non-formal learning for admission/transfer credit; aims to improve access and flexibility.
- Amendment passed to set a firm 8-week submission deadline (vs. “strongly encouraged”).
- Faculty retain authority over PLAR assessments; cross-departmental collaboration encouraged.
- Clarified that PLAR is open to all students (including international) and that tracking of PLAR vs. standard transfer credits will be considered.
- Noted potential exclusions for accredited programs (e.g. Engineering); policy adaptable as needed.

M. Bishop stated that he was very pleased to see the Prior Learning Assessment and Recognition (PLAR) proposal come before Senate, noting it has been in development for several months. He thanked the Admissions and Academic Standing (Policy) Committee and faculty members for their strong support and valuable feedback, which has significantly improved the proposal.

A. Kiefte asked for clarification on whether the PLAR proposal is being presented as a motion or a discussion topic.

M. Bishop confirmed that it was a motion.

Motion: To approve the Prior Learning Assessment Recognition (PLAR) Document. Moved by A. Quema and seconded by D. Benoit.

M. Bishop presented the PLAR proposal, aimed at improving access and recognizing formal, informal, and non-formal learning for admissions and transfer credit. He thanked faculty for their feedback, which strengthened the proposal. The document is organized into rationale, calendar text, and operational details. While PLAR use is currently modest at other institutions, it signals to learners that their experiences are valued. The proposal outlines principles, assessment methods (e.g., challenge exams, interviews), and affirms that faculty retain assessment authority. Most credits awarded will likely be general rather than course-specific, typically between 3–9 credit hours. The process is iterative and student-centered.

A. Kiefte asked where the PLAR policy will be communicated if approved, whether in the Academic Calendar, on the Registrar’s Office website, or as an internal document.

M. Bishop explained that the PLAR policy content (outlined on pages 3–4 of the document) is intended for publication in the Academic Calendar. It will include timelines, fees, and principles. Additionally, it will be shared through Enrollment Services, appear on the Admissions website, and be linked from the Registrar’s Office website.

H. Teismann raised a point of order, stating that there had not been a formal notice of motion for the PLAR policy and questioned whether such notice is required for this type of motion.

A. Kiefte clarified that an extended notice of motion is not required for academic policy changes. She acknowledged that the document had only been circulated about five days in advance (not a full week), and a full week is normal for regular Senate meeting motions. She gave Senate the choice to either proceed with the PLAR item as a motion now or treat it as discussion and bring it back formally as a motion in May.

J. Hayes asked if there was any urgency to approving the PLAR policy now, suggesting it may be better to pause for fuller discussion unless quicker approval is necessary.

M. Bishop explained that the goal is to have the PLAR policy included in this year's Academic Calendar, as some departments (including the Afrocentric Education cohort and Nutrition) have expressed interest. While not urgent, he is responding to these requests.

A. Kiefte posed the question again, if the two opposed to proceeding with the PLAR motion would prefer it be brought back in May.

C. Rushton stated that her reason for opposing the passing of the PLAR policy as written is that earlier feedback provided months ago about wording on deadlines hadn't been addressed. Specifically, she asked M. Bishop if "strongly encouraged" could be changed to a firm deadline (students will submit by 8 weeks) to prevent workload issues for those handling the process.

M. Bishop responded that while the Academic Calendar often uses terms like "normally," the PLAR text also notes that late submissions may not receive timely assessments. However, he would not oppose revising the wording if that would help move the policy forward.

J. Hayes asked whether there is clarity on who will perform the PLAR assessments and what compensation, if any, is provided for this work.

M. Bishop explained that, as with transfer credit assessments, PLAR assessments would typically be done by the relevant unit. He noted that best practice suggests sharing any fees between the university and the assessing unit, but he could not speak to specifics about compensation for faculty.

C. Rushton stated that she would be comfortable changing her vote, knowing that the language can be amended.

Motion to waive the seven-day notice of motion. Moved by A. Robbins and Seconded by D. Duke.

A. Kiefte noted that all votes were in favour except two abstentions and two opposed.

MOTION CARRIED

A. Kiefte confirmed that Senate had agreed to waive the notice of motion requirement, so the PLAR item was now proceeding as an official motion, returning discussion to the main motion.

Motion to Amend: To have the wording “strongly encouraged” struck from the minimum time frame so it will now read “students will submit materials no later than 8 weeks.” Moved by C. Rushton and Seconded by H. Teismann.

D. Benoit asked for clarification on what “materials” refers to in the PLAR process, whether it means just the student’s initial request form or the full set of required documents. He noted that if students initiate the process early but only provide full materials closer to the deadline, timing could be an issue for proper assessment.

M. Bishop clarified that the intent was the full assessment package.

AMENDMENT CARRIED

D. Benoit asked for confirmation that departments can award PLAR credit for specific courses (such as first-year programming in Computer Science), not just 9000-level credit, in cases where a student’s prior learning clearly matches course content.

Mark Bishop confirmed that full authority lies with the academic unit.

A. Kiefte requested permission to speak as a faculty member and Head and not as Chair of Senate. She asked if PLAR assessments could involve both subject matter experts (e.g., for specific courses) and program heads, especially when the credit affects degree requirements outside the student’s primary discipline. For example, a Physics major needs to take Programming or Chemistry courses. She suggested this be considered when operationalizing the process.

M. Bishop confirmed that such collaboration is absolutely possible and encouraged, similar to how transfer credit is handled, particularly if it helps support the student’s academic progress.

A. Quema stated that she fully supports the motion and thanked M. Bishop for the detailed documentation. Speaking from an Arts perspective, she asked whether, based on his research and other universities’ experiences, PLAR applications tend to come more from non-Arts programs. Recognizing prior learning may be more straightforward in some disciplines, while in fields like literature or languages, it could be more challenging. She asked what types of programs usually see PLAR requests.

M. Bishop responded that, based on discussions with colleagues, most PLAR requests at other universities have been for Business and Community Development programs. However, they have also received requests across various disciplines.

S. Bishop asked if UNB uses PLAR in engineering programs, noting Dalhousie does not allow it, but there could be opportunities, particularly for military students.

M. Bishop responded that engineering was cited as an example of a program where exclusions might apply, mainly due to accreditation requirements. This is why an exclusions clause was included in the PLAR policy to avoid potential issues for such programs.

A. Kiefte noted that there were four minutes left in the meeting, and if there is interest in continuing the discussion much longer, the meeting may need to be extended.

H. Teismann asked for clarification on item 4 of the Admissions section, expressing concern that it suggests admissions decisions could be made based on an interview alone, without departmental involvement. He stressed that departments should always be consulted and have final say on such assessments.

M. Bishop clarified that was not the intention. Admissions would follow the direction of the academic unit, as with transfer credits. If a unit gives admissions authority to decide, they would proceed; if not, the department would be involved from the start.

T. McGillivray asked whether Acadia has a formal structure, like some other universities, to assess military training for default course equivalencies, given the significant opportunity with nearby military bases.

M. Bishop responded that Acadia does not currently have a formal articulation agreement for military training equivalencies.

A. Kiefte noted that the time was now 11:00, and the meeting would need to be extended or the motion would need to be tabled.

Motion: Motion to extend the meeting by 30 minutes. Moved by A. Quema and seconded by J. Sachs.

MOTION NOT CARRIED

Motion: Motion to extend the meeting by 15 minutes. Moved by S. Fleckenstein and seconded by A. Cunsolo.

MOTION TO EXTEND BY 15 MINUTES CARRIED

A. Quema asked if PLAR would be available to international students.

M. Bishop confirmed that it would be open to all students, including international.

D. Benoit asked how the Registrar's Office plans to flag PLAR-based transfer credits to distinguish them from standard transfer credits, noting potential issues if a student

switches to a program, for example, engineering, where the PLAR credit might not be applicable.

M. Bishop responded that this issue hadn't come up in discussions with peers, but acknowledged the need to track whether credits came in through PLAR versus other types of transfer credit, as is done in other cases where transferability varies.

D. Benoit noted that it may be worthwhile to flag the issue.

S. Bishop raised two points: first, he echoed the concern about ensuring PLAR credits are clearly flagged so that students who change programs understand which credits will or won't count toward their new requirements, to avoid issues like those previously seen with AP/IB credits. Second, he asked whether the policy's language around the 60-credit residency cap should be updated, since Engineering follows a 50% residency rule due to the shorter length of its program (69 credit hours).

M. Bishop responded that the current language mirrors the general undergraduate Academic Calendar and that residency is typically 50%, so adjustments could be made for Engineering if needed. In practice, PLAR credits usually range from 3 to 9 (with about 24–30 at most), so this is unlikely to be an issue, and in Engineering's case, PLAR is already excluded.

MOTION CARRIED AS AMENDED.

Notice of Motions from the Bylaws Committee

A. Kiefte noted that this would be brought to Senate at the May meeting and a more complete discussion and debate would take place at that time. She asked whether any Senators has any questions or comments in advance of that.

There were no comments or questions.

Liberal Arts Education, Liberal Education, Applied Liberal Education – Continued Discussion

A. Kiefte stated that the discussion item on liberal arts, liberal education, and applied liberal education would not proceed at this meeting due to time constraints. She noted that she had sent approximately ten documents to Senate last Friday that had been sent or flagged as resources and she invited additional submissions. The item will again be added to the next Senate agenda.

Other Business

There was no other business.

Adjournment

Motion to adjourn at 11:10 AM by D. Benoit.

S. Pineo,
Recording Secretary of Senate and University Secretary



Announcements and Communications

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – APRIL 2025

Bill 12

Bill 12 – An Act Respecting Advanced Education and Research – has now received Royal Assent and is therefore law. The Act is considered enabling legislation and will be operationalized through the development of regulations. These regulations will determine the conditions and procedures for various aspects of the Act including NSCC degrees, response to Ministerial requests for academic priorities, and the financial health revitalization process. Consultation will take place with a working group of the Council of Nova Scotia University Presidents and Acadia will have a seat at that table. With the respect to the Board Governance Act, the Province will work bilaterally with institutions to develop individualized Board structures. Acadia will engage with government through the Governance Committee of the current Board of Governors.

Bilateral Funding Agreement

The Department of Advanced Education has confirmed a two-year bilateral funding agreement with a substantial number of conditions including funding holdbacks tied to performance outcomes.

- The Agreement is for two years (2025-2027). There will be a 2% increase between 2025-26 and 2026-27 on the Operating Grant.
- There will be no tuition increases for Nova Scotia Students in undergraduate programs. There will be no tuition decreases for first year out-of-province and international students in undergraduate programs. Acadia will be required to implement a tuition predictability model for out-of-province and international undergraduate students.
- Acadia must prioritize admissions for Nova Scotia students in undergraduate health and Bachelor of Education programs. Our admission criteria must also meet the minimum standards set by the relevant regulatory authority for entry-level credentials in health care and education programs.
- Acadia must report on the *Financial Health Indicators* specified in the agreement. If the indicators are not consistently met, Acadia will be required to submit a financial plan to the Province.

- There will be a 3% holdback on the Operating Grant in each year until Acadia can demonstrate that we have achieved a 97% health program seat utilization rate.
- Acadia will be required to have a maximum vacancy rate for on-campus student housing of 5%, Failure to meet this will result in a 3% holdback in the 2026-27 Operating Grant if we are unable to demonstrate progress in reducing vacancies by 25%.
- Acadia will be required to conduct a comprehensive program review in 2025-26 and 2026-27. There will be a 3% holdback on the Operating Grant in 2026-27 until the Province receives a satisfactory plan with actionable recommendations for addressing modernization, revitalization and rationalization.
- There will be a 2% holdback on the Operating Grant in both 2025-26 and 2026-27 until Acadia can demonstrate implementation of identified Strategic Alignment Plan actions in each year.
- Acadia will be required to focus on academic for-credit work integrated learning opportunities and provide annual progress reports and data related to this.
- Acadia will be required to identify, and report on, internal and system savings to maintain long-term financial balance and sustainability.
- Acadia will continue to participate in the Academic Programming Committee, Financial Sustainability and Accountability Committee and Research and Innovation Committee.

It is clear that the conditions for provincial funding have changed dramatically, and I do not see this relaxing in future years. This will require diligent financial stewardship, extensive data managing and reporting, and significant work on academic planning. Senate will play a crucial role in creating new and refining existing policies and processes, and of course in approving new plans, new programs, and program changes. This will occupy the bulk of Senate's work over the next year. The leadership team is committed to preserving collegial governance processes throughout this time of transformation as we will need the imagination, experience, and expertise of Faculty and Senate to determine the ideal academic program, structure, and governance.

Respectfully Submitted,

Jeffrey J. Hennessy, Ph.D.

President and Vice Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – APRIL 2025

Congratulations to everyone for making it to the end of the Winter semester, and thank you for all you do to support student learning and success!

I know the last few weeks have been concerning, with Bill 12 moving into law, the increasing financial pressures, and the new bilateral reporting requirements. We are continuing to monitor all the changes and implications, and will be providing regular updates as they become available. We are also holding an information session on Wednesday, April 9 for all faculty from 12:00-1:30pm in Fountain Commons to discuss the impacts of Schedule H in the bilateral agreements. While the times ahead will be challenging, I am confident that we have the ability to creatively respond, self-determine a new path forward for Acadia, and to create stronger, more responsive, richer learning environments.

Some overall announcements:

Congratulations!

Congratulations to Lerato Chondoma on being chosen as a delegate for the 4th Session of the UN permanent Forum on People of African Descent. Lerato will be attending as a non-governmental representative, championing the perspectives of Canadian Black communities from rural Nova Scotia and providing national policy insights on behalf of the Canadian Black Policy Network. In addition to this significant role, Lerato has been invited to serve as member of national Black leadership table organized by BCCSC and Amnesty International Canada. This table aims to support BCCSC and Amnesty International Canada's efforts in preparing for the UN Permanent Forum for People of African Descent (FPFAD) to be hosted in Canada in 2025.

Academic Portfolio Staffing Updates

- **New Dean Appointment:** Congratulations to **Dr. Jeff Hooper** on his appointment as Dean of Pure and Applied Science from March 1, 2025 to June 30, 2030. Jeff has been a strong, effective, and well-respected leader for FPAS, and I look forward to working with him over the next five years in this important role.
- **New Director Appointment:** Congratulations to **Jack Rice**, who is joining Acadia on April 14th as the new Director of Digital and Extended Learning (formerly Director of Open Acadia). Jack joins us from StFX, and brings decades of experience working in Canada and the US in continuing education and open learning. Jack will be reporting to Dr. Lauren Wilson Finnis.
- **Director of Equity and Inclusive Communities:** Congratulations to **Polly Leonard** on her transition into the role of Director of Equity and Inclusive Communities, reporting to Lerato Chondoma in the EDI-AR portfolio.
- **Director of Human Rights and Human Rights Education:** Congratulations to **Allison Smith** in her new role at Acadia, reporting to Lerato Chondoma. Allison will continue to lead the sexualized violence and education portfolio in this new role.

- **Executive Assistant in the PVPA Office:** Congratulations to Tanya Gencarelli on becoming the Executive Assistant to the Provost and Vice-President Academic.

Just a reminder that the updates from the Faculties and the Library and Archives each month will consist of high-level, strategic, time-sensitive, and/or important updates for most months moving forward. In December and May, aligning with the timing of Faculty Councils, each Faculty and Research Services from the Library and Archives will submit a more detailed report highlighting key events, achievements, and updates.

Strategic Academic Programming

I. Strategic Academic Planning

- **Strategic Academic Planning Working Group:** Strategic academic planning sessions have begun. To date, we have held 5 student sessions, and one all-faculty-and-staff session on March 25, 2025. We are receiving great ideas and feedback, which will contribute to the development of an Academic Plan. We are currently receiving pitches for new programs and ideas, with several ad hoc working groups beginning shortly. With the advent of Bill 12 and Schedule H in the new bilateral agreement, we are pivoting the planning process slightly, and holding an all-faculty meeting on Wednesday, April 9, 2025 to talk through the next steps. Despite the changes, there will still be multiple and iterative opportunities for feedback and engagement from students, staff, faculty, alumni, and community partners over the coming year. Self-determining our own future has become ever more important. Everyone has an important role to play in this very collaborative and iterative strategic planning process, and we look forward to hearing your ideas and working with everyone throughout this process.
- **Academic Program Partnerships with Indigenous Organizations, particularly the Nursing Program:** We continue to work with the Tajiikeimik Health Authority on opportunities to collaborate, especially within the Nursing Program and opportunities to co-develop curriculum, support Mi'kmaq and Indigenous student recruitment and retention, increase education around Indigenous health leadership and create wrap-around supports for Mi'kmaq students. A broad working group for the development of the entire nursing program has been created composed of members of the Nursing Program, Tajiikeimik, and the L'Nu Nursing Initiative. The group had their first working meeting on March 31st and will meet biweekly to ensure implementation of a new nursing program at Acadia University.

II. Enhancing Academic Policies, Procedures, and Processes

Work is ongoing under the following key areas, with the goal of streamlining processes and enhancing accessibility:

- **Additional Academic Policy Enhancements & Adjustments:** Under the leadership of Mark Bishop, Registrar, we are also looking to streamline and enhance existing academic policies related to GPA Alignment and Transfer Credits, to better support students, staff, Heads/Directors, and Deans. Conversations and work on these processes are ongoing. Additional analysis of all academic policies at Acadia is underway to align and streamline processes.
- **Enhancing EDI-AR, Indigenization, and Accessibility:** There is also ongoing work with the AVP Equity, Diversity, Inclusion and Anti-Racism, the Office of L’nu Affairs and Indigenization, and the Academic Program Development, Quality Assurance, and Planning offices on enhancing policies and procedures. This includes important work on anti-racism.
- **Strengthening Program Development, Quality Assurance, and Planning:** Under the leadership of Shawna Singleton, work continues to strengthen Acadia’s overall program development, review, and accreditation processes. The 6 site visits planned for January to April 2025 have wrapped up, with several other self-studies finalized and submitted to plan for 2026. Below is an ongoing and upcoming review status report.

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. <i>Site visit completed</i> External Reviewers: Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University Internal Reviewers: Dr. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science Dr. Daniel Blustein, Associate Professor, Psychology Stage: Awaiting final report.
Community Development	N/A	Site Visit: March 19-21, 2025. <i>Site visit completed</i> External Reviewers: Dr. Tim O’Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University Internal Reviewers: Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology Stage: Awaiting final report.
Computer Science	Yes	Request for accreditation review submitted to CIPS.

		Stage: Department working on CIPS Self-study report.
Economics	N/A	Site Visit: September 25-27, 2024. <i>Site visit completed</i> External Reviewers: Dr. John Galbraith, Professor, Department of Economics, McGill University Dr. Jonathan Rosborough, Associate Professor, Department of Economics, St. Francis Xavier University Internal Reviewers: Dr. Andrew Biro, Professor, Department of Politics Dr. Peter Williams, Professor, Department of Physics Stage: APRC response to Senate.
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. <i>Site visit completed</i> External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC Externally-conducted review. Stage: Awaiting final report
English and Theatre	N/A	Site Visit: February 5-7, 2025. <i>Site visit completed</i> External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University Internal Reviewers: Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures Dr. Paula Rockwell, Instructor, School of Music Stage: Final report received. Departments to prepare responses.
Graduate Studies	N/A	Site Visit: March 3-5, 2025. <i>Site visit completed</i> External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology Stage: Final report received. Grad Studies to prepare response.
Languages and Literatures	N/A	Stage: Meet with Department Head to discuss next steps.
Library and Archives	N/A	Site visit: April 2-4, 2025. <i>Site visit completed</i> External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Internal Reviewers:

		<p>Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science</p> <p>Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities</p> <p>Stage: Self-study documents expected for March APRC meeting.</p>
Mathematics and Statistics	N/A	<p>Site Visit: October 21-23, 2024. <i>Site visit completed</i></p> <p>External Reviewers:</p> <p>Dr. Christian Léger, Professor, Department of Mathematics and Statistics, Université de Montréal</p> <p>Dr. Sara Faridi, Professor, Department of Mathematics and Statistics, Dalhousie University</p> <p>Internal Reviewers:</p> <p>Dr. Xiaoting Wang, Professor, Department of Economics</p> <p>Dr. Michael Robertson, Professor, Department of Physics</p> <p>Stage: Department Head attended March APRC meeting to respond to report.</p>
Philosophy	N/A	Stage: Requested deferral to 2025-2026.
Sociology	N/A	<p>Site Visit: March 12-14, 2025.</p> <p>External Reviewers:</p> <p>Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University</p> <p>Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick</p> <p>Internal Reviewers:</p> <p>Dr. Marianne Clark, Assistant Professor, School of Kinesiology</p> <p>Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics</p> <p>Stage: Awaiting final report</p>

III. Committee Reinvigoration & Examination: Updates

- Academic Planning Committee:** The Academic Planning Committee is continuing its work to make recommendations on academic planning processes. After receiving excellent feedback from Heads, Directors, and Coordinators, and a session at Faculty Council, the APC is now working on some draft templates, timelines, and overall processes, which will be shared for feedback shortly, before being shared with Senate.
- Senate Subcommittees:** In addition to the APC, above, the other Senate Subcommittees that I chair continue to meet monthly (APRC, AAS(P), Open Acadia) to discuss key issues related to the academic portfolio.
- University Review Committee (URC):** The University Review Committee's work has been happening since December 2024, with weekly meetings for the last for months to work through all the applications for renewal, promotion, and tenure. We have completed this important work and I want to take a moment to recognize the outstanding efforts of the 2024-2025 URC Committee: Justin Beaudoin, Glyn Bissix,

Russell Easy, Amitabh Jha, Christianne Rushton, and Geoffrey Whitehall. Thanks also to those who joined for key meetings: Nicoletta Faraone, Deborah Hemming, and Emma Conon. The work of this committee is extensive, time-consuming, and so important to the functioning of the promotion and tenure process at Acadia. This group was incredibly strong, committed, and detailed, and did excellent work over the last four months. We will also be preparing training sessions for the 2025-2026 DRC and URC processes, based on key learnings from this process.

IV. Teaching & Learning & Career and Experiential Learning

- **Moodle Upgrade:** Learning Technology and Instructional Design (LTID) and Technology Services are targeting May 6, 2025, for a major system upgrade of the Learning Management System (LMS) Moodle to version 4.5.
- **SMU Spark First-Year Experience Modules:** Acadia has signed on to be a partner institution on the successfully funded, *First Year Experience Programming*, SSHRC grant led by Dr. Steven Smith at St. Mary's University. This project will provide Acadia with access to inclusion-focused co-curricular modules incorporated into first-year courses and will assess the impact of inclusion and an inclusion climate on student engagement, sense of belonging, and success (as measured by student academic performance, retention, and persistence). Acadia's institution leads are Dr. Lauren Wilson Finnis, Vice-Provost, Teaching and Learning Excellence, and Adam Daniels, Strategic Project Manager under the Vice-President Student Experience.
- **AI Faculty Discussion:** A facilitated conversation took place on March 21st, 2025 in a Rumble session called *The Death of the Paper?* It took place in three rounds, and a summary of the key themes from the discussion were shared out with all faculty on April 3, 2025, entitled *The Rumbings*. The themes highlight the ongoing tension between embracing AI's potential for positive change while navigating the challenges it brings, from shifting expectations and academic integrity concerns to creative opportunities for reimagining higher education. Our campus was well represented from an interdisciplinary perspective, and we had such fulsome discussions that we're planning to host more Rumbles this Spring. Contact teaching@acadiau.ca for more information about the session or to be shared the session discussion summary.
- **Co-Op Summer Positions:** The Co-op program is supporting over 200 students in actively seeking summer positions. 14 of 19 position applications received CEI funding.
- **Career Fair:** Career and Experiential Learning hosted a career fair in the SUB on March 5, 2025, which brought over 20 employers to campus to connect directly with Acadia students with a focus on summer employment.

- **CEWIL iHub Funding:** Career and Experiential supported 5 applications to CEWIL iHub funding which if successful will bring in just over \$500,000 towards students and experiential learning activities on campus. This initiative will support funding an experiential activity module through the ORBIS platform which will provide academic units with central support for experiential logistics, reporting, and record management.

Equity, Diversity, Inclusion, and Anti-Racism for Growth and Achievement

IV. Enhance, Strengthen, and Develop Relationships with Indigenous and African Nova Scotian Communities

Some key ongoing initiatives include:

- **Local Mi'kmaq Leadership Meeting with Acadia Senior Leadership:** Led by Zabrina Whitman, Executive Advisory on L'nu Affairs and Indigenization, planning is beginning to bring the four local Mi'kmaq Band Councils (Glooscap, Annapolis Valley, Bear River and Acadia) together with Acadia University's Senior Leadership team in May 2025 to talk about shared priorities, increasing partnerships, and better supporting L'nu students and communities.
- **Indigenous Cluster Hire:** The process for hiring for the remaining Indigenous cluster hire position is underway, and the job ad is currently posting, closing April 22, 2025. As part of the job ad, links to five drop-in sessions with Zabrina Whitman were circulated, to provide potential applicants with the opportunity to ask questions and learn more about Acadia. To date, two sessions have been held, with five potential candidates participating.

AVP Equity, Diversity, Inclusion & Anti-Racism: Lerato Chondoma

- **Launching the new AVP EDI-AR portfolio:** The AVP EDI-AR portfolio aims to harmonize, coordinate, and enhance existing initiatives already underway at the university while designing new initiatives that are responsive to needs articulated by the campus communities. Through a strategic re-allocation of resources and positions, a new and reorganized structure for EDI-AR activities and programming at Acadia has emerged and will include the following core areas, working together within a collaborative network approach to support the vision and mission of the AVP EDI-AR portfolio:
 - New Office of Equity, Diversity, Inclusion, and Anti-Racism (EDI-AR) formerly the Acadia Human Rights and Equity Office
 - Accessibility Acadia
 - Institutional EDI-AR Committees; Assistant Deans EDI
 - Academic EDI-AR Committees; and Local Community Advisors

In addition, Polly Leonard's role transitioned to Director for Equity and Inclusive Communities, and Allison Smith became the inaugural Director of Human Rights and Human Rights Education. Congratulations to both Polly and Allison!

- **Acadia Institutional Accessibility Plan:** Our Accessibility Acadia working group leads have been diligently compiling baseline data related to built environment standards, education standards, employment equity standards, student life and experience, as well as mental health and well-being. Acadia submitted the Acadia Institutional Accessibility Plan to the provincial government on April 1, 2025. This represents a significant pan-institutional effort to respond to provincial priorities. This plan will be shared broadly in the coming weeks.
- **Listening Sessions for 2SLGBTQ++ and Racialized Students, Staff, and Faculty:** I am beginning to collaborate with leaders from the 2SLGBTQ++ and Racialized communities on campus to organize listening sessions scheduled for April and May 2025. This initiative is in its early stages, and I am eager to share more information as these affinity groups develop and we finalize the dates and format for the sessions in April and May.
- **EDI-AR Audits:** Work is taking place with units and portfolios to identify a few cross-campus initiatives to pilot/develop a template/process to support EDI-AR regular scans for tracking. A Working Group is being created to support this work.
- **Learning Series:** I look forward to launching our 8-part, pilot learning series involving staff, faculty and administration focused on intersectional and nuanced themes around EDI-AR and decolonization.
- **New Collaborations:** Stay tuned for exciting new collaborations with VANSDA and African Nova Scotian individuals and groups who have rich histories connected to Acadia coming in April 2025!

Office of L'nu Affairs and Indigenization (OLAI): Zabrina Whitman

There has been a lot underway since our last meeting. This report is a summary of the most significant activities underway.

- **Indigenous, Association, and Board Committee (IABC):** The IABC continues its work, and is currently discussing issues around Indigenous identity confirmation, gathering Indigenous data at Acadia, looking at potential educational and support resources, and examining language of the Collective agreement.
- **L'nu Nursing:** The Office of L'nu Nursing (at Tajikeimik) has a Mi'kmaq Indigenous Nurse Education Specialist that is supporting Dalhousie's nursing

program. Her scope of work has now been extended to include Acadia University. I have been working with Tajikeymik's Director of Nursing, Julie Francis, to start to workplan the needs of the Mi'kmaq for the school of nursing at Acadia University, as well as conducting a comparative analysis of other Indigenous nursing programs in the country. The Working Group is meeting every two weeks now.

- **Indigenous student data collection:** We are continuing work on Indigenous student data collection. Duane Currie, Zabrina Whitman and Allie Campbell met to discuss how the data can be collected, and how it can translate between slate and colleague. The three will reconvene in April with hopes that we can have this work ready for Fall.
- **Communication and Procedural Materials Related to Indigenization:** Several documents, including a campus-wide calendar of Indigenous events, a drafted honorarium document, and an updated Indigenous Protocols Handbook (including procedures for working with Indigenous Elders and knowledge holders, working with communities, and teepee protocols and usage), have been created. Additionally, there are plans to create Terms of Reference for the Elder(s)-in-Residence role to clarify responsibilities. The Indigenous Education Advisory Council has emphasized the need for more Elders with diverse specialties, and a travel protocol for Indigenous guests is also being developed. These documents will be reviewed by Indigenous members of the Council before finalization.
- **Glooscap Partnership** Glooscap First Nation's Health Director wants to work with Acadia University to increase supports to Indigenous students on campus. We are working on several initiatives that we look forward to sharing with the campus once they are further developed. One project we are currently working on is a sweat lodge in community that will be available to community members and Acadia's Indigenous students.
- **Admissions challenges:** Admissions articulated that Indigenous admissions is low and competitively we are the only school in the region that does not provide Indigenous or Mi'kmaq specific scholarships and/or bursaries to Indigenous students. As such, students have a greater financial incentive to go elsewhere. Working with External Relations to develop a plan.
- **Agriculture Conference:** Work on the Agriculture Conference progresses. Dr. Donnelly has drafted an incredible conference structure for the event, and we are looking now to find a third facilitator to help with the conference structure. We will present all of the work to the Working Group in April.
- **KCIC Irving Centre Medicinal Plant Project:** Our medicinal plants (sweetgrass and wild tobacco) were officially planted on February 26th by Melanie Priestnitz and

Audrey Friedland, one of our indigenous students. This is just the first step on this exciting project. Dr. Elder Lorraine Whitman, and knowledge-holders Tuma Young and Melissa Labrador have offered their time to form a medicinal plant working group to develop the protocols for medicine use.

- **Best Practices:** I (Zabrina Whitman) is the vice chair for a national committee at Parks Canada called the Indigenous Stewardship Circle. In February I was invited to attend a two-hour ministerial roundtable meeting in Ottawa with other special interest groups to discuss issues around climate change and environment. While in Ottawa, I also used this opportunity to visit the University of Ottawa to talk to Indigenous engagement staff about best practices for student recruitment, retention and community relations. In early March, I travelled to Alberta for another Parks meeting, as well as to Ottawa again. These visits and the conversations I have will inform the “What We Heard Report” that I will release in Fall 2025, which will be an important framework for strategic planning on campus for issues related to reconciliation and indigenization.
- **Indigenization and Athletics:** The Executive Advisor of L’nu Affairs is working with Athletics to make these acknowledgements meaningful at events, potentially starting in Fall 2025 or early 2026. Athletics has been a key partner in building relationships with Mi’kmaq communities, with plans to relaunch youth basketball camps in summer 2025.

Campus Culture

Celebrating & Supporting People

- **Professional Development & Leadership Opportunities:** Work continues on creating professional development and leadership training series for Heads, Directors, Deans, and other academic leaders in the PVPA portfolio to create community, bring people together in shared learning, and enhance skills, knowledge, and ability in these critical leadership roles. A yearly schedule of events is currently being created with input from these portfolios.
- **Thrive Conference 2025:** Planning for the Thrive Conference is well underway. This professional development opportunity will support Acadia staff in connecting, coming together, learning new skills, and learning more about Acadia. This important initiative is co-sponsored by the Offices of the Provost and Vice-President Academic and Vice-President Finance and Administration. Special thanks to Kim Vaughn, Mary-Jane Sypher, and Lisa Speigal for organizing this important event! Over 100 participants registered so far!

Financial Health and Sustainability

V. Streamlining & Unifying Academic & Financial Portfolios and Planning

I am continuing to work closely with Erin Beaudin, VP Finance and Administration and CFO, to streamline the academic and financial processes, and unify our portfolios to strengthen and enhance the academic sector procedures, particularly around budgeting, forecasting, and faculty relations. Some key initiatives to date include:

- **Collaborative Budgeting Planning:** Thank you to all members of the Academic Portfolio for their hard work and commitment to the collaborative budgeting process that occurred this year, and for working through substantial budget work to find efficiencies and savings. The work across all units has been impressive, and led to a lot of creative thinking and approaches.
- **Enhancing the Faculty Model:** We are working on enhancing the faculty model by combining data from the Provost's Office, the VP Finance and Administration Portfolio, Human Resources, and AUFA's files. As part of this process, the faculty model is being rebuilt so that all parties have near-real-time access to faculty complement numbers, planning, and forecasting.
- **Open Acadia Restructuring & Growth:** Work continues to restructure Open Acadia, under the leadership of Dr. Lauren Wilson Finniss, and to create the foundations to enhance revenue streams. The incoming Director, Jack Rice, will work with Lauren and the team to create revenue-generating opportunities through Open Acadia.

Respectfully submitted,



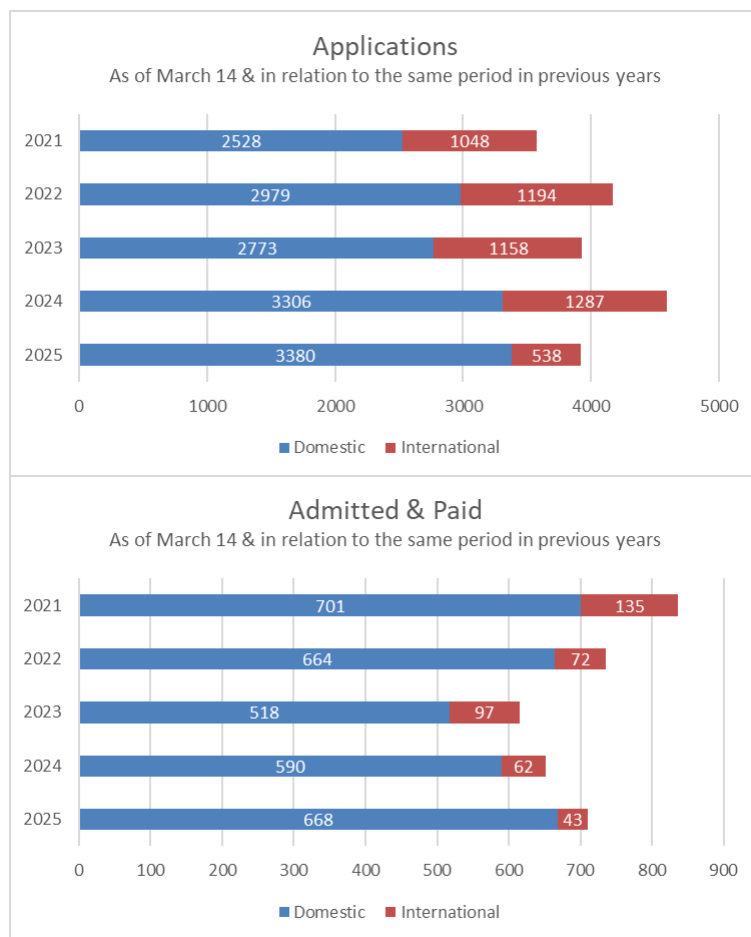
Ashlee Cunsolo, PhD (she/her)
Provost and Vice-President Academic

ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION, AND GRADUATE STUDIES REPORT TO SENATE – APRIL 2025

No written report received.

VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – APRIL 2025

Enrolment Statistics



Domestic applications are up 2.2% over the same period last year, with increased interest from Nova Scotia (6.6%), NB (18.0%), AB (5.5%) & BC (9.4%). International applications are down 58.2%.

Looking at admitted & paid students, we are up 13.2% domestically and down 13.6% internationally over the same period last year.

As of late March, we are forecasting another year of growth domestically, but the impact of Federal policy aimed at reducing international student enrolment in Canada has deeply damaged Canada's brand globally and is impacting universities across the country.

Recruitment (Canada)

We hosted our third Open House on February 7th with just over 200 guests (106 students) in attendance. We also began our topic-based webinar series with one focused on scholarships and financial aid and Acadia 101. Upcoming webinar topics include financial literacy and budgeting, residence life and the room selection process, and a webinar targeted to first-generation university students.

Enrolment Advisors will be doing scholarship and swag drop-offs and mailouts to our top scholarship recipients in the coming week. We'll be attending the NACAC (National Association for College Admission Counseling) International Universities fair held in Vancouver in May with the hope of connecting with prospective students sooner.

Acadia International

Our recruiters have been on the ground speaking with students, parents and counsellors in the Bahamas, Bermuda, Sri Lanka and Turkey. They've been doing online outreach in China with applicants and prospective applicants and are preparing for visits in the US and UAE. Our

Manager of International Recruitment visited the Bahamas and Bermuda to help launch our Alumni Mentorship Program, which was well received by both alumni and school counsellors.

The recruitment team also started interviews with offered applicants, which provide opportunities to make personal connections with students and parents, to offer specific guidance and support, and to gauge the applicant's level of commitment to Acadia. Feedback from the Enrolment Advisors has been very positive to date. While interest in Canada has dropped significantly worldwide, following federal policy that restricts international students and continued high rates visa refusals at IRCC, conversion rates should be higher from admitted student to enrolled, particularly given the \$5,000 deposit now required.

The Wong International Centre (WIC) staff have been busy preparing for the [International Banquet](#) on March 29th, a highly anticipated gala event that celebrates our international students and cultures with an evening of food, dress and entertainment.

Global Learning - The latest round of internal applications for Acadia's exchange program finished at the end of January, and the Coordinator, Exchange and Study Abroad has been assessing scoring rubrics, preparing interviews and determining suitability for placements. Significant work has gone into developing a strong, comprehensive foundation for both the administrative functions of the program and student growth opportunities.

Marketing & Communications

Here are a few highlights from the past few months:

Student Recruitment Support

- Fresh creative and updated market plans continue to perform well in the market.
- In partnership with Recruitment, the team introduced an additional layer of activity focused on regions with the greatest opportunity to increase admissions (i.e. large pools of admitted students who have not accepted their offers, historically strong relationships with feeder schools and previously identified strategic growth areas).
- Additional conversion tactics tailored to specific regions are being introduced in mid to end of March that include:
 - Direct Mail outs to Western regions of Canada highlighting Nova Scotia and Acadia as a destination, directly addressing that Acadia is too far away from home, a common barrier identified in student feedback.
 - Direct Mail outs to the East Coast with an incentive to come to campus for a tour of the university and town of Wolfville. WBDC Gift Cards to be provided to those that take advantage of the deal – must redeem in person.
 - Time-bound Win Tuition for a year contest – to deploy post scholarship release. All admitted students to be entered, messaging is focused to slate and students who have been offered but not yet accepted.
- Team has begun to analyze results to date and build strategies for the 2025/2026 cycle.

Academic & Campus Culture

- Refreshed and optimized Acadia's research page. Mild redesign with news content flowing through specific to research and featured on the Acadia [News and Stories](#) site.
- Featured key experiential and applied learning within academic programming and people of Acadia features:
 - [Seabird Dissection with KC Irving Environmental Science Centre](#)
 - [Acadia Students Feel the Anne-Tasy in Transformative Public Humanities Engagements](#)
 - [Students take anti-racism education beyond the classroom](#)
 - [Students make the past present with community movie nights](#)
 - [Articulation with YukonU – Geology and Environmental Geoscience programs](#)
 - [Acadia Grad brings revolution to rural music education in Nova Scotia](#)
 - [McCall MacBain Scholarship Finalist](#)
 - [Freya Milliken keeps the Acadia Connection strong in post-grad music career](#)
- Introduction of a new monthly series in the weekly employee newsletter where we recognize the 3 big employee milestones, new hires, 10+ anniversary dates and retirements.
- Community Impact piece and recognition of [the Red Spruce Mental Health Centre](#)
- Continued development of student features and student perspective pieces such as:
 - [Reflecting on “An Evening to Empower”](#) written by 4th year Business student, Rosie Martin.
 - [Top 10 Winter Activities in Wolfville](#) written by student content creator, Zach Landry
 - Valentine Special – [5 campus resources we're crushing on](#) – Written by student content creator, Payton Kirkpatrick
 - [The Final Stretch: Embracing Your Sr. Yr and preparing for the future](#), written by graduating student content creator, AJ Magamura

EDI-AR Support

- Supported the Associate Vice-President's Office of Equity, Diversity and Inclusion through African Heritage Month with a refreshed [African Heritage Month Site](#), updated resources and community features and engagement asking our community “What does Building a legacy or Black Brilliance mean to you?”, [including a feature on a recognition of African Heritage Month with the Town of Wolfville](#) and an end of month [highlight reel of the Black Excellence Gala](#).
- [Celebrated the first cohort of the Africentric Bachelor of Education](#) (ABC) program, with written coverage and social extensions, including testimonies from our students. A follow-up story with Portia Clark from CBC Info Morning is in the works for late April.

- Highlighted [how Acadia students took anti-racism education beyond the classroom](#) with the highly engaged HT Reid Lecture and participation in the book club run through the Human Rights office.
- Supported the work of the **Reverend Dr. Marjorie Lewis** (Chaplain and Dean, Manning Memorial Chapel) with [a featured story of her research](#) highlighting biographies of Nova Scotians of African descent who made an impact on our community. Biographies created by Dr. Lewis and team were also printed and featured across campus in high traffic zones.
- Coordinated a feature story with Zabrina Whitman, Executive Advisor, L'nu Affairs and Indigenization, highlighting the [significance of the Mid-Winter Feast](#).

Residence & Student Life

Fall 2025 Residence Applications

As of March 17, 2025, the Department of Residence Life has received 961 completed applications to live in residence for the 2025-26 Academic Year. An additional 146 applications have been initiated but are not yet complete.

Our application numbers are quite strong at the moment. In fact, we are currently seeing the highest number of applications as of March 22 in recent history at 1,394 students (93% occupancy rate). It remains to be seen if this will translate into higher residence numbers or if this is more of a reflection of a change in behaviour, mainly to confirm residence earlier in the process.

Fall 2025 Room Selection

The Recruitment team has indicated that choice of residence room is rapidly becoming a key driver when choosing a university. To increase our competitiveness in these decisions and leverage our housing stock, we have moved the room selection process up by one month to the beginning of May 2025. Students will now know exactly which rooms are available much earlier in the process and can make a more informed decision to attend Acadia.

Net Promotor Score (NPS)

The first NPS survey of 2025 was sent on January 22 following the add/drop deadline to mirror September. In an effort to bolster response rate, the decision was made to combine the previous December and February survey into one January survey (to mirror the start of term timeline used in September).

Though still ahead of this period last year, the results have levelled off a bit since the overwhelmingly positive response in September. Still, almost all groups continue to have a positive NPS including international students who are trending slightly above domestic students. As we have seen in the past, 3rd year students continue to be our lowest scoring year of study group with a current NPS of -12 (last year was -7 in both December and February). They are also, once again, the only year of study showing a negative NPS.

	Apr 2023	Sept 2023	Dec 2023	Feb 2024	Apr 2024	Sept 2024	Jan 2025
# of Responses	681	535	432	362	249	511	392
Overall NPS	-5	+13	+7	+2	+6	+27	+9
First-Year	N/A*	+27	+16	+13	+20	+45	+23
International	N/A*	0	+10	+8	-2	+22	+10
Domestic	N/A*	+16	+6	+1	+8	+28	+9

Implementing the Curricular Approach in Residence Life

The Residence Life team is making the shift from a traditional programming model to a Curricular Approach in Residence Life for the 2025/26 academic year. A Curricular Approach is a systematic shift in delivering out of classroom experiences intentionally designed to be more purposeful and strategic for student affairs educators to deliver desired learning outcomes. A Curricular Approach is directly connected to the institutional vision, values and strategic direction. With this change to our new approach, we will be better aligned to represent the strategic direction Acadia is taking, along with ensuring the student experiences created contribute to the overall success and growth of the people who live with us on campus. The learning goals we have created thus far are surrounding Social Impact, Self-Actualization, Community Connection and Intellectual Discovery.

Scholarships & Financial Aid

8.1% more students this year accepted their admission offer on their tier alone (their scholarship based on grades only).

In just a few days, over 1,100 students read their scholarship offer. Of the top scholarship recipients, six had already paid their enrolment fee when they were awarded a top scholarship. The remaining three are showing as offered.

Acadia's US Loan program is at risk due to the current US Administration. We have heard that the Multi-Regional and Foreign Schools Participation Division has been dissolved, and their work will be assigned to another office. This is concerning because Foreign Schools are very different than US Schools around US Loans. At this time, we don't know if there will be any impact on our US students with loan funding.

Health, Counselling & Accessible Learning

The Counselling Centre has been actively providing advising in relation to the pool closure. Starting with their initial involvement around the University's plan for sharing information with athletes and, since the announcement, actively continuing their support of those in our campus community who have been affected.

The Counselling Centre supported 2 events for African Heritage month: Drumming Circle with Dr. Henery Bishop and Calypso Bite Brunch: A Caribbean Inspired brunch prepared by Megan Glasgow.

We ran 2 Wellness Lounge events with over 200 students participating. The Brain Health Rewards program had 130 students participate. This event partners with faculty to encourage students to attend and learn about wellness. We have 2 more Coffee, Chai, Chat sessions this semester and there is excellent feedback and requests for them to continue next fall. In collaboration with the Chapel, we hosted a Mental Health First Aid course for 20 students. We have done this since January 2022.

L'nu Affairs and Indigenization

BMO Lecture Series

Chief Terrance Paul joined us at Acadia on February 26th as this year's BMO Lecturer. He discussed how he took Membertou First Nation from being a community with \$1 million in debt to being one of the most economically success communities and businesses in Canada.

Youth Camps

Before Covid, we hosted a basketball camp annually (2017-2019) for youth from the four local Mi'kmaw communities (Glooscap, Annapolis Valley, Bear River and Acadia). We are restarting these camps again this summer as an incredible way to introduce youth to the Acadia campus, while also learning about team sports. This year we are hosting a multi-sport camp on July 2nd. Team Kespukwtk will also train and work with Acadia's coaches in early July in preparation for the Mi'kmaw Summer Games. These camps and the support Athletics provides is an incredible means of relationship-building. If departments are interested in hosting their own youth camps or want to partner with Athletics on July 2nd, Zabrina has asked academic units to reach out to Zabrina. Youth have expressed special interest in doing "cool science experiments" and in music.

STEAM and WISE Acadia

WISE Acadia is collaborating with Glooscap First Nation to offer STEAM-based learning modules to youth from Glooscap First Nation in April. The Acadia working group has connected with Glooscap First Nation and the Mi'kmaw/Indigenous Culture Coach for the Annapolis Valley Region Centre for Education (Adam Branchaud). The work is being led by Dr. Sarah Thomas. Based on direction from Adam, the workshops will be centered around nature, land conservation, and traditional Mi'kmaw activities. He was particularly enthusiastic about the students visiting the Biology Museum and the Irving Gardens at Acadia. Jen Kershaw and Melanie Combs in Biology will be supporting this work. Jen, Adam, and Sarah will meet with the principals of the Glooscap family of schools (LES, Hantsport, and Horton) as well as the Glooscap First Nation community council, chief, and Education Officer later in April to discuss the details. Zabrina will also sit in on this meeting. A tentative first step is for students (~12 students grades 2-5) from LES to visit Acadia on April 23rd, with a focus on a museum trip to learn about animals from Mi'kma'ki and across Turtle Island. If successful, the students would return in May for an additional session in the botanical gardens.

Midwinter Feast

The Midwinter Feast is a traditional celebration that has existed pre-contact for the Mi'kmaq. It is an event that is about celebrating the hardest part of winter and coming together as a community to celebrate this achievement. It falls around the new moon in February. The event was rescheduled from its original date due to poor weather. On Monday, February 24th over 60 people came together for thanksgiving. We were joined by crafters, Mi'kmaq youth dancers, Dr. Elder

Gerald Gloade, as well as Dr. Elders Lorraine Whitman and Joe Michael. In typical Mi'kmaq fashion, we can report that no one left hungry, and we wrapped up the evening with a round dance.

Indigenous performers at the Al Whittle Theatre

February 27th – KOQM is a unique and intimate theatrical performance written and performed by L'nu artist, playwright, and poet, Shalan Joudry, and produced by Nestuita'si Storytelling. KOQM is a journey through time and land to experience the voices of fictional L'nu (Mi'kmaw) women. Through the course of the show, we hear from and meet with women who might have spoken and walked through one area of forest over centuries. Guided by the strength of an ancient tree ("koqm"), the women's voices share with us their personal stories of grief, humour, and resiliency. **March 2nd** – **Musical Performance by Aysanabee.** Aysanabee is an Oji-Cree young Artist who won this year's JUNO Awards for Songwriter of the Year and Alternative Album of the Year, "the first Indigenous Artist to win these two very coveted awards". The Acadia University Singers are hosting their spring concert called "Teachings of the Water" – **March 23rd**. The event will include Mi'kmaw poet Shalan Joudrey and Elder and residential school survivor Dorene Bernard. It will include a water ceremony at the end of the event.

Other upcoming events on campus with Indigenous inclusion:

- **March 31st** – Huggins Science Seminar – Centering Indigenous Knowledge in Clinical Psychology: Towards Epistemic Inclusion – by Dr. Emily A. P. Haigh
- **April 1st** – school of Music fundraiser for the Jane Paul Centre - a Centre in Sydney Cape. Breton supporting Indigenous women and two-spirited individuals who are houseless, battling addictions, mental health needs and/or fleeing domestic violence
- **April 3rd** – Faculty and Staff Session on Strategic Direction – EDI-AR and Indigenization for Growth and Achievement
- **May 2nd** – Senior Leadership meeting with Kespukwitk Mi'kmaq Leadership on campus

Mi'kmaq Art Show

Two Mi'kmaq artists – Aaron Propser and Mackenzie Pardy – want to host their artshow "Amalkewinu'k" at Acadia University this spring. Amalkewinu'k means the Dancers, explores the evolution of Mi'kmaw regalia through a blend of contemporary and historical photographic, emphasizing its cultural, artistic and ceremonial significance. The purpose of the show is to challenge misconceptions about Indigenous cultural uniformity and celebrate Mi'kmaw artistic heritage. Zabrina is working with the artists to find a location on campus and a launch date. The artists want to use the 6th floor of the Library. If that is the case, the show will have to be after exams.

Alum Association Donation

The Alumni Association donated \$12,500 to the Office of L'nu Affairs and Indigenization in February to be used before the end of fiscal. The dollars are going towards beaded capes for interested Indigenous graduates at Convocation and to update the Indigenous Resource Centre. Indigenous students have been asking for a space that is more welcoming, comfortable and where they can have movie nights. A new tv, new furniture, artwork and more reading material will be added to the space. Darlene Peters Copeland, Liz Shepherd and Zabrina Whitman have been busily working on buying the materials and are looking forward to unveiling the new space.

Best Practices Research

Zabrina has been reaching out to various post-secondary institutions in the country who are viewed as a best practice on Indigenous engagement, programming and/or relationships. Zabrina met with staff at the University of Ottawa for a three hour meeting on February 10th, and is scheduling meetings with Indigenous health care and nursing experts at the University of Calgary. Over the spring and summer Zabrina will continue more of these meetings. These conversations will inform her What We Heard Report to be released in Fall 2025, which will feed in a broader Indigenous Strategic Plan for 2026.

Data collection

We are looking at a different way that we can collect data on self-identifying Indigenous students. The data will be place-based and will provide drop-down menu options of all the legally recognized Inuit and Métis groups in Canada, as well as all the legally recognized First Nation communities in the Atlantic region. This will give greater clarity on where Indigenous students are coming from across Canada (and elsewhere), and where to focus our attention on for recruitment. Zabrina has had conversations with the data experts to ensure that both colleague and slate can gather data in this in-depth way. The team has confirmed they are able to do this so Duane Currie is also connecting with Lerato Chondoma's office to see if she has any changes in how she would like to collect data/ ask self-identifying questions to other student population demographics on campus. Work on the actual data changes will start in April with the hopes that it will be ready for implementation this September. These changes will not apply to students already registered at Acadia University, but once implemented will be applied moving forward for all incoming students.

Scholarships

Zabrina Whitman conducted an analysis of the amount of financial aid and types of financial aid offered to Indigenous students across the province. Acadia falls in the bottom, third worst after Université Sainte Anne and NSCAD. Admissions has noticed that financial aid is a huge recruitment incentive of Indigenous students and Indigenous student are turning down admissions to Acadia U to go to institutions that offer financial support. The Office of Advancement is going to work with the Office of L'nu Affairs in the coming months on this gap.

February Open House and Recruitment

We had Mi'kmaq students from Lennox Island First Nation come to the February open house. Darlene Peters Copeland is going to visit the community in the future. In March, Darlene also plans to visit the four local communities.

Glooscap Partnership

Glooscap First Nation's Health Director wants to work with Acadia University to increase supports to Indigenous students on campus. We are working on several initiatives that we look forward to sharing with the campus once they are further developed. This collaboration with Glooscap First Nation's Health Centre provides opportunities to access funding that post-secondary institutions cannot always access. One project we are currently working on is a sweat lodge in community (Glooscap) that will be available to community members and Acadia's Indigenous students.

Other Ongoing Projects

Digital Services Project

Through the extensive research conducted for the one-stop shop project, it was determined that a centralized hub of student information, FAQs, and processes was needed. Although the full one-stop shop is currently on hold due to budgetary constraints, completion of a smaller project was attainable. This project involves two aspects:

- 1) Development of a series of knowledge base articles for students that will help them find information in a centralized, accurate online space.
- 2) Onboarding of a new portal, powered by Ellucian Experience which will provide students with a personalized dashboard for their various systems at Acadia.

This project is underway with collaboration between Student Experience and Technology Services. As of this week, we have entered a testing phase to explore the accuracy of the Copilot-generated chat box for Acadia students. The expectation is we will have this service available for the start of next term.

New First Year Experience Modules

Acadia was approached by researchers at Saint Mary's University (SMU) about a series of modules created to support the development of key academic skills for new undergraduate students. Following the development of these modules, called "[SMU Spark](#)", a proposed research project has been initiated to determine impact of the content on first-year students at four institutions across Canada. As a research partner, SMU is making their full module content available to Acadia for adoption and adaptation. Staff from the Vice-President Student Experience and the Vice-Provost for Teaching & Learning Excellence's offices are importing and updating this content now. Impact on student persistence will be measured for students who utilize the modules vs. those who do not.

The modules are: Community and Culture, Academic Habits of Mind, Communicating with Professors and Peers, Time Management, Academic Reading, Notetaking, Effective Studying, Academic Writing, Writing Tests and Exams, Studying Science, Managing Stress and Mental Health, Career Considerations and Supports & Financial Management.

ACADIA STUDENTS' UNION REPORT TO SENATE – APRIL 2025

No written report received.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE – APRIL 2025

1. The Canadian Baptist Symposium will be hosted by Acadia Divinity College on April 26, 2025.

2. <https://acadiadiv.ca/event/baptist-symposium-2025/>
3. ACBAS will welcome Dr. Seidel Abel Boanerges as a visiting scholar from April 19 to May 9, 2025.
4. The ADC faculty held their all-day assessment meeting on March 24.
5. Melody Maxwell received a Project Grant for Researchers from the Louisville Institute for the Called to Serve project.
6. H. Daniel Zacharias published “Indigenous North American/Turtle Island Hermeneutics.” Pages 429–44 in *Handbook on Postconservative Theological Interpretation*. eds. Ronald T. Michener and Mark A. Lamport. Eugene, OR: Cascade, 2024.
7. Melody Maxwell recently published “Baptist Women Called to Serve: Facing Challenges in Great Britain and Atlantic Canada,” *Bulletin of the Canadian Baptist Historical Society* 4 (2025): 38-51.



Approved by the ADC Senate on April 7, 2025, and April 8, 2025

Academic Policies

Motion i: That the Senate of Acadia University approves changes to the academic policies.

1. Advanced Standing (page 30)

Current: Students from other institutions who have completed courses which have similar content and learning outcomes as courses offered in the Acadia program may appeal to the Associate Dean for advanced standing without credit up to one-third of the degree being sought. Such requests should be made by the end of the first week of classes in each term.

Revised: Students from other institutions who have completed courses which have similar content and learning outcomes as courses offered in the Acadia program may appeal to the Associate Dean for advanced standing up to one-third of the degree being sought. Such requests should be made by the end of the first week of classes in each term.

2. Extensions (page 33)

Current: When circumstances warrant, students may apply in writing to the Faculty, through the Dean of Students, for a 45-day extension to the final due date for all term work. If such an extension is granted, all assignments would be due to the professor within 45 days following the last day of examinations and the professor would be required to submit the students' grade within 14 days of receiving the outstanding material.

Revised: When circumstances warrant, students may apply in writing to the Faculty, through the Dean of Students, for a 45-day extension to the final due date for all term work. If such an extension is granted, all assignments would be due to the professor within 45 days following the last day of examinations and the professor normally will submit the student's grade within 14 days of receiving the outstanding material.

3. Leaves of Absence (page 33)

Current: **Leaves of Absence from the MA in Theology and MDiv programs**

Students in the MA in Theology and MDiv programs may, for unforeseen reasons (e.g., documented health problems or a serious family emergency), apply to the Dean of Students for a leave of absence up to one year. Tuition is not charged during a leave of absence nor are scholarship funds awarded. When students resume their program, tuition is charged, and scholarships are awarded in accordance with their admission letter. There is no scholarship penalty for taking a leave of absence that is approved by the Dean of Students.

Revised: Leaves of Absence from the MA in Theology, MDiv, and BTh programs

Students in the MA in Theology, MDiv, and BTh programs may, for unforeseen reasons (e.g., documented health problems or a serious family emergency), apply to the Dean of Students for a leave of absence up to one year. Tuition is not charged during a leave of absence nor are scholarship funds awarded. When students resume their program, tuition is charged, and scholarships are awarded in accordance with their admission letter. There is no scholarship penalty for taking a leave of absence that is approved by the Dean of Students.

4. Academic Probation (page 35)

Current: All full-time students who obtain a GPA of at least 1.50 and less than 2.00, and who are not already on probation, will be placed on academic probation but are eligible to re-register.

Revised: All students who have attempted at least 15 credit hours and obtain a CGPA of at least 1.50 and less than 2.00, and who are not already on probation, will be placed on academic probation but are eligible to re-register.

Students placed on academic probation may be required to take a reduced course-load and will be informed of this by the Dean of Students, Associate Dean, or Registrar.

5. Dismissal (page 35)

Current: Any full-time students placed on probation who, in their succeeding academic year, obtain a GPA of less than 2.00 will be placed on dismissal and will be unable to register for courses in the following academic year. Students who, in any academic year, obtain a GPA of less than 1.50 will be placed on dismissal. Students placed on probation or dismissal will be advised in writing of their status, or appeal dates, and or procedures.

Revised: Any students placed on probation, who after completing an additional 15 credit hours, obtains a GPA of less than 2.00, will be placed on academic dismissal and will be unable to register for courses in the following academic year. Any student, who at any point, obtains a GPA of less than 1.50 will be placed on academic dismissal. Students placed on probation or dismissal will be advised in writing of their status, appeal dates, and procedures.

New Undergraduate Courses

Motion ii: That the Senate of Acadia University approves the new undergraduate courses.

BIBL 2033 Journey Through the Christian Scriptures 1

This course is a thorough reading of the entire Bible from Genesis to Revelation. Students will explore the central themes, narratives, and key figures of each biblical book, focusing on the primary content and context. By the end, students will comprehend the structure and unity of the biblical canon and how each book contributes to the overarching biblical narrative. Through weekly reading assignments and discussions, participants will develop a deeper familiarity with these foundational texts. The course is content-driven, emphasizing comprehension and retention of key content.

BIBL 2043 Journey Through the Christian Scriptures 2

This course is a continuation of BIBL 2043, providing a thorough reading of the entire Bible from Genesis to Revelation. Students will explore the central themes, narratives, and key figures of each biblical book, focusing on the primary content and context. By the end, students will comprehend the structure and unity of the biblical canon and how each book contributes to the overarching biblical narrative. Through weekly reading assignments and discussions, participants will develop a deeper familiarity with these foundational texts. The course is content-driven, emphasizing comprehension and retention of key content.

BIBL 2053 Introduction to the Christian Bible

This course introduces students to the Christian Bible, its structure, and its significance for faith and culture. Students will learn basic facts about the Bible, including its overall story and key figures. They will explore the different types of writing found in Scripture, such as history, poetry, and letters, and how these genres shape meaning. The course also examines the basic histories and geographies in which the Bible was written and addressed. Designed for beginners, this course provides a foundation for understanding the Bible's message and its impact on the world.

CHUR 2043 Introduction to Christian History 2

This course explores the history of Christianity from the 16th century to the present, examining key movements, theological shifts, and global expansion. Students will study the impact of the Reformation and Catholic Reformation, the rise of evangelicalism, and Christianity's engagement with modernity. Special attention is given to the role of Christianity in Canada, including its influence on colonization and the history of Indian residential schools. Through historical analysis and discussion, students will gain insight into the development of Christian traditions and their ongoing impact in contemporary society. *Prerequisite: CHUR 2033.*

CHUR 3033 World Christianity

From its early days, Christianity has developed across many different cultural contexts. This course explores the dynamic landscape of world Christianity. Students will learn about history, demographics, distinctives, theology, and trends related to Christianity in various regions of the world. Special attention will be given to Christianity in the Global South.

IDTH 2012 Integration and Formation 1

This course introduces students to foundational academic skills and the importance of community in theological education. Students will learn strategies for academic success, including time management, reading and writing critically, practicing academic integrity, and conducting quality research. A strong emphasis is placed on building a supportive cohort community and beginning the process of personal and intercultural self-awareness through assessments. Through group activities, practical exercises, and reflective learning, students will grow in confidence as learners and community members, equipped for the journey of theological study. *IDTH 2012 and IDTH 2022 are normally taken in a student's first year.*

IDTH 2022 Integration and Formation 2

Building on the foundation of IDTH 2012, this course deepens students' engagement with community, self-awareness, and faith formation. Students will revisit and reflect on their intercultural and personality assessments to explore how these insights shape their approach to learning, relationships, and Christian discipleship. Emphasis is placed on fostering a reflective posture toward one's spiritual growth and communal life within the cohort. Through guided discussions, personal reflection, and continued community-building, students will be encouraged to integrate their academic journey with their formation as disciples and members of a learning community. *IDTH 2012 and IDTH 2022 are normally taken in a student's first year.*

NXGN 3053 Contemporary Topics in Youth Ministry

This course explores contemporary issues in youth culture, drawing on insights from current research and applying them to Next Generation ministry. Students will examine these topics through biblical, theological, and pastoral lenses, reflecting on their significance and developing thoughtful, contextually relevant responses for the young people they serve.

PAST 2002 Serving Experience 1

This pass/fail course is a guided service experience designed to integrate theological learning with hands-on service. Students will complete a minimum of 60 hours in a setting of their choosing (can be paid or volunteer). Students will engage reflectively on their experiences while developing skills relevant to the area of service. This course can take place any time in the year, in a ministry context that is outside their normal experiences. Students are responsible for identifying and securing their own serving position.

PAST 2013 Serving Experience 2

This pass/fail course is a guided service experience designed to integrate theological learning with hands-on service. Students will complete a minimum of 90 hours in a setting of their choosing (can be paid or volunteer). Students will engage reflectively on their experiences while developing skills relevant to the area of service. This course is suited for the spring or summer months, allowing for immersive engagement in a ministry context that is outside their normal experiences, and different from *PAST 2002 Service Experience 1*. Students are responsible for identifying and securing their own serving position.

PAST 4033 Mentored Ministry 3

This course guides students in the formation of pastoral identity and in the development of ministry skills. This will be accomplished in class through the integration of theory and theology under the direction of the professor, and within a healthy local church under the mentorship of a pastor. Minimum of 100 in-ministry hours required. May be completed in

the summer or during the fall and winter semesters. Open only to Bachelor of Theology (Ordination Track) students. *Prerequisite: PAST 4023 and completion of a minimum of 60 credit hours.*

PAST 4043 Mentored Ministry 4

This course guides students in the formation of pastoral identity and in the development of ministry skills. This will be accomplished in class through the integration of theory and theology under the direction of the professor, and within a healthy local church or other approved ministry setting, under the mentorship of a pastor or ministry leader. Minimum of 100 in-ministry hours required. May be completed in the summer or during the fall and winter semesters. Open only to Bachelor of Theology (Ordination Track) students. *Prerequisite: PAST 4033 and completion of a minimum of 60 credit hours.*

THEO 3003 Basic Christian Beliefs

This introductory course explores foundational questions in Christian theology, introducing classical and Christian arguments for the existence of God. Students will become familiar with essential Christian doctrines, gaining insight into central beliefs that shape Christianity. The course emphasizes understanding key theological themes and terminology, preparing students for further study in theology. This course provides a foundational understanding that helps students engage meaningfully with theological concepts, equipping them for informed dialogue within diverse religious contexts.

New Graduate Courses

Motion iii: That the Senate of Acadia University approves the new graduate courses.

CHUR 5033 World Christianity

From its early days, Christianity has developed across many different cultural contexts. This course explores the dynamic landscape of world Christianity. Students will learn about history, demographics, distinctives, theology, and trends related to Christianity in various regions of the world. Special attention will be given to Christianity in the Global South.

CHUR 6053 History of Christianity in North America

This course provides an examination of the history of Christianity in Canada and the United States. It highlights how Christian faith has shaped—and been shaped by—European settlement, interactions with Indigenous, Black, and other racialized communities, and pivotal events such as awakenings, wars, missions, the help and harm of outreach efforts, and social reform movements. The course also explores the emergence of fundamentalism, evangelicalism, and Pentecostalism, as well as recent issues involving church and state. Throughout, students will compare and contrast the influences, similarities, and differences between Christian history in the United States and Canada. *Prerequisite: CHUR 5013*

NXGN 6053 Contemporary Topics in Youth Ministry

This course explores contemporary issues in youth culture, drawing on insights from current research and applying them to Next Generation ministry. Students will examine these topics through biblical, theological, and pastoral lenses, reflecting on their significance and developing thoughtful, contextually relevant responses for the young people they serve.

Revised Courses

Motion iv: That the Senate of Acadia University approves the new course code and revised titles and descriptions for these courses.

Current: **BIBL 2013** **Interpreting the Bible**

This course on how to interpret the Christian Scriptures examines and integrates practical and theoretical perspectives on the Biblical writings. Students will learn how to read, interpret, and apply the Bible. Among the various subjects discussed are: Bible translations, text and context, literary genres, and the influence of our own cultural context on interpretation.

Revised: **BIBL 3063** **Interpreting the Bible**

This course on how to interpret the Christian Scriptures examines and integrates practical and theoretical perspectives on the Biblical writings. Students will learn how to read, interpret, and apply the Bible. Among the various subjects discussed are: Bible translations, text and context, literary genres, and the influence of our own cultural context on interpretation. *Prerequisite: BIBL 2053.*

Current: **BIBL 3013** **Introduction to the Old Testament 1**

An examination of Genesis through Nehemiah. This course will survey these texts within the historical, political, and religious contexts of the Ancient Near East, and will introduce the student to the academic, literary, and theological study of this section of the Bible.

Revised: **BIBL 3013** **Introduction to the Old Testament 1**

An examination of Genesis through Nehemiah. This course will survey these texts within the historical, political, and religious contexts of the Ancient Near East, and will introduce the student to the academic, literary, and theological study of this section of the Bible. *Prerequisite: BIBL 2053.*

Current: **BIBL 3023** **Introduction to the Old Testament 2**

An examination of Esther through Malachi. This course will survey these texts within the historical, political, and religious contexts of the Ancient Near East, and will introduce the student to the academic, literary, and theological study of this section of the Bible.

Revised: **BIBL 3023** **Introduction to the Old Testament 2**

An examination of Esther through Malachi. This course will survey these texts within the historical, political, and religious contexts of the Ancient Near East, and will introduce the student to the academic, literary, and theological study of this section of the Bible. *Prerequisite: BIBL 2053. Recommended prerequisite: BIBL 3013.*

Current: BIBL 3033 Introduction to the New Testament 1

An examination of the New Testament gospels. This course will survey these texts within their 1st century historical, political, and religious contexts, and will introduce the student to the academic, literary, and theological study of this section of the Bible.

Revised: BIBL 3033 Introduction to the New Testament 1

An examination of the New Testament gospels. This course will survey these texts within their 1st century historical, political, and religious contexts, and will introduce the student to the academic, literary, and theological study of this section of the Bible. *Prerequisite: BIBL 2053.*

Current: BIBL 3043 Introduction to the New Testament 2

An examination of Acts to Revelation. This course will survey these texts within their Greco-Roman contexts, and will introduce the student to the academic, literary, and theological study of these sections of the Bible.

Revised: BIBL 3043 Introduction to the New Testament 2

An examination of Acts to Revelation. This course will survey these texts within their Greco-Roman contexts, and will introduce the student to the academic, literary, and theological study of these sections of the Bible. *Prerequisite: BIBL 2053. Recommended prerequisite: BIBL 3033.*

Current: CHUR 2033 History of Christianity

Christianity developed out of the context of the Roman world as a new movement, beginning with Jesus and over time spreading to the rest of the world. This course will explore the development of different traditions and denominations, the emergence of theological ideas, and the changes in the Church as has grown and interacted with culture.

Revised: CHUR 2033 Introduction to Christian History 1

This course introduces students to the history of Christianity from its beginnings in the first century through the late medieval period, leading up to the Reformation. Students will explore the development of early Christian communities, theological debates, key church councils, and the spread of Christianity across different cultures. The course examines the rise of monasticism, the relationship between church and state, and major movements that shaped Christian doctrine and practice. Through historical study and discussion, students will gain a foundational understanding of the key figures, events, and ideas that shaped the early and medieval church.

Current: NXGN 3063 & NXGN 6063 Children's Ministry

This course considers the importance of children's ministry in the local church, as well as different models and philosophies, including the Biblical and theological rationale for each. Students are challenged to think purposefully about children's ministry, and to examine ways to launch new children's ministries in a variety of settings and demographics. This course explores ways to support and reach families, ways to cultivate intergenerational ministry opportunities, and ways to support children with diverse needs and from different backgrounds. The intention is for students to develop practical ministry skills for initiating and leading children's ministry in today's culture.

Revised: NXGN 3063 & NXGN 6063 Children's Ministry

This course considers the importance of children's ministry in the local church, examining different approaches and philosophies. It also explores the important role of theology as it relates to children's ministry, including how it shapes both its purpose and practice. The course will encourage students to think purposefully and contextually about children's ministry while examining key environments for faith formation, ways to support children with diverse needs and backgrounds, as well as examining curriculum.

Current: PAST 4013 Mentored Ministry 1

This course guides students in the formation of pastoral identity and in the development of ministry skills. This will be accomplished in class through the integration of theory and theology under the direction of the professor, and within a healthy local church under the mentorship of a pastor. Minimum of 240 in-ministry hours required. May be completed in the summer or during the fall and winter semesters. Open only to Bachelor of Theology (Ordination Track) students. Prerequisite: Completion of a minimum of 30 credit hours.

Revised: PAST 4013 Mentored Ministry 1

This course guides students in the formation of pastoral identity and in the development of ministry skills. This will be accomplished in class through the integration of theory and theology under the direction of the professor, and within a healthy local church under the mentorship of a pastor. Minimum of 100 in-ministry hours required. May be completed in the summer or during the fall and winter semesters. Open only to Bachelor of Theology (Ordination Track) students. *Prerequisite: Completion of a minimum of 30 credit hours.*

Current: PAST 4023 Mentored Ministry 2

This course guides students in the formation of pastoral identity and in the development of ministry skills. This will be accomplished in class through the integration of theory and theology under the direction of the professor, and within a healthy local church or other approved ministry setting, under the mentorship of a pastor or ministry leader. Minimum of 240 in-ministry hours required. May be completed in the summer or during the fall and winter semesters. Open only to Bachelor of Theology (Ordination Track) students. Prerequisite: PAST 4013 and completion of a minimum of 60 credit hours.

Revised: PAST 4023 Mentored Ministry 2

This course guides students in the formation of pastoral identity and in the development of ministry skills. This will be accomplished in class through the integration of theory and theology under the direction of the professor, and within a healthy local church or other approved ministry setting, under the mentorship of a pastor or ministry leader. Minimum of 100 in-ministry hours required. May be completed in the summer or during the fall and

winter semesters. Open only to Bachelor of Theology (Ordination Track) students.
Prerequisite: PAST 4013 and completion of a minimum of 30 credit hours.

Current: THEO 3013 Christian Theology 1

An introduction to Christian doctrine and theological inquiry. This first course in theology will begin with a discussion of theological method followed by a survey of the Christian doctrines of God, revelation, creation, and humanity. These doctrines will be studied by focusing on their relevance to contemporary issues faced by church and society.

Revised: THEO 3013 Introduction to Christian Theology 1

An introduction to Christian doctrine and theological inquiry. This first course in theology will begin with a discussion of theological method followed by a survey of the Christian doctrines of God, revelation, creation, and humanity. These doctrines will be studied by focusing on their relevance to contemporary issues faced by church and society.
Prerequisites: BIBL 2033; THEO 3003

Current: THEO 3023 Christian Theology 2

A survey of the Christian doctrines of the person and work of Christ, the person and work of the Holy Spirit, salvation, the Church, and Last Times. These doctrines will be studied by focusing on their relevance to contemporary issues faced by church and society.

Revised: THEO 3023 Introduction to Christian Theology 2

A survey of the Christian doctrines of the person and work of Christ, the person and work of the Holy Spirit, salvation, the Church, and Last Times. These doctrines will be studied by focusing on their relevance to contemporary issues faced by church and society.
Prerequisites: THEO 3013

Bachelor of Theology

Motion v: That the Senate of Acadia University approves the program changes to the Bachelor of Theology.

Current: Bachelor of Theology¹

Course Number	Course Name	Credit Hours
IDTH 2010	Orientation (Pass / Fail)	0
BIBLICAL STUDIES		
BIBL 2013	Interpreting the Bible	3
BIBL 3013	Introduction to the Old Testament 1	3
BIBL 3023	Introduction to the Old Testament 2	3
BIBL 3033	Introduction to the New Testament 1	3
BIBL 3043	Introduction to the New Testament 2	3
CHRISTIAN THOUGHT		
CHUR 2033	History of Christianity	3
THEO 3013	Christian Theology 1	3
THEO 3023	Christian Theology 2	3
THEO 3033	Christian Ethics	3
CHUR or THEO	One CHUR or THEO elective	3
MINISTRY		
EVAN 3013	Evangelism and Mission in Contemporary Society	3
EVAN / LEDR 3063 OR LEDR 3073	Leading Healthy and Effective Congregations OR Leadership that Advances the Mission	3
LEDR 2113	Theology and Practice of Racial Justice	3
NXGN elective	Next Generation elective	3
PACC 3013	Pastoral Care Interventions	3
PAST 3053	Preaching as a Practice and the Practice of Preaching	3
SPFM 3013	Christian Spiritual Formation for Ministry Leaders	3
3 electives	Any three ministry electives	9
COURSES FROM OTHER FACULTIES		
	English or Communication Electives	6
	Business, Economics, Political, Science, or Sociology Electives	6
	Biology, Physics, Chemistry, Math or Psychology Electives	3
	Classics, History, Philosophy, or Music Electives	3

¹ This degree alone is not intended to prepare individuals for Ordained Ministry. Prospective students seeking ordination should consult their denomination or church to determine ordination requirements before commencing a program of study.

Course Number	Course Name	Credit Hours
	Language Electives ²	6
ELECTIVES (from any university faculty, including theology)		
	Two Free electives	6
	Total Credit Hours	90

Revised: Bachelor of Theology³

Course Number	Course Name	Credit Hours
IDTH 2012	Integration and Formation 1	2
IDTH 2022	Integration and Formation 2	2
BIBLICAL STUDIES		
BIBL 2033	Journey through the Christian Scriptures 1	3
BIBL 2043	Journey through the Christian Scriptures 2	3
BIBL 2053	Introduction to the Christian Bible	3
BIBL 3063	Interpreting the Bible	3
BIBL 3013 OR BIBL 3033	Introduction to the Old Testament 1 OR Introduction to the New Testament 1	3
BIBL 3023 OR BIBL 3043	Introduction to the Old Testament 2 OR Introduction to the New Testament 2	3
CHRISTIAN THOUGHT		
CHUR 2033	Introduction to Christian History 1	3
CHUR 2043	Introduction to Christian History 2	3
CHUR 3033 OR CHUR 4033	World Christianity OR Women in the Christian Tradition	3
THEO 3003	Basic Christian Beliefs	3
THEO 3013	Introduction to Christian Theology 1	3
THEO 3023	Introduction to Christian Theology 2	3
THEO 3033	Christian Ethics	3
PRACTICAL THEOLOGY		
DISP 3013	Transformational Discipleship Ministry	3
EVAN 3013	Evangelism and Mission in Contemporary Society	3
LEDR 2113	Theology and Practice of Racial Justice	3
NXGN elective	Next Generation elective	3
PACC 3013	Pastoral Care Interventions	3
PAST 3053	Preaching as a Practice and the Practice of Preaching	3
PAST 3063	Christian Worship...Now	3
SPFM 3013	Christian Spiritual Formation for Ministry Leaders	3

² These language electives may be Greek or Hebrew courses at ADC.

³ This degree alone is not intended to prepare for Ordained Ministry. Prospective students seeking ordination should consult their denomination or church to determine ordination requirements before commencing a program of study.

Course Number	Course Name	Credit Hours
MINISTRY EXPERIENCE		
PAST 2002	Serving Experience 1	2
PAST 2013	Serving Experience 2	3
LIBERAL ARTS		
	Arts, Professional Studies, or Pure & Applied Science	3
	Arts, Professional Studies, or Pure & Applied Science	3
	Arts, Professional Studies, or Pure & Applied Science	3
	Arts, Professional Studies, or Pure & Applied Science	3
	Arts, Professional Studies, or Pure & Applied Science	3
ELECTIVE (from any university faculty, including theology) ⁴		
	Elective	3
Total Credit Hours		90

⁴ Those students who are part of the 5-yr path into the MDiv are permitted in their 3rd year to take THEO 5013, BIBL 5023 or BIBL 5043

Bachelor of Theology with TESOL Certificate

Motion vi: That the Senate of Acadia University approves the new Bachelor of Theology with TESOL certificate.

Bachelor of Theology with TESOL Certificate⁵

Course Number	Course Name	Credit Hours
IDTH 2012	Integration and Formation 1	2
IDTH 2022	Integration and Formation 2	2
BIBLICAL STUDIES		
BIBL 2033	Journey through the Christian Scriptures 1	3
BIBL 2043	Journey through the Christian Scriptures 2	3
BIBL 2053	Introduction to the Christian Bible	3
BIBL 3063	Interpreting the Bible	3
BIBL 3013 OR BIBL 3033	Introduction to the Old Testament 1 OR Introduction to the New Testament 1	3
BIBL 3023 OR BIBL 3043	Introduction to the Old Testament 2 OR Introduction to the New Testament 2	3
CHRISTIAN THOUGHT		
CHUR 2033	Introduction to Christian History 1	3
CHUR 2043	Introduction to Christian History 2	3
CHUR 3033 OR CHUR 4033	World Christianity OR Women in the Christian Tradition	3
THEO 3003	Basic Christian Beliefs	3
THEO 3013	Introduction to Christian Theology 1	3
THEO 3023	Introduction to Christian Theology 2	3
THEO 3033	Christian Ethics	3
PRACTICAL THEOLOGY		
DISP 3013	Transformational Discipleship Ministry	3
EVAN 3013	Evangelism and Mission in Contemporary Society	3
LEDR 2113	Theology and Practice of Racial Justice	3
NXGN elective	Next Generation Ministry elective	3
PACC 3013	Pastoral Care Interventions	3
PAST 3053	Preaching as a Practice and the Practice of Preaching	3
PAST 3063	Christian Worship...Now	3
SPFM 3013	Christian Spiritual Formation for Ministry Leaders	3

⁵ This degree alone is not intended to prepare for Ordained Ministry. Prospective students seeking ordination should consult their denomination or church to determine ordination requirements before commencing a program of study.

Course Number	Course Name	Credit Hours
MINISTRY EXPERIENCE		
PAST 2002	Serving Experience 1	2
PAST 2013	Serving Experience 2	3
TESOL CERTIFICATION		
EDUC 4673	Teaching English as a Second Language	3
EDUC 4683	Linguistics for Teachers	3
EDUC 4863	Acquisition of Language	3
	TESOL Practicum ⁶	3
ELECTIVES		
	Arts, Professional Studies, or Pure & Applied Science	3
	Arts, Professional Studies, Pure & Applied Science, Theology ⁷	3
	Total Credit Hours	90

⁶ An additional fee of \$450 is part of the TESOL Practicum.

⁷ Those students who are part of the 5-yr path into the MDiv are permitted in their 3rd year to take THEO 5013, BIBL 5023 or BIBL 5043.

Crandall-Acadia Partnership Bachelor of Theology

Motion vii: That the Senate of Acadia University approves the program changes to the Crandall-Acadia Partnership Bachelor of Theology.

Current: Crandall-Acadia Partnership Bachelor of Theology

Crandall University students may be eligible to enroll concurrently in the Acadia Bachelor of Theology program while completing a Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degree at Crandall University. Crandall University students are encouraged to contact the Director of the Crandall-Acadia Bachelor of Theology Partnership for further information. Those applying to the Crandall-Acadia Bachelor of Theology program are required to have an 80% average or above in grade 12.

Course Number	Course Name	Credit Hours
Arts and Science Electives	Arts and Science electives (recognized as a block of completed courses, not transferred individually). These courses are completed at Crandall University.	30
BIBLICAL STUDIES (Completed at Crandall University)		
BIBL 2013	Interpreting the Bible	3
BIBL 3013	Introduction to the Old Testament 1	3
BIBL 3023	Introduction to the Old Testament 2	3
BIBL 3033	Introduction to the New Testament 1	3
BIBL 3043	Introduction to the New Testament 2	3
CHRISTIAN THOUGHT		
CHUR 2033	History of Christianity	3
THEO 3013	Christian Theology 1	3
THEO 3023	Christian Theology 2	3
THEO 3033	Christian Ethics	3
MINISTRY		
DISP 2023	Intro Praxis	3
DISP 3023	Junior Praxis	3
DISP 4023	Senior Praxis	3
DISP 3036	Mission Praxis	6
EVAN 3073	Cross-Cultural Mission Partnership	3
SPFM 3013	Christian Spiritual Formation for Ministry Leaders	3
Electives	Four ministry electives	12
Total Credit Hours		90

Revised: Crandall-Acadia Partnership Bachelor of Theology

Course Number	Course Name	Credit Hours
Arts and Science Electives	Arts and Science electives (recognized as a block of completed courses, not transferred individually). These courses are completed at Crandall University	30
BIBLICAL STUDIES (Completed at Crandall University)		
BIBL 3063	Interpreting the Bible	3
BIBL 3013	Introduction to the Old Testament 1	3
BIBL 3023	Introduction to the Old Testament 2	3
BIBL 3033	Introduction to the New Testament 1	3
BIBL 3043	Introduction to the New Testament 2	3
CHRISTIAN THOUGHT		
CHUR 2033	Introduction to Christian History 1	3
CHUR 2043	Introduction to Christian History 2	3
THEO 3013	Introduction to Christian Theology 1	3
THEO 3023	Introduction to Christian Theology 2	3
THEO 3033	Christian Ethics	3
PRACTICAL THEOLOGY		
DISP 2023	Introductory Praxis	3
DISP 3023	Junior Praxis	3
DISP 4023	Senior Praxis	3
DISP 3036	Mission Praxis	6
EVAN 3073	Cross-Cultural Mission Partnership	3
SPFM 3013	Christian Spiritual Formation for Ministry Leaders	3
Elective	EVAN, DISP, LEDR, SPFM, PACC, or PAST	3
Elective	EVAN, DISP, LEDR, SPFM, PACC, or PAST	3
Elective	EVAN, DISP, LEDR, SPFM, PACC, or PAST	3
Total Credit Hours		90

Bachelor of Theology Special track for CBAC-recommended mature students

Motion viii: That the Senate of Acadia University approves the program changes to the Bachelor of Theology Special track for CBAC-recommended mature students.

Current: Bachelor of Theology – Special Track for CBAC-recommended mature students⁸

Course Number	Course Name	Credit Hours
IDTH 2010	Orientation (Pass/ Fail)	0
ARTS AND SCIENCE		
	English electives (normally at the 1000-level)	6
	Economics, Political Science, or Sociology electives	6
	Biology, Physics, Chemistry, Math, or other Science electives	6
	Classics, History, Philosophy, Language ⁹ , or Music electives	6
BIBLICAL STUDIES		
BIBL 2013	Interpreting the Bible	3
BIBL 3013	Introduction to the Old Testament 1	3
BIBL 3023	Introduction to the Old Testament 2	3
BIBL 3033	Introduction to the New Testament 1	3
BIBL 3043	Introduction to the New Testament 2	3
CHRISTIAN THOUGHT		
CHUR 2033	History of Christianity	3
THEO 3013	Christian Theology 1	3
THEO 3023	Christian Theology 2	3
THEO 3033	Christian Ethics	3
MINISTRY		
EVAN 3013	Evangelism and Mission in Contemporary Society	3
EVAN 3023	Bringing Renewal to Established Congregations	3
SPFM 3013	Christian Spiritual Formation for Ministry Leaders	3
PAST 3053	Preaching as a Practice and the Practice of Preaching	3
PAST 3063	Christian Worship...Now	3
PAST 4053	Creative Preaching: Beyond the 'Big Idea'	3
DISP 3013	Transformational Discipleship Ministry	3

⁸ Individuals seeking ordination within the Canadian Baptists of Atlantic Canada should note that those under 35 years of age are required to complete a Master of Divinity degree to be approved for ordination.

⁹ Greek and Hebrew recommended.

Course Number	Course Name	Credit Hours
PACC 3013	Pastoral Care Interventions	3
PAST 4013	Mentored Ministry 1	3
PAST 4023	Mentored Ministry 2	3
NXGN 3013 OR NXGN 3063	Youth and Family Ministry OR Children's Ministry	3
ELECTIVES ¹⁰ (Biblical Studies, Christian Thought, or Ministry)		
	Elective	3
	Elective	3
	Total Credit Hours	90

Revised: Bachelor of Theology
– Special Track for CBAC-recommended mature students¹¹

Course Number	Course Name	Credit Hours
IDTH 2010	Orientation (Pass / Fail)	0
BIBLICAL STUDIES		
BIBL 2033	Journey through the Christian Scriptures 1	3
BIBL 2043	Journey through the Christian Scriptures 2	3
BIBL 2053	Introduction to the Christian Bible	3
BIBL 3063	Interpreting the Bible	3
BIBL 3013	Introduction to the Old Testament 1	3
BIBL 3023	Introduction to the Old Testament 2	3
BIBL 3033	Introduction to the New Testament 1	3
BIBL 3043	Introduction to the New Testament 2	3
CHRISTIAN THOUGHT		
CHUR 2033	Introduction to Christian History 1	3
CHUR 2043	Introduction to Christian History 2	3
CHUR 3023 ¹²	Baptist Identity	3
THEO 3003	Basic Christian Beliefs	3
THEO 3013	Introduction to Christian Theology 1	3
THEO 3023	Introduction to Christian Theology 2	3
THEO 3033	Christian Ethics	3
PRACTICAL THEOLOGY		

¹⁰ Those seeking ordination within a Baptist context take Baptist Identity (CHUR 3023). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational requirements.

¹¹ Individuals seeking ordination within the Canadian Baptists of Atlantic Canada should note that those under 35 years of age are required to complete a Master of Divinity degree to be approved for ordination.

¹² Those seeking ordination within a Baptist context take Baptist Identity (CHUR 3023). Those seeking ordination within another denominational family should contact the Associate Dean regarding a Directed Study or alternate option for meeting denominational studies requirements within their tradition.

Course Number	Course Name	Credit Hours
DISP 3013	Transformational Discipleship Ministry	3
EVAN 3013	Evangelism and Mission in Contemporary Society	3
LEDR 2113	Theology and Practice of Racial Justice	3
NXGN elective	Next Generation elective	3
PACC 3013	Pastoral Care Interventions	3
PAST 3053	Preaching as a Practice and the Practice of Preaching	3
PAST 3063	Christian Worship...Now	3
SPFM 3013	Christian Spiritual Formation for Ministry Leaders	3
MENTORED MINISTRY		
PAST 4013	Mentored Ministry 1	3
PAST 4023	Mentored Ministry 2	3
PAST 4033	Mentored Ministry 3	3
PAST 4043	Mentored Ministry 4	3
ELECTIVES (Arts, Professional Studies, Pure & Applied Science)		
	Elective	3
	Elective	3
	Elective	3
	Total Credit Hours	90

Bachelor of Theology – Post Baccalaureate

Motion ix: That the Senate of Acadia University approves the program changes to the post-Baccalaureate Bachelor of Theology.

Current: Bachelor of Theology – Post Baccalaureate

Acadia University graduates who have completed a Minor in Theological Studies during their undergraduate degree may be awarded the Bachelor of Theology degree by completing 30 additional credit hours of course work at ADC. The course requirements on page 129 must have been completed either as part of the first Acadia degree or must be completed at ADC during the post-graduation year.

Course Number	Course Title
BIBLICAL STUDIES	
BIBL 2013	Interpreting the Bible
BIBL 3013	Introduction to the Old Testament 1
BIBL 3023	Introduction to the Old Testament 2
BIBL 3033	Introduction to the New Testament 1
BIBL 3043	Introduction to the New Testament 2
CHRISTIAN THOUGHT	
CHUR 2033	History of Christianity
THEO 3013	Christian Theology 1
THEO 3023	Christian Theology 2
THEO 3033	Christian Ethics
MINISTRY	
EVAN 3013 or 5013	Evangelism and Mission in Contemporary Society
LEDL 4213	Theology and Practice of Racial Justice
SPFM 3013 or 5013	Christian Spiritual Formation for Ministry Leaders
	Additional Ministry electives (including up to five courses at the graduate level) to complete 30 credit hours beyond the first baccalaureate degree
Total Credit Hours completed at ADC beyond the first undergraduate degree must equal 30.	

Revised: Bachelor of Theology – Post Baccalaureate

Course Number	Course Title
BIBLICAL STUDIES (choose 9-12 credit hours)	
BIBL 2033	Journey through the Christian Scriptures 1
BIBL 2043	Journey through the Christian Scriptures 2
BIBL 2053	Introduction to the Christian Bible
BIBL 3063	Interpreting the Bible
BIBL 3013	Introduction to the Old Testament 1
BIBL 3023	Introduction to the Old Testament 2
BIBL 3033	Introduction to the New Testament 1
BIBL 3043	Introduction to the New Testament 2
CHRISTIAN THOUGHT (Choose 9-12 credit hours)	
CHUR 2033	Introduction to Christian History 1
CHUR 2043	Introduction to Christian History 2
CHUR 3033	World Christianity
THEO 3003	Basic Christian Beliefs
THEO 3013	Introduction to Christian Theology 1
THEO 3023	Introduction to Christian Theology 2
THEO 3033	Christian Ethics
PRACTICAL THEOLOGY (Choose 9-12 credit hours)	
LEDR 2113	Theology and Practice of Racial Justice
SPFM 3013	Christian Spiritual Formation for Ministry Leaders
EVAN 3013	Evangelism and Mission in Contemporary Society
DISP 3013	Transformational Discipleship Ministry
NXGN Elective	Next Generation Elective
Total Credit Hours completed at ADC beyond the first undergraduate degree must equal 30 credit hours.	

Minor in Theological Studies

Motion x: That the Senate of Acadia University approves the revisions to the Minor in Theological Studies.

The Senate of Acadia University passed the following motion regarding minors:

Minors

Students must be in good academic standing to declare a minor.

Students can declare a minor at any time, from the Academic Units that offer minors, but should do so before third year to ensure appropriate course selection and program plans.

Academic Units offering minors are responsible for deciding the requirements of the minor, and which courses are eligible to be included in the minor.

Minors should be no fewer than 18h and no more than 24h in one subject area.

Students cannot obtain credit for more than 6h of 1000 level courses towards an 18h minor, unless explicitly specified by an academic unit.

CURRENT: Minor in Theological Studies

Undergraduate students from the faculties of Pure & Applied Science, Arts, and Professional Studies at Acadia University may choose to minor in Theological Studies. Students pursuing a degree with the Faculty of Pure & Applied Science are required to complete 12 hours and students pursuing a degree with the Faculty of Arts are required to complete 24 hours chosen from the courses in the table below. Students pursuing a degree with the Faculty of Professional Studies must consult their academic advisor to determine the hours required for this minor.

Courses to choose from:

Course Number	Course Name
BIBLICAL STUDIES	
BIBL 2013	Interpreting the Bible
BIBL 2023	Survey of the Bible
BIBL 3013	Introduction to the Old Testament 1
BIBL 3023	Introduction to the Old Testament 2
BIBL 3033	Introduction to the New Testament 1
BIBL 3043	Introduction to the New Testament 2
GREE 3013	Foundations of New Testament Greek 1
GREE 3023	Foundations of New Testament Greek 2
HEBR 3013	Foundations of Biblical Hebrew 1
HEBR 3023	Foundations of Biblical Hebrew 2

Course Number	Course Name
CHRISTIAN THOUGHT	
CHUR 2033	History of Christianity
CHUR 4033	Women in the Christian Tradition
THEO 3013	Christian Theology 1
THEO 3023	Christian Theology 2
THEO 3033	Christian Ethics
THEO 3153	Theology of Love

For advice on course selection, students may wish to consult the ADC Registrar or the ADC Director of Undergraduate Studies.

REVISED: Minor in Theological Studies

Acadia undergraduate students may choose to minor in Theological Studies. Students pursuing a minor in Theology must complete a minimum of 18 credit hours and no more than 24 credit hours. Students must be in good academic standing (CGPA 2.0) to declare a minor.

Students can declare the minor at any time but should do so before their third year to ensure appropriate course selection and program plans.

Courses can be chosen from:

BIBLICAL STUDIES
BIBL 2000 and 3000 level courses
GREE 3000 level courses
HEBR 3000 level courses
CHRISTIAN THOUGHT
CHUR 2000, 3000, and 4000 level courses
THEO 2000, 3000, and 4000 level courses

For advice on course selection, students may wish to consult the ADC Registrar or the ADC Director of Undergraduate Studies.

Senate Curriculum Committee (Administrative)

Apr 7, 2025

Summary of email voting on outstanding items to please be considered by Senate

On Mar 25, 2025, the SCC-Admin was asked to vote over email to approve the updated curriculum changes of ESST:

Item	Course/Program	Type of Submission
1	ESST 1003	Form 3: Course Modification
2	ESST 2023	Form 1: New Course
3	ESST 4003 and 4000L	Form 3: Course Modification and Form 1: New Course

Correspondence on these forms was missed and after reviewing remaining items was followed up on. Briefly,

ESST 1003: The reason for modification says “Open to majors only since the course runs expensive field trips paid for by the ESST program fee” and “0-credit lab is required”. This caused some confusion with the committee as on the form, it seems as though the current course information and modified course information may have been switched and ESST confirmed, “Yes, they should be flipped so that ESST 1003 is restricted to majors only and has CODE 1023 & ESST 1000L as corequisites.”

ESST 2023: The enrolment section states that the course would be restricted to ESST majors in 4th year of study, but it’s a 2000 level course with pre-reqs at the 1000 level. The committee was looking to confirm if the enrolment piece is a typo, or, if it’s designed for 4th year students, perhaps looking at changing the course number. ESST responded that “The enrolment text should read “limited to ESST majors in 2nd or 3rd year”.

ESST 4000L: As this is adding a lab to an existing course, the committee requested a Form 3: Program Modification, to add the lab to the course.

The SCC-Admin voted yes to these ESST changes over email.

The POLS/WGST 3203 cross-listing request was removed by WGST on Mar 26, 2025 and by POLS on Apr 1, 2025. This was after discussion at the March Senate meeting.

On Apr 4, 2025, the SCC-Admin was asked to vote over email to approve these additional curriculum changes sent in by Chelsea Gardner regarding the Material and Visual Culture Minor:

Item	Course/Program	Type of Submission
1	Material and Visual Culture Minor	Form 4: Modification to program

This form was sent in to update as there are not enough courses included that are regularly offered. Apparently, faculty thought this form was submitted in 2023 and just recently realized that it had been missed when advising a student. The SCC-Admin voted (5/9) yes to this change over email.

Acadia University Senate Curriculum Committee (Administrative) 2024-2025
Form 3: Proposed Modification to an Existing Course

Department or School:	ESST	
Presented to Faculty Council?	At future meeting	
Date presented (or will be) to Faculty Council:	2024-11-04	
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 checked="" type="checkbox"/> other. Please explain: Restrict course to majors (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	ESST 1003	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	n/a	
Proposed course title:	Sustainability Concepts and Systems	
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 introduces the current state of our world with respect to environmental and sustainability issues, including core sustainability and ecological concepts, theory and analytical tools. It will use experiential and problem-based learning to investigate current issues.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	CODE 1023	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	ESST 1003	
Course Title:	Sustainability Concepts and Systems	
Calendar description: (MAXIMUM 60 words) This course introduces the current state of our world with respect to environmental and sustainability issues, including core sustainability and ecological concepts, theory and analytical tools. It will use experiential and problem-based learning to investigate current issues.		
Prerequisites:	Open to ESST majors only	
Corequisites:	CODE 1023 & ESST 1000L	
Antirequisites:	Click or tap here to enter text.	

<p>Briefly state the reason for requesting this modification. Please be specific.</p> <p>Mod 1: Open to majors only since the course runs expensive field trips paid for by the ESST program fee.</p> <p>Mod 2: 0-credit Lab component is required</p>
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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 (Administration) 2023-2024

Form 1: New Course Proposal

Department or School:	ESST
Presented to Faculty Council?	At future meeting
Date presented (or will be) to Faculty Council	2024-11-04

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	ESST 2023
<i>Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?</i>	No
Proposed course title:	Land-based Learning & Ecological Resilience Practices
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Land-based Learning & Resilience
<p>Provide Calendar description for the course below. (MAXIMUM 60 words)</p> <p>This course uses an experiential approach to providing practices, skills, tools, and applied frameworks for land-based learning, cultivating resilience, and building capacity for joy, connection, and rest while working for transformative change. It aims to better resource students doing sustainability work, acknowledging that challenging emotions and queries can arise in learning about the current state of the environment and society.</p>	
Prerequisites:	ESST 1003; ESST 1000L
Corequisites:	Click or tap here to enter text.
Antirequisites:	Click or tap here to enter text.
Requirement for a major?	Yes
Open to non-majors?	No
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
<p>If you chose 'Yes', please explain.</p> <p>Click or tap here to enter text.</p>	
<p>Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used).</p> <p>This course will use experiential activities and applied frameworks to help students explore land-based learning, cultivate resilience, and build capacity for joy, connection, and rest while learning about and working in the environmental and sustainability studies field. The practices, skills, and tools introduced in this course will be grounded pedagogically in the following perspectives and conceptual frameworks including land as teacher, cultures of reciprocity, epistemologies of crisis and coordination, kinship relations, rest as resistance, pleasure activism, trauma and body-centred psychology, ethic of love, and embodied activism.</p>	

<p>The applied frameworks component of this course will introduce students to relevant concepts that provide framing for the practices, skills, and tools offered in the course. Readings and course materials will include articles and chapters from academic and practitioner books and journals. Potential course materials may include excerpts from the following: Kimmerer, Robin Wall (2013), <i>Braiding Sweetgrass</i>, Milkweed Editions; Simpson, Leanne Betasamosake Simpson (2017), <i>As We Have Always Done</i>, University of Minnesota Press; Joudry, Shalan (2014), <i>Generations Re-merging</i>, Gaspereau Press; Penniman, Leah (2023), <i>Black Earth Wisdom</i>, Amistad Harper Collins; Hersey, Tricia (2022), <i>Rest as Resistance</i>, Little Brown Spark; hooks, bell (1994), <i>Outlaw Culture: Resisting Representations</i>; Hemphill, Prentis (2024), <i>What It Takes to Heal</i>, Penguin Random House; Johnson, Rae (2023) <i>Embodied Activism</i>, Penguin Random House; Johnson, Ayana Elizabeth (2024), <i>What if We Get It Right?</i>, Penguin Random House; Gumbs, Alexis Pauline (2020), <i>Undrowned: Black Feminist Lessons from Marine Mammals</i>, AK Press; Menakem, Resmaa (2017), <i>My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies</i>, Central Recovery Press. Green spaces in and around campus such as the Harriet Irving Botanical gardens and trails and the Acadia Community Farm will be used as resource spaces for this course.</p> <p>The practices, skills, and tools component of the course will introduce students to somatic, creative, land-based, and spiritual practices such as the following: body awareness and embodiment practices, centring and grounding practices, mindfulness practices, land observation and ecological skills, empathic listening and facilitation skills, practices for sitting with discomfort, tools for unlearning, reflective journalling, movement, dance, storytelling, seasonal traditions and rituals, and nature-based art forms. These practices, skills, tools and reflective exercises will support students in building greater self-awareness and critical reflection capacity, provide resources and tools for emotional and embodied processing of challenging information and dynamics, increase capacity for engaging in transformative change work, and enhance knowledge and relationship building with land and community. Students will engage in and reflect on these practices, skills, and tools as resources for enhancing their well-being and capacity for being in emotionally and psychologically demanding learning and work for transformative change in the environmental and sustainability studies field.</p>	
<p>Explain the rationale for proposing this course below. Please be specific.</p> <p>Chaiti Seth was hired in July 2024 in an Instructor position in the ESST program with part of this Instructor role dedicated to enhancing experiential and community-engaged learning across the program. This 2nd/3rd year course (in addition to the proposed 4000L and existing 1000L labs) embeds experiential learning opportunities across the program. The focus of the course has emerged from an identified need within the ESST program, faculty council, and student body for building resilience and capacity amidst students given the emotional and psychological impacts of learning about and working in the environmental and sustainability field in the context of the current environmental and social crises. The course aims to better resource and equip students in navigating learning as well as the work they engage in beyond their degree.</p>	
Is a course with similar content offered at other universities?	Yes
<p>If you chose 'Yes', at which universities, and at what level?</p> <p>A few universities and institutes around Canada and internationally offer courses on theory of resilience thinking, land-based learning, and applied tools and case studies. For example, the Haida Gwaii Institute offers undergraduate courses under a Haida Gwaii Semester in Community Resilience including HGSE 370 Introduction to Resilience Theory in Community, HGSE 371 Re-storying History: Indigenous Perspectives and HGSE 373 Community Planning and Development for Resilience Seminar. UBC's Institute for Critical Indigenous Studies offer Indigenous Land-based courses. University of Ottawa Professional Development Institute</p>	

offers a Resilience and Wellbeing in Times of Change course. Stockholm Resilience Centre offers BL8049 Systems Theory & Resilience Thinking undergraduate course.

Enrolment	
Estimated Enrolment:	20
Will the enrolment be limited?	Yes
If yes, please explain how enrolment will be limited. Limited to ESST majors in 4 th year of study	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	No If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.
If you chose 'No', please provide justification for this imbalance. The addition of this course reflects increased capacity through the creation of an Instructor position in ESST with a focus on experiential and community-engaged learning. The addition of this experiential course enhances experiential learning in the middle years of the program.	

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	Yes
If you chose 'Yes', to what extent and what was the response? Outline and purpose of proposed lab was shared with 4 th year students in ESST 4003 FA2024 class. Responses were extremely positive including excitement, enthusiasm, and articulation of student needs that could be met by this course.	
Will the course be cross-listed or form part of a multidisciplinary program?	No
Briefly outline the impact this course will have on other courses or programs within your unit and others. Will not impact anyone outside the program. Within the program, this course will initially be added as an elective with the intention to move it to a core course in future years.	
Has the proposal been discussed with other appropriate units?	Yes
If you chose 'Yes', to what extent and what was the response? The premise and rationale for the course has been discussed with faculty from Community Development, Environmental Science, Women & Gender Studies, Politics, Philosophy, Business, and History who sit on the ESST faculty council. There has been unanimous council support for the addition of this course to the ESST program.	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Chaiti Seth
Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.

Frequency of offering:	<input type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.
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Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	Yes
Provide a list of available materials in the library that would be suitable for use in this course.	
<p>Provide a list of desirable materials for acquisition by the library.</p> <p>This small sample of resources and materials highlights the Library's offerings that support <i>Land-Based Learning and Ecological Practices</i> learning and coursework. Listed here are select databases, journal articles, books, and audiovisual sources that align with course objectives and deepen student understanding of traditional ecological knowledge, environmental activism, land-based learning, reciprocity, and resiliency. They provide tools for analyzing both traditional and contemporary practices, fostering critical, personal, and relational engagement with ecological issues.</p> <p><u>Databases & Indexes:</u> <i>Environment Complete</i> <i>Sociological Abstracts</i> <i>Historical Abstracts</i> <i>PsycINFO</i> <i>Indigenous Peoples of North America</i></p> <p><u>Journal Articles:</u></p> <p>Bailey, A.J. (2022). Key role of communities for environmental sustainability in rural Canada. <i>Journal of Community Engagement and Scholarship</i>, 10(2). https://doi.org/10.54656/JPFY1251</p> <p>Datta, R. (2023). Land-based environmental sustainability: a learning journey from an Indigenist researcher. <i>Polar Geography</i>, 46(1), 3–17. https://doi-org.9443/10.1080/1088937X.2022.2141905</p> <p>Frazier, D., & Cotterman, K. (2024). Implementing Rest as Resistance: Balancing care for students, community, and self. <i>Metropolitan Universities</i>, 35(1). https://doi.org/10.18060/27554</p> <p>Hatala, A. R., Morton, D., Njeze, C., Bird-Naytowhow, K., & Pearl, T. (2019). Re-imagining miyo-wicehtowin: Human-nature relations, land-making, and wellness among Indigenous youth in a Canadian urban context. <i>Social Science & Medicine</i>, 230, 122–130. https://doi-org.9443/10.1016/j.socscimed.2019.04.012</p> <p>Frazier, D., & Cotterman, K. (2024). Implementing Rest as Resistance: Balancing care for students, community, and self. <i>Metropolitan Universities</i>, 35(1). https://doi.org/10.18060/27554</p> <p>Ljubcic, G. J., Mearns, R., Okpakok, S., & Robertson, S. (2022). Nunami iliharniq (Learning from the land): Reflecting on relational accountability in land-based learning and cross-cultural research in Uq̓suqtuuq (Gjoa Haven, Nunavut). <i>Arctic Science</i>, 8(1), 252–291. https://doi.org/10.1139/as-2020-0059</p>	

Passmore, H.-A., Lutz, P. K., & Howell, A. J. (2023). Eco-anxiety: A cascade of fundamental existential anxieties. *Journal of Constructivist Psychology*, 36(2), 138–153. [https://doi-org.9443/10.1080/10720537.2022.2068706](https://doi.org.9443/10.1080/10720537.2022.2068706)

Case, R. A. (2017). Eco-social work and community resilience: Insights from water activism in Canada. *Journal of Social Work : JSW*, 17(4), 391–412. <https://doi.org/10.1177/1468017316644695>

Books:

Almassi, B. (2020). *Reparative environmental justice in a world of wounds*. Lexington Books.

Henfrey, T., Penha-Lopes, G., & Maschkowski, G. (Eds.). (2017). *Resilience, community action and societal transformation*. Permanent Publications.

Hemphill, P. (2024), *What It Takes to Heal*, Penguin Random House

Hoberg, G. (2021). *The resistance dilemma: place-based movements and the climate crisis*. The MIT Press.

Johnson, A.E. (2024), *What if We Get It Right?*, Penguin Random House

Johnson, R. (2023). *Embodied Activism*. Penguin Random House

Maynard, R., & Simpson, L. B. (2023). *Rehearsals for living*. Vintage Canada.

Menakem, R. (2017). *My Grandmother's Hand: Racialized Trauma and the Pathway to Healing Our Hearts and Bodies*. Central Recovery Press.

Simpson, L.B. (2017), *As We Have Always Done*, University of Minnesota Press.

Tryon, E. A., Madden, H., & Sprinkel, C. (2023). *Preparing students to engage in equitable community partnerships: A handbook*. Temple University Press.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood Pub.

Young, J., & Gardoqui, D. (2012). *What the robin knows: how birds reveal the secrets of the natural world*. Houghton Mifflin Harcourt.

Audiovisual & Media:

Academic Video Online

CBC Curio

Criterion On Demand

NFB Education

Beveridge, N., Suzuki, D., & Wood, S. K. (2023). *War for the woods*. Canadian Broadcasting Corporation.

Naggar, C., Gueze, null, Loumède, C., Mongrain, V., & Cloutier, N. (2020). *Night fair*. National Film Board of Canada.

Nakehk'o, M., Savard, C., & Christensen, D. (2020). *K'i Tah amongst the birch*. National Film Board of Canada.

Osmond, J., & Wilson, A. (2018). *Living the change: Inspiring stories for a sustainable future*. FilmHub.

Snow, S., Yake, E., Ma, Y. J., Allen, D., Friesen, T., Mann, R., Christensen, D., & Ruhemann, A. (2015). *Hadwin's judgement*. National Film Board of Canada.

Windolph, J., Savard, C., Montes, J., & Christensen, D. (2019). *Stories are in our bones*. National Film Board of Canada.

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No specialized needs
What technological resources or assistance, if any, will be required? Standard AV classroom equipment	

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 (Administration) 2023-2024
Form 1: New Course Proposal

Department or School:	ESST
Presented to Faculty Council?	At future meeting
Date presented (or will be) to Faculty Council	2024-11-04

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	ESST 4000L
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	No
Proposed course title:	ESST Capstone Lab
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Capstone Lab
Provide Calendar description for the course below. (MAXIMUM 60 words) This lab provides an experiential capstone experience for ESST students in their final year of study. It will provide experiential opportunities to strengthen connections to community and	

landscape, facilitate a retrospective reflection supporting students in articulating key learning and takeaways from the program, celebrate the students' collective journey, and support graduating students in the transition out of the program and into future endeavours.		
Prerequisites:	ESST1001L; ESST 2001L	
Corequisites:	ESST 4003	
Antirequisites:	Click or tap here to enter text.	
Requirement for a major?	Yes	
Open to non-majors?	No	
Can the course be repeated more than once for credit (e.g. special topics courses)?	No	
If you chose 'Yes', please explain. Click or tap here to enter text.		
<p>Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used).</p> <p>The lab will use experiential and outdoor learning pedagogies. It draws on placemaking, asset-based community development, cultures of reciprocity, and kinship relations frameworks to facilitate connection to landscape and community—both within and beyond the program—in the final year of study for ESST students.</p> <p>This lab will take place as 1 to 2-day experiential learning program that will include hands-on, land-based, community-engaged, and outdoor activities such as forest walks, sensory activities, cooking, camping, reflective exercises, traditions for marking transitions, storytelling, art, team building, and professional development activities.</p> <p>Some examples of potential activities are:</p> <ul style="list-style-type: none"> ▪ Multi-sensory retrospective activity for students to reflect on the key experiences over the course of their degree to harvest and integrate key learnings and takeaways from their ESST journey. ▪ Storytelling & collaborative art activity to support students in articulating pivotal moments and how they have evolved, individually and collectively, over the course of their degree and to identify key questions that will shape their next steps and future endeavours. ▪ Cooking and sharing a locally sourced, seasonal meal as a way to enhance connections to the local landscape, embody sustainability in everyday actions such as food preparation and consumption, enhance a sense of community through sharing food, and celebrate their collective journey in this degree. ▪ Gratitude ceremony to strengthen community ties within and beyond the program and express appreciation for what resourced them through the degree. ▪ Professional development panel of professionals working in diverse areas of the environmental and sustainability studies field to provide guidance and help students prepare for the transition to professional and community life and/or further studies. 		
<p>Explain the rationale for proposing this course below. Please be specific.</p> <p>There are multiple rationales for the creation of this course which include:</p> <p>i. <i>Embeds experiential learning</i>: Along with 1000L, this lab bookends the degree with meaningful experiential learning experiences. The importance of the existing 1000L to the student experience in ESST in terms of establishing a culture for the program, building a strong community within the program, and embedding experiential learning as a norm in the degree</p>		

<p>emerged as a key theme of a survey of current 4th year standing students in the ESST 4003 course (FA 2024).</p> <p>i. <i>Expressed student need:</i> Students have expressed a need for a final year capstone experiential learning opportunity based on the importance and significance of the 1000L first year experience to their experience in the program. Students have demonstrated the desire for such a capstone experience. For example, in 2022, students took the initiative to independently organize a final year capstone experience for themselves and in 2024, students have applied for ASU funding via the ESST Student Society to support a capstone experience for the graduating class.</p> <p>ii. <i>Marking Transitions & Celebration:</i> The lab will celebrate the collective student journey, the importance of experiential learning to their university experience, and mark their transition out of the program.</p> <p>iii. <i>Retrospective:</i> The lab will provide space for a retrospective of the degree which will support students in:</p> <ul style="list-style-type: none"> a) synthesizing learning from their degree b) integrating key concepts, skills, practices, experiences and frameworks from the program c) articulating learning from their program for work applications and community endeavours post-graduation. 	
Is a course with similar content offered at other universities?	Yes
<p>If you chose 'Yes', at which universities, and at what level?</p> <p>Several universities offer experiential learning opportunities as part of their Environmental and Sustainability Studies courses at the undergraduate level. For example, UNBC's Environmental Studies 339 Low Carbon Transitions has experiential components and UoT School of the Environment offers introductory and capstone courses with experiential components including ENV222 Pathways to Sustainability: An Interdisciplinary Approach, ENV461 The U of T Campus as a Living Lab of Sustainability and ENV463 The Edible Campus. We did not find evidence of experiential capstone lab experiences similar to the proposed 4000L lab which expands the scope of and integrates experiential learning into the culture of the program.</p>	

Enrolment	
Estimated Enrolment:	20
Will the enrolment be limited?	Yes
<p>If yes, please explain how enrolment will be limited.</p> <p>Limited to ESST majors with 4th year standing</p>	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	<p>No</p> <p>If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.</p>
<p>If you chose 'No', please provide justification for this imbalance.</p> <p>The addition of this lab reflects increased capacity through the creation of an Instructor position in ESST in July 2024 with a focus on experiential and community-engaged learning. The addition of this capstone lab enhances experiential learning in the upper years of the program and bookends the program with significant experiential learning opportunities.</p>	

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	Yes
If you chose 'Yes', to what extent and what was the response? Excitement and a demonstrated and well-articulated student desire for an experiential capstone experience (see above).	
Will the course be cross-listed or form part of a multidisciplinary program?	No
Briefly outline the impact this course will have on other courses or programs within your unit and others. Click or tap here to enter text.	
Has the proposal been discussed with other appropriate units?	Choose an item.
If you chose 'Yes', to what extent and what was the response? Click or tap here to enter text.	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Chaiti Seth
Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input checked="" type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: 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?	Yes but not applicable as experiential program builds on concepts introduced throughout the program as opposed to introducing new content.
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?	Not applicable
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) 2024-2025
Form 3: Proposed Modification to an Existing Course

Department or School:	Environmental & Sustainability Studies		
Presented to Faculty Council?	At future meeting		
Date presented (or will be) to Faculty Council:	Click or tap to enter a date.		
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 checked="" type="checkbox"/> other. Please explain: Change in corequisite (ESST 4000L) (* Request may go directly to Senate. Does not require curriculum committee approval)			

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	ESST 4003	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Yes	
Proposed course title:	Fourth year lab	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Environmental and Sustainability Studies Capstone	
Provide Calendar description for the course below: (MAXIMUM 60 words) This lab accompanies the ESST 4003 course.		
Prerequisites:	ESST 3003 or permission of the instructor	
Corequisites:	ESST 4000L	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	ESST 4003	
Course Title:	Environmental and Sustainability Studies Capstone	
Calendar description: (MAXIMUM 60 words) Click or tap here to enter text.		
Prerequisites:	Permission of the instructor	
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. Click or tap here to enter text.		

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?	No
If you chose 'No', please explain. This modification adds the lab as a co-requisite. The course (ESST 4003) will not change other than the addition of a lab.	
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. This modification adds the lab as a co-requisite. The course (ESST 4003) will not change other than the addition of a lab.	
Has the proposed modification been discussed with students?	Yes
If you chose 'Yes', do students approve of the modification?	Yes
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. The lab does not require library resources	
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. The fourth year lab will be a one or two day experience that will serve as a capstone to the graduating students' degree programs

Acadia University Senate Curriculum Committee (Administrative) 2023-2024

Form 4: Proposed Modification to a Program

Department/School:	Material and Visual Culture Minor
Presented to Faculty Council?	At future meeting
Date presented to Faculty Council:	Click or tap to enter a date.

Program / Rationale	
Program being modified:	Material and Visual Culture Minor
Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. Removal of courses no longer offered, addition of new courses that count towards this minor (all confirmed through consultation with relevant units), revision of program description	
Briefly state the reason for requesting this modification. Please be specific. The MVC minor did not have enough courses that were regularly offered. We updated and revised the description to be more all encompassing of material and visual culture across disciplines, and to incorporate courses beyond the Faculty of Arts. We believe this will result in a more rewarding program that will be appealing to a broader swath of students.	

Anticipated Impacts & Consultations	
Will this modification alter, in any substantive way, the way your program is currently delivered?	Yes 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. More courses offered, more chance of success for the minor	
Are the effects of this program restricted to your own Department/School?	No
Has the proposed modification been discussed with students?	Yes
Do students approve of the modification?	Yes
If you answered 'No' to any of the last three questions, please explain. Students in any faculty may take this minor, it is not restricted to the Faculty of Arts.	

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>Material and Visual Culture Office of the Dean of Arts; Beveridge Arts Centre Coordinators: Drs. Chelsea Gardner, Laurie Dalton</p> <p>Material and visual culture are all around us and are integral to how we interpret and engage with the world today. This interdisciplinary minor provides a variety of courses for students to engage in questions of how material and visual culture are used, absorbed, interpreted, and produced, from a variety of academic viewpoints. Students will benefit from experiential learning and gain a critical understanding of how material and visual culture influence people, place, and space, throughout history and into the modern world. The courses taught from this</p>

perspective have been grouped together in order to create a multidisciplinary minor that emphasizes intersections between the digital and physical and draw from disciplines such as media studies, design, history, art, archaeology, museum and archival studies, geology, environmental studies, psychology, theatre, and more.

Program Offered: Minor

MINOR IN MATERIAL AND VISUAL CULTURE

Multidisciplinary Minors offer an alternative to completing the Minor requirements for a degree program in a single discipline. The requirements for a Minor vary by faculty and program(s) of study. BA students are required to complete a minimum of 24 credit hours (24h) in the Minor program, while BSc students completing a multidisciplinary Minor are required to complete a minimum of 18 credit hours (18h) in the Minor program. Students pursuing a Minor should consult with their Academic Advisor to ensure that they will meet the requirements for their specific program of study.

There are no required courses for the Minor in Material and Visual Culture. Students who wish to complete this minor are required to present the minimum number of credit hours chosen from the list of courses below to satisfy minor requirements in their program of study. No more than 12h can be in a single discipline. All courses offered towards this minor must be completed with a minimum grade of C-.

Cross-Listed Courses

The following courses may be counted towards the minor in Material and Visual Culture:

APSC 1223, ART/HIST 1813, ART/HIST 1823, ART 2073, ART 2083, ART 2093, ART 2413, ART 2423, ART 3313, ART 3323, ART 3513, ART 3713, CLAS 1803, CLAS 2013, CLAS 2023, CLAS 2553, CLAS 2583, CLAS 2733, CLAS 2823, CLAS 3013, CLAS 3453, CLAS 3663, CLAS 3673, CLAS 3813, CDNS 2513, ENGL 2033, ESST 3513, GEOL 1013, GEOL 2213, GEOL 2703, ENVS 3503, ENVS 3513, GEOL 3733, HIST 1533, HIST 2033, HIST 2493, HIST 2563, HIST 2613, HIST 2643, HIST 2743, HIST 2753, HIST 3143, HIST 3203, HIST 3583, HIST 3593, HIST 3623, HIST 3713, HIST 3723, HIST 3733, PHIL 2103, POLS 3783, PSYC 2173, PSYC 3083, SOCI 2533, THEA 2803, THEA 2813, WGST 3123

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

Additional Information

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

Prior Learning and Assessment Recognition (PLAR) Proposal

What is PLAR?

Prior Learning Assessment (PLAR) allows for students to be recognized for both admission and credit equivalency purposes towards Acadia programs based upon previous professional, cultural, and/or lived experiences and learning.

Most universities and colleges in Canada recognize and have implemented PLAR to varying degrees, beginning in the 1970s. Acadia is currently an outlier. Implementing PLAR at Acadia will:

- Allow more potential learners to access post-secondary education at Acadia from a variety of traditional and non-traditional backgrounds, and recognizes a diversity of professional, cultural, and lived experiences.
- Increase student recruitment possibilities from a wider variety of groups.
- Allow for more appropriate placement of students in programming.
- Assist in expediting program completion, while maintaining academic quality.
- Enhance Acadia's reputation as being accessible, flexible, understanding and current.
- Provide students with recognition for their volunteer, lived and community engagements and experiences.

How Many Students Use PLAR Annually?

UNB and MSVU are recognized as the leading institutions in Atlantic Canada for Prior Learning Assessment and Recognition (PLAR), each with a strong commitment to providing accessible pathways for learners. However, both institutions handle only a modest number of PLAR instances annually—ranging from an average of 2 (MSVU) to 16 (UNB). This limited scope ensures that the process will not place a significant time or effort burden on faculty, or university resources, as the overall demand remains manageable. These cases typically result in 3 - 9 credit hours issued.

Academic Rigour: No Compromises on Quality

One of the biggest misconceptions about PLAR is that it's an "easy way out" for students. In reality, PLAR assessments are designed with the same academic rigour and standards that we apply to traditional coursework. Here's how PLAR ensures that only genuinely deserving students earn credit:

1. **Structured, Multi-Faceted Assessments:** PLAR assessments often require a combination of methods, such as portfolios, challenge exams, and/or skill demonstrations.

Portfolios, for example, demand thorough documentation, selfreflection, and concrete evidence of learning aligned with course or program outcomes. These aren't casual submissions; they're carefully evaluated by faculty to meet determined academic criteria.

2. Alignment with Course and Program Outcomes: Each PLAR assessment is mapped directly to the learning objectives of the course or program it substitutes. If a student is seeking credit for, say, a course in project management, they must demonstrate the same skills and knowledge that traditional students would gain. This ensures that PLAR is about demonstrating that they meet the specific requirements of our curriculum.

3. High Standards in Evaluation: Faculty reviewers measure each student's knowledge and skills against academic expectations. The process often requires a breadth of evidence ensuring that assessments are fair, unbiased, and in line with our institution's commitment to excellence.

4. Transparency and Consistency Across Programs: We're not reinventing the wheel for each student. PLAR operates within a clearly defined framework across departments, meaning students must demonstrate a level of rigour that is consistent with our highest academic standards.

5. Student Preparedness and Effort: It's worth noting that students often report finding PLAR assessments as challenging as traditional courses. Preparing a portfolio, for instance, requires deep self-reflection and extensive documentation. They must synthesize and present their learning in a way that's coherent, academically rigorous, and backed by concrete evidence.

Implementing PLAR

An assessment of quality assurance in PLAR published in 2007 by the Canadian Council on Learning, which reviewed PLAR in Canadian and international environments, found that while inherent value for learners and institutions is clear, there needs to be two established dimensions to ensure institutional quality assurance: 1) PLAR Policies and Procedures and 2) assessment methods and tools (Van Kleef et al., 2007).

Prior Learning and Assessment Policy (PLAR) – To appear in Academic Calendar

Prior Learning Assessment (PLAR) allows for students to be recognized for both admission and credit equivalency purposes towards Acadia programs based upon previous professional, cultural, and/or lived experiences and learning. The University recognizes that knowledge, skills, and abilities can be acquired through various experiences (formal, in-formal and non-formal) as well as demonstrated in varying ways.

If a student believes that their prior learning experiences should be considered for admission and/or credit towards Acadia courses, they can apply for PLAR.

Residency Requirement

Please note that similar to transfer credit, students may not exceed 60 credit hours towards a degree program through PLAR.

Applicability and Exclusions

As certain programs have professional accreditation and/or departmental requirements, PLAR may not be available as an option for admission and/or to be considered for course equivalencies.

Types of Assessment

A PLAR assessment process may involve one, or any combination of the following (but not limited to): a skills and experience portfolio; a challenge exam; an interview; and/or skills/knowledge demonstration. Applicants are also encouraged to submit expressions of support from people, in mediums of their choosing, that can attest to the applicant's skills, aptitudes, and/or community involvement and impacts. To obtain a PLAR form to begin the assessment process, please visit:

<https://registrar.acadiau.ca/RecordsandOtherRequests.html>

Minimum Timeframe

Students will be strongly encouraged to submit materials no later than 8 weeks prior to the start of the desired entry term. Submissions received after this date will be processed, when possible but may not be ready for the start of the term.

Fees for Assessment

Students will be charged a one-time, non-refundable PLAR assessment fee equivalent to 50% of a 3-credit hour domestic course, regardless of the number of credits awarded.

Principles of PLAR Assessment:

1. PLAR can be used for either admission or credit completion purposes.
2. The Registrar's Office will coordinate all Acadia PLAR activities related to credit.
3. The Admissions Office will coordinate all Acadia PLAR activities related to admission.
4. Academic units will be involved in, and have the final decision on, PLAR based admission into their respective programs.
5. Academic units will be involved in, and have the final decision on, PLAR course equivalency credits awarded.
6. The determination of equivalency, including level, type, and amount of credit will be made by the academic units and appropriate subject matter experts.

7. Recognition of specific course equivalencies are granted where a passable standard of the knowledge, skills, attributes and/or outcomes expected upon course completion are demonstrated.
8. PLAR credits will be counted towards program progression and overall credit hour completion but will not be counted towards the GPA. Granted PLAR equivalencies will appear on the official transcript and will show as a P grade.
9. PLAR for course credit equivalency cannot be sought for courses previously attempted at Acadia, whether successful or not.

Calendar entry ends.

Operational Draft – Admissions:

1. Acadia receives form from applicant looking to apply for PLAR based admission. This is limited to applicants that have not applied for prior admission based upon previous post-secondary attendance.
2. Applicant completes regular application indicating program of interest.
3. If the program of interest permits PLAR as an admission route and the applicant indicates PLAR as basis of admission, the Admissions Office will conduct a preliminary interview with the applicant.
4. Based on that interview, the applicant can be directly admitted (fully or conditionally), asked for additional information such as a personal portfolio, or be required that the applicant speak further with the Department/School for an admissions assessment and subsequent recommendation.

Appeals of admission can be directed to the Senate Admissions and Academic Appeals Committee.

Operational Draft – Transfer:

1. Once an applicant has been admitted into Acadia, either on the basis of PLAR or otherwise, and they believe they are eligible for PLAR credit, they must complete the PLAR form and submit it to the Coordinator, Transfers and Articulations. The student will be interviewed by the Coordinator to determine possible PLAR credits and if deemed potential credits could exist, how best to facilitate. The Coordinator will contact the academic unit best positioned to conduct the assessment.
2. This PLAR assessment process may involve one, or any combination of: a portfolio, a challenge exam, an interview or skills demonstration.

All such submissions or demonstrations are conducted by the academic unit that hosts the credit equivalency.

If deemed that credit equivalency is appropriate, the credit can either be for specified or non-specified course/s. That credit will be communicated to the Coordinator for application to the student's official academic record.

Faculty Assessor Quick Reference Guide

What to Look for in a Candidate's Prior Learning, Lived and/or Cultural Experiences

Criteria	Definition
Breadth	<ul style="list-style-type: none"> How broad are the knowledge and skills in the subject? How do these compare in breadth to what is expected from the course or program?
Depth	<ul style="list-style-type: none"> Does the candidate's evidence indicate the required level of learning from the course or program? Is there a taxonomy (such as Bloom's) or other rubrics that might be helpful?
Currency	<ul style="list-style-type: none"> Are the knowledge and skills presented on par with current standards and expectations in the course or program?
Sufficiency	<ul style="list-style-type: none"> Is there sufficient information to reasonably identify the candidate's evidence of knowledge and skills?
Authenticity	<ul style="list-style-type: none"> Evidence submitted for PLAR must be the work/skills/knowledge of the learner seeking credit. Assessors may rely on validation letters from experts in the field, knowledge holders, or conduct interviews or require demonstrations to help validate the request.

Adapted from Quality Assurance in PLAR: A Guide for Institutions Vol. II

Additional assessment materials will be provided at the Acadia Library for reference and review.

In addition, assessors are encouraged to avail themselves of the Canadian Association of Prior Learning Assessment resources <https://capla.ca/>

Fees for Assessment

Students will be charged a one-time, non-refundable PLAR assessment fee equivalent to 50% of a 3-credit hour domestic course, regardless of the number of credits awarded. As PLAR assessments can be time consuming to conduct and coordinate, it is recommended that the fee charged by the University be split proportionally between the assessing Department/s and the RO.



Request for Prior Learning Assessment (PLA) – Undergraduate Studies

Please complete this form, along with your PLA documentation and assessment fee,
and send to:

Registrar's Office
Acadia University
15 University Avenue
Wolfville, NS B4P 2R6

STUDENT INFORMATION *(Please print)*

Full Name	
Acadia Student ID #	
Acadia Program	
Mailing Address	
Acadia Email	

Course based assessment	Course Code and Number	Course Name
Course/s requested for assessment equivalency		

If more space is needed, please submit 2nd form.

Program based assessment	Faculty	Subject Area
Area of general study requested to be assessed for credit/s		

If more space is needed, please submit 2nd form.

I confirm that submitted information and documentation is an accurate account of my learning.

Signature: _____

Registrar's Office Use Only

Documentation	Date	Initial
• Submission received by RO		
• Payment received by RO		
• Submission sent for assessment		
• Assessment outcome form received		
• Assessment letter sent to student		
• Fees disbursement requested		

Request for Prior Learning Assessment (PLA) – Undergraduate Studies

Faculty Assessment Form

Student Name	
Acadia Student ID #	
Date of Assessment	
Assessor	
Faculty/Department	

Assessment Outcome	
Basis for Assessment (Interview, Portfolio Review, Skills Demonstration, etc.)	

Any additional information or documentation required in order to complete assessment	
Student has been followed up with request for additional information per above	
Date RO notified of final assessment	
Date student notified of final assessment	
Signature of Assessor	



First Notice of Motion: Motion to add a student representative, as a voting member, to the Senate Academic Program Review Committee.

Rationale (From the Provost, Dr. Ashlee Cunsolo):

Student representatives, usually the ASU VP Academic, have supported this committee, but not in a formal voting role. There is student interest in this committee, which is excellent, as program reviews and discussions have impact on students – and having the student perspectives and ideas are very helpful for strengthening the work of this committee.

Context:

There are student representatives on other Senate Committees, such as the Academic Planning Committee. There it is a one year appointment, and is filled by the "VP Academic, appointed by the Student Representative Council." There is also a student position on the Academic Integrity Committee. This is vacant for 2024-25, and there is no mention of how that member is appointed.

Recommendation:

It is recommended that the member be selected, like the other student representatives on Senate, by the Student Representative Council, *or* nominated from the six student members of Senate (4 appointed by SRC, 1 by the GSA, and 1 by the Divinity College) and serve for a one year term.

Current Membership of the APRC (page 8 of 2024-2025 Senate Committee membership document):

<https://senate.acadiau.ca/files/sites/senate/Committees%20and%20Membership/Acadia%20Senate%20committees%202024-2025%20April%204%2C%202025.pdf>

Committee: Academic Program Review Committee (APRC)

Type: Standing

Status: Active Duties:

- (1) to determine policy and procedures for conducting program reviews;
 - (2) to determine annually which academic units are to be reviewed;
 - (3) to select the members of each unit review committee;
 - (4) to oversee the process of review in each case;
 - (5) to make recommendations to Senate on the basis of the findings of each unit review committee;
 - (6) to deal with such matters as Senate may from time to time entrust to the Committee.
- Leave

Membership

1 Provost & VPA (ex-officio)

1 Academic Program Development, Quality Assurance, and Planning Coordinator (non-voting) (ex-officio)
1 Registrar or Delegate (ex-officio)
1 Arts representative
1 Prof. St. representative
1 P&A representative
1 Governor
1 Dean of Faculty under review

Chair: Provost and Vice-President Academic

Secretary: Registrar

Procedures for Appointment of Faculty: Nominated and elected within each Faculty.

Second Notice of Motion: Motion to approve changes to the Constitution of the Faculty of Professional Studies Council.

Rationale: These changes have been reviewed, voted on, and approved by FPS Council. The Senate Bylaws Committee has reviewed these changes and is unanimous in agreeing that they can be forwarded to the Senate for review and approval. A summary document describing the changes as well as a copy of the new draft Constitution, which new language bolded in green, is attached. The existing Constitution can be found here: <https://professionalstudies.acadiau.ca/files/sites/professionalstudies/resources/PDF/FPS%20constitution%20Amended%20Version%202018-04-06.pdf>

FPS Approved changes to the FPS Constitution (v2018).

(Changes are described from the point of view of the revised 2025 constitution).

1. IV. Membership:

- Article A - MEMBERS (VOTING):
 - Updated “Director / Head” (2018) to “Unit Heads” (2025).
 - Updated “FPS Administrative Manager” (2018) to “FPS Assistant to the Dean” (2025).
- Article A - ASSOCIATE MEMBERS (VOICE BUT NO VOTE):
 - removed “one representative from AEC” (2018); the Acadia Entrepreneurship Centre no longer exists
 - removed “Professors Emeriti in the FPS” (2018); in practice Professors Emeriti do not attend meetings, but removing them does not preclude a Professor Emeriti from attending a meeting as they can be voted in as an Associate Member under the procedures listed in Article B.
- Article C - Replaced “his/her” (2018) to “their” (2025) for inclusivity

2. VI. Officers: Cleaned up this section; Article A identifies the roles of FPS Officers, Articles B-E describe the duties of each role.

- Article A - Moved the requirement that each role be filled by a different person from Article B (2018) to Article A (2025).
- Article B - Simplified the description of the role of the chair;
- Article E - Moved the procedure for electing the Elections Officer from Article A (2018) to Article E (2025); moved the description of the duties of the Elections Officer from Section XII Article B (2018) to Article E (2025); indicated that the description of the voting process, originally described in Section XII Article A, C, and D (2018) have been moved to Addendum I.

3. VII. Meetings:

- Article A: changed meeting dates from a specific month to the more generic “fall” and “winter”.

4. VIII. Council Committees: restructured the committees, and clarified the responsibilities and duties of each committee.

- Removed the list of committees (2018) as explained below, the Governing Principles now start section VIII;
- Removed “Except where the Chair is already determined, the Chair of each committee shall be elected annually by the members of the committees at their first meeting after July 1” from governing principles since it is redundant within the amended committee structures;
- Renamed the “Dean and Directors Committee” to the “Dean and Unit Heads Committee”;
- As Unit Heads are the core group responsible for carrying out the duties of the Nominating Committee and awards committees for teaching, research and community engagement awards, the functions of these committees were streamlined into a Unit Heads Committee, whose duty is to complete the nominating and award adjudication functions;

- The duties, responsibilities and procedures of the Nominating Committee (2018) are now described in Article B (2025) as a function of the Unit Heads Committee;
- FPS awards will not be individually named in the constitution but rather are referenced simply as “FPS Awards” (2025), therefore, removed The Distinguished Teaching Award Committee, The Award for Research Excellence and the Award for Outstanding Research Project Selection Committee, and The Community engagement Service Award adjudication committee. These awards are referenced simply as FPS Awards, the adjudication of which is the duty of the Unit Heads Committee. This streamlines the adjudication of awards which had cumbersome composition requirements (2018), as well as reducing the number of committees requiring faculty appointments (the composition of each awards committee [2018] was a little different and no longer made good sense);
- Renamed the “Planning Committee” (2018) to the “Curriculum Committee” (2025) as that has been the sole function of this committee. Also removed the requirement for 2 student representatives and a Support Staff representative based on the principle that student and staff are invited to provide input into curriculum changes at the academic unit level;
- Removed the Student Planning Committee. There is student funding for professional development opportunities in the Dean’s budget; these requests are usually received outside the academic year when the committee is unable to meet, making it redundant;
- Removed the Staff Planning Committee. The Assistant to the Dean hosts regular meetings of staff and offers professional development opportunities for staff, making this committee redundant.

5. X. Committee Reports

- Following the change to more generic language for meeting dates in section VII, “April” (2018) was revised to “Winter” (2025).

6. XI. Senate Representation:

- Replaced “Director/Head” with “Unit Heads”;
- With the addition of the School of Nursing there are now 6 Unit Heads in the FPS. Therefore, we replaced “one additional member elected from each of the Kinesiology, Business and Education Schools...and one member at large elected by the FPS” (2018) with “the remaining members shall be elected through a broader call to the FPS” (2025). This change was made to (a) accommodate inclusion of the Director of the School of Nursing, and (b) to give flexibility to the wording of this Article so that the Constitution doesn’t need to be revised each time the composition of the FPS changes.

7. XII. Elections Officer:

- Moved the description of the duties of the Elections Officer to section VI Article E;
- Moved the Process Governing Elections procedures from its own section (2018) to Addendum I (2025). This allows the procedures to evolve and change without having to revise the Constitution
- This section no longer exists as a stand alone section.

CONSTITUTION
of the
FACULTY of PROFESSIONAL STUDIES COUNCIL
of
ACADIA UNIVERSITY

Preamble

This Constitution is written under the appropriate terms and conditions of an Act respecting Acadia University Chapter 113 (1968) of the Laws of Nova Scotia (commonly called Bill 30), and subsequent amendments thereto, especially those resulting from the report *Into the Fourth Quarter*. The latter establishes the Faculty of Professional Studies as a sub-committee of the Senate of Acadia University, and gives the Council a formal position within the structure of the University, with specific rights and duties to perform. This Constitution is the formal instrument by which those rights and duties are to be carried to fruition. This Constitution, and any amendments thereto, are to be approved by the Senate. However, it is implied hereunder that the Senate may take no other action with respect to this Constitution or any amendment thereto.

I. NAME

The name of the organization shall be the Faculty of Professional Studies Council (referred to herein as "the Council").

II. MAILING ADDRESS

The Council's mailing address shall be The Secretary of the Faculty of Professional Studies Council, Acadia University, Wolfville, Nova Scotia, Canada. B4P 2R6.

III. OBJECTS

- (A) The Council may give consideration to all matters pertaining to academic policy within the Faculty of Professional Studies.
- (B) The Council may, if it so desires, express opinions in affairs of Acadia University (sometimes referred to herein as "the University").
- (C) The Council may, if it so desires, deal with any matter which the Board of Governors, the Senate, or the Faculty of Professional Studies may request it to consider.

IV. MEMBERSHIP

- (A) From and after the enactment of this Constitution, membership of the Faculty of Professional Studies is deemed to be:

MEMBERS (VOTING)
<ul style="list-style-type: none">▪ full-time faculty with academic appointment in the Faculty of Professional Studies (FPS)▪ half-time faculty with academic appointment in the FPS▪ Instructors with academic appointment in FPS▪ the Librarians for FPS▪ the President if holding an academic appointment in FPS▪ the Vice-President (Academic) if holding an academic appointment in FPS▪ the Dean of the FPS▪ any Academic Unit Head with an academic appointment in FPS▪ the FPS Assistant to the Dean▪ one Support Staff member from each academic unit in FPS▪ one full-time undergraduate student from each academic unit in the FPS selected by the students in each of the academic units.▪ one graduate student selected by the Acadia Graduate Students' Association and rotated annually from the FPS graduate programs.

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ASSOCIATE MEMBERS (VOICE BUT NO VOTE)
<ul style="list-style-type: none">▪ the representative from the Faculty of Arts▪ the representative from the Faculty of Pure and Applied Science▪ support staff in FPS excluding the voting reps

Additional candidates for associate membership shall be nominated by an academic unit in the Faculty of Professional Studies. All additional associate members shall be elected by a simple majority of Council at the first regular meeting of Council of the academic year. Associate membership may also be withdrawn by a simple majority vote.

- (C) Any questions of or pertaining to the rights of an individual to membership in the Council shall be decided at the first Council meeting of each year. A person shall cease to be a member of the Council when **their** employment in the Faculty of Professional Studies is terminated. All members of the Council remain members while on leave, but may not serve on any committees of the Council during their absence.

V. THE YEAR

The year of the Council shall correspond to the academic year of Acadia University, presently 1 July to 30 June next.

VI. OFFICERS

- (A) The Officers of the Faculty of Professional Studies shall consist of a Chair, a Vice-Chair, a Secretary, and an Elections Officer. **No two offices of the Council may be held simultaneously by the same person.**

- (B) **The duty of the Chair is to** preside over all meetings of the Faculty of Professional Studies Council.

- (C) The Vice-Chair shall act as Deputy to the Chair and serve whenever the Chair is prevented from so doing, or whenever the Chair wishes to participate in debate as an individual member of Council.

- (D) The Secretary to Council shall be the **Assistant to the Dean** of the Faculty of Professional Studies. The duties of the Secretary to Council are:

- (1) to record, or have recorded, and distributed within seven (7) days after meetings proper minutes of all Council meetings.
- (2) to assist the Chair with preparation and distribution of notices, meeting agendas, and all information pertaining thereto.
- (3) to maintain and act as custodian of the records and membership rolls of Council, and to deposit the records of Council in the Acadia University Archives on an annual basis.
- (4) to perform other duties as assigned by the Council.

- (E) The Elections Officer shall be elected annually by Council on nomination by the Unit Heads**

Committee. The duties of the Elections Officer shall be:

- (1) to conduct in April of each year, the election of the Chair and Vice Chair of Council to serve for the following academic year.
- (2) to conduct an election for a Faculty representative to the Board of Governors. All members of Faculty shall be eligible to serve on the Board of Governors except those who, in any capacity, regularly attend meetings of the Board of Governors, including the Executive Committee of the Board.
- (3) to conduct other elections as needed.
- (4) to conduct all elections according to the process outlined in Addendum I.

VII. MEETINGS

- (A) There shall be a minimum of two meetings of Council each year; one in the Fall semester, and one in the Winter semester. Also, the Council shall meet at the call of the Chair or, in the absence or indisposition of the Chair, at the call of the Vice-Chair and the Secretary, or whenever eight members of Council, in writing to the Secretary, request that a meeting be called.
- (B) Procedure at all meetings of the Council, and of the Committees of Council, shall be guided by Roberts Rules of Order (latest edition). The agenda, including all notices of motion (other than amendments to the Constitution), shall be distributed to all members of Council or, in the case of standing committees, to the members of the committee, seven days in advance of the meeting.
- (C) The quorum for all meetings of Council shall be twenty-five percent of the voting members of Council, to be determined each year on the date of Council's first meeting of the year.
- (D) All decisions made by the Council prior to the coming into force of this Constitution shall be binding upon the Council after the date of ratification of this Constitution. Notwithstanding anything in the foregoing, any previous action or decision of Council which is altered, amended, or repealed by anything which is written in any article of this Constitution shall, if it be in contravention of or repugnant to any part of this Constitution, be void when this Constitution is ratified.

VIII. COUNCIL COMMITTEES

Governing Principles

- (1) It shall be considered to be the right of any member of Council to request an appearance before, or make submission to, any committee of Council.
 - (2) All committees of Council may establish sub-committees to assist them with their functions, and they may also co-opt assistance whenever they believe it to be desirable and in the best interests of all concerned. Council must be informed at the next Council meeting of the establishment of any and all sub-committees.
- (A) The Dean and Unit Heads Committee shall consist of the Dean, who shall chair the committee, the Unit Heads within the Faculty of Professional Studies, and the

Assistant to the Dean. This body is responsible for the governance of the units and the faculty.

- (B) The Unit Heads Committee shall consist of the Head of each academic unit within the Faculty of Professional Studies, and the Assistant to the Dean.

Duties of the Unit Heads Committee

(1) Nominating

- a) To present to the Winter semester meeting of Council nominations for Council, Senate and University committee vacancies (including Faculty representatives to the University Review Committee but excluding the Faculty representative to the Board of Governors) as well as the nominations for the Elections Officer.
- b) Vacancies:
 - (i) Review vacant positions and determine potential candidates.
 - (ii) Invite candidates to serve until one agrees.
 - (iii) If vacant positions remain, remaining members shall be elected through a broader call to the Faculty of Professional Studies.
 - (iv) Present nominations to Council where additional nominations shall be invited.

(2) Awards.

- a) Adjudicate Faculty of Professional Studies awards and scholarships.
- b) To appoint one or more people to adjudicate grant awards if the elected representatives are not eligible.

- (C) The Faculty of Professional Studies Curriculum Committee shall consist of the Dean, who shall chair the committee, the Unit Heads within the Faculty of Professional Studies, the Assistant to the Dean, and one faculty member from each unit elected through the nominating procedure, and Faculty of Professional Studies Council Chair. This body is responsible for reviewing curriculum change submissions from academic units within the faculty.

IX. ad hoc COMMITTEES

The Council may establish any number of ad hoc committees to study and report on any matter within the Council's competence. The membership of such committees shall be determined by Council at the time the Committee is established.

X. COMMITTEE REPORTS

At the Winter semester Council meeting of each year all Council committees and all ongoing *Ad-hoc* committees shall report in writing to Council on their activities.

XI. SENATE REPRESENTATION

- (A) The Faculty of Professional Studies has ten (10) members of Senate. They are:

- (1) The Dean of the Faculty (permanent member).
- (2) The Unit Heads of each academic unit in the Faculty of Professional Studies (ex-officio members).
- (3) The remaining members shall be elected through a broader call to the Faculty of Professional Studies.

XII. AMENDMENTS

The Council may, by Special Resolution which shall be distributed fourteen (14) days in advance of the next meeting of Council, amend or repeal any article of this Constitution provided that all amendments, either additions or deletions, are consistent with the statutes of Nova Scotia and more particularly Chapter 113 (1968) of the statutes of Nova Scotia, and with the Constitution of Senate. All amendments of this Constitution must be approved by two-thirds of the Council, present and voting, in the form of a special resolution before any such amendment comes into force. A vote on any such amendment shall be conducted by secret ballot, unless the members present agree unanimously that a secret ballot is not necessary.

XIII. INTERPRETATION

In all articles of this Constitution, the singular shall include the plural, and the plural, the singular. Whenever reference is made in this Constitution to any statute or The Council may, by Special Resolution which shall be distributed fourteen (14) days in advance of the next meeting of Council, amend or repeal any article of this Constitution provided that all amendments, either additions or deletions, are consistent with the statutes of Nova Scotia and more particularly Chapter 113 (1968) of the statutes of Nova Scotia, and with the Constitution of Senate. All amendments of this Constitution must be approved by two-thirds of the Council, present and voting, in the form of a special resolution before any such amendment comes into force. A vote on any such amendment shall be conducted by secret ballot, unless the members present agree unanimously that a secret ballot is not necessary.

- XIV. This Constitution, known as the "2025 Constitution of the Faculty of Professional Studies," became effective on the first day of July 2025.

ADDENDUM I

The Process Governing Elections

- (A) The Elections Officer shall set all necessary dates for elections.
- (B) Nominations
Nominations shall not close before one week after the call for nomination has been distributed.
- (C) Voting eligibility and procedure
 - (1) Faculty elections will be by secret ballot
 - (2) Electronic nominations and election processes under the auspices of the Elections Officer, constitute sufficient means for nominations and secret ballots
 - (3) There shall be no proxy votes
 - (4) Elections shall not close until three (3) working days (72 hours) after the ballots have been distributed
 - (5) Each member of Council shall have as many votes as there are vacancies to be filled, but no member may give more than one vote to any candidate. Where voters cast fewer votes than the number of vacancies to be filled, such ballots shall still be counted.
 - (6) The Elections Officer shall not vote in Council elections except to break ties. All ties shall be broken by a vote of the Elections Officer, using only one vote per round of balloting.
- (D) Voting Process
 - (1) Single Vacancy:
Where there is a single vacancy to be filled, the winning candidate shall be the one who receives the majority of votes cast:
 - a) Where there is only a single nominee, that nominee is elected by acclamation
 - b) Where there are two nominees, there shall be a single ballot to determine the winner
 - c) Where there are three nominees and the leading candidate after the first ballot has not received a majority of the votes cast, there shall be a second ballot between the two leading candidates to determine the winner
 - d) Where there are four or more nominees and the leading candidate after the first ballot has not received a majority of the votes cast, there shall be a second ballot between the three leading candidates. If the leading candidate after the second ballot has not received a majority of the votes cast, there shall be a third ballot between the two leading candidates to determine the winner.
 - (2) Two or More Vacancies:
Where there are two or more vacancies to be filled, the winning candidates must receive a majority of the votes cast. A majority in such instances is the total number of votes divided by twice the total number of vacancies to be filled with the addition of one to the result. If this final total is not a whole number, the next higher whole number is taken.
 - a) Where no candidates are elected after the first ballot, the second and, if necessary,

subsequent ballots shall include one more candidate than there are vacancies to be filled. Those candidates with the highest vote totals will be included on the second and subsequent ballots

- b) Where one or more candidates are elected after the first ballot, but one or more vacancies remain to be filled, the second, and if necessary, subsequent ballots shall include one more candidate than there are vacancies to be filled. Those candidates with the highest vote totals among the remaining candidates will be included on the second and subsequent ballots.
- c) Where more candidates receive a majority of votes (as defined above) than vacancies exist, those candidates with the higher vote totals shall be declared elected.
- d) Where there are two or more vacancies of different duration, those candidates who are elected on an earlier ballot or with more votes on the same ballot shall receive the longer term of office.