ACADIA UNIVERSITY | SENATE

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 Wednesday, October 7, 2026.

A meeting of the Senate of Acadia University occurred on Wednesday, October 7, 2026, beginning at 4:00 PM, with Chair A. Kiefte presiding. The meeting took place virtually using Microsoft Teams.

Chair A. Kiefte called the meeting to order at 4:01 PM.

Approval of Agenda

A. Kiefte noted that Version 4 of the agenda had been sent at 2:54 p.m. that afternoon.

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

J. Hooper raised concerns about the late addition of items to the Senate agenda, noting that several items had been added on the day of the meeting. He asked whether there were established deadlines for agenda submissions to allow Senators sufficient time to review materials in advance.

A. Kiefte clarified that agenda materials were generally expected one week in advance, with motions requiring one week's notice. She acknowledged the concerns regarding late additions and explained that the reports had been included due to time-sensitive matters, particularly the work of the Senate By-Laws Committee. She noted that items could be moved from the Consent Calendar to the regular agenda to allow for discussion. She also noted that that any Senator could request the removal of an item from the Consent Calendar without requiring a formal amendment to the agenda.

K. Ashley supported the concerns raised by J. Hooper and acknowledged that she had also submitted reports late. She suggested establishing firmer deadlines for agenda submissions to minimize last-minute changes and allow Senators sufficient time to review materials.

A. Kiefte agreed that firmer deadlines should be established and applied consistently to all submissions. She clarified that the seven-day notice requirement for motions was prescribed in the Constitution and By-Laws.

E. Curry also supported establishing firmer deadlines, noting that multiple communications and late additions had made it difficult for faculty to keep up with meeting materials for both Faculty Council and Senate.

A. Kiefte suggested sending reminders in advance to Senate committee chairs and Senators regarding submission deadlines for agenda items, in addition to the positions that already receive that reminder. She also reminded Senators that special meetings could be called to address time-sensitive matters between regular Senate meetings if items are not received in time but must be handled prior to the next regular Senate meeting.

MOTION TO APPROVE THE AGENDA CARRIED. ONE ABSTENTION WAS NOTED FORMALLY IN THE MEETING CHAT.

Other Business (Part 1)

Chair Announcements (Brief verbal communications not included in Consent Calendar Items)

A. Kiefte announced that regrets had been received from Candy O'Connor, Howard Williams, Jeff Hennessy, Kait Pinder, Lerato Chondoma, Liesel Carlsson, Mary Sweatman, Remmi Boisjoli, and Shelley Fleckenstein. She noted that Nic D'Amato, Cassel Busse, Donna Seamone, and Julia Poertner had indicated they would depart early, while Hélène d'Entremont and Edith Callaghan would arrive late. She invited additional brief verbal announcements not included in the Consent Calendar reports.

J. Slights, Chair of the Timetable, Instructional Hours and Examinations Committee, responded to a question raised by E. Curry at the previous meeting regarding a policy for replacing instructional time lost due to unplanned University closures. She reported that the Committee had extensively reviewed several options, including flexible days, extending examination periods, Sunday classes and online instruction, but concluded that each presented challenges and potential inequities. The Committee therefore did not recommend establishing a formal policy but remained open to considering written proposals that addressed these concerns.

Approval of the Fall Graduands

Motion to approve the October 2026 list of graduands. Moved by D. Benoit and seconded by E. Curry.

A. Kiefte invited M. Bishop to provide any updates to the list of Graduands since its circulation.

M. Bishop confirmed that the list circulated to Senate was accurate and up to date. He advised that a candidate had been removed following Faculty Council's consideration of the list and that the change had been incorporated prior to its circulation to Senate.

A. Kiefte noted that any changes to the graduands list would be reflected in the official record but that individual student names and program details would not be included in the minutes.

T. McGillivray sought clarification on whether the asterisks beside the Bachelor of Science in Nursing graduands indicated that they were graduating under Cape Breton University.

A. Kiefte confirmed that the asterisk indicated that the Bachelor of Science in Nursing graduands were graduating under Cape Breton University and that this was noted on page seven of the list.

T. McGillivray asked when the first cohort of Nursing students would graduate from Acadia University.

A. Cunsolo advised that the upcoming Convocation would mark a joint celebration with Cape Breton University, with representatives from both institutions participating. She invited C. Haigh or M. Bishop to clarify when the first Nursing cohort would graduate from Acadia University.

C. Haigh stated that she believed that the first Nursing cohort was expected to graduate from Acadia University in 2027, following the full transition of the program from Cape Breton University.

C. Busse clarified that Nursing students graduating in 2027 would have the option of receiving a degree parchment from either Acadia University or Cape Breton University, as they would have completed more than half of their program through Cape Breton University.

T. McGillivray congratulated those involved in the successful transition of the Nursing program.

MOTION TO APPROVE THE OCTOBER LIST OF GRADUANDS CARRIED

Enabling Motion

Motion to approve the Enabling Motion. Moved by A. Cunsolo and seconded D. Duke.

A. Kiefte invited the Provost and Vice-President Academic to read the enabling motion.

MOTION TO APPROVE THE ENABLING MOTION CARRIED

There was a round of applause, and congratulations were extended to the Fall 2026 Graduates.

Consent Calendar Items

Motion to receive the Consent Calendar items. Moved by O. Jacob and seconded by E. Boles.

A. Kiefte noted that there would be a 15-minute question period to ask any substantial questions. Any questions posed about the Consent Calendar items at this time should be brief clarifications or corrections. She noted that she had sent another note about the nature of the Consent Calendar structure and procedure at midday today.

CONSENT CALENDAR ITEMS RECEIVED

Other Business (Part 2)

Question Period

A. Kiefte opened the floor for Question Period, advising that a maximum of 15 minutes had been allocated, with additional questions to be addressed as time permitted. She reminded Senators that speaking limits of two minutes per turn and two turns per item applied.

E. Curry sought clarification on the acronym “SLT” in E. Beaudin’s report. She also reiterated a request made at Faculty Council for additional information regarding the Academic Restructuring process, noting that the GANTT charts provided were more useful for administrative planning than for individual faculty planning. She asked A. Cunsolo to identify when the requested information, including clarification of the academic objectives, could be provided. She began to ask additional questions.

A. Kiefte noted that the questions E. Curry was asking here had already been submitted to A. Cunsolo and raised at Faculty Council yesterday. She asked E. Curry to focus on the anticipated timeline for a response, given the speaking time limit.

E. Curry asked whether A. Cunsolo would be willing to provide the additional information requested and, if so, when it could be expected.

A. Cunsolo acknowledged receipt of E. Curry's seventeen questions and advised that she required additional time to review them, noting that some would require substantial work while others would be addressed through the developing communication plan. She indicated that Senior Leadership Team would provide regular updates on key milestones but could not commit to a timeline for responding to the questions.

E. Curry stated that some of the seventeen questions were presented in two alternative formats and that a response to either version would suffice.

J. Fowles requested clarification on the concept of incentive-based budgeting.

A. Cunsolo clarified that incentive-based budgeting would not involve changing the University's overall budget structure but would apply to targeted areas, including Graduate Studies, research, and fundraising. The approach would allow revenue generated through these activities to be reinvested in academic priorities, supporting program growth, research activities and individual Faculties.

J. Sachs raised a question for the Chair. He noted that confusion and differing interpretations had arisen at Faculty Council regarding the Academic Restructuring motion approved by Senate on June 17. He requested clarification on what Senate had approved and, specifically, what actions the motion authorized the administration to undertake following its approval by the Board of Governors.

A. Kiefte clarified that Senate had approved the establishment of the new academic structure of two Faculties and six Schools as of July 1, 2027, with the understanding that Faculty and School names could be refined during implementation. She explained that Version 4 of the restructuring proposal had been provided as a supporting document but was not explicitly approved in its entirety, as it contained financial and operational matters outside Senate's purview. While her understanding was that the placement of academic programs within Schools was implicit in the approved structure based on the supporting documentation, she emphasized that the formal motion did not specify individual programs or their placement, despite discussion of potentially including those details.

A. Cunsolo agreed with A. Kiefte's explanation and expressed serious concern with how the matter had been framed at Faculty Council. She emphasized that Senate's approval of the Academic Restructuring was informed by the full Version 4 proposal and supporting documentation, including the proposed composition of the two Faculties and six Schools. She noted that while the motion could not include matters outside Senate's purview, the supporting materials had been extensively discussed and formed the basis of Senate's decision. She further noted that the provision allowing refinement of Faculty and School names was intended to permit minor adjustments informed by market research, rather than substantive changes to the approved structure.

J. Sachs asked whether A. Kiefte shared A. Cunsolo's interpretation, noting that the placement of individual programs within Faculties and Schools had not been debated at the June 17 Senate meeting. He sought clarification on whether Senate's approval extended to any elements of Version 4 that were not explicitly included in the wording of the approved motion.

A. Kiefte stated that Senate had approved the motion on the bottom of page 16 of the June 17 minutes. While the placement of individual programs within Faculties and Schools was included in the Version 4 supporting documentation, these details were not incorporated into the motion. She confirmed that Senate had not explicitly approved the placement of individual programs, although the supporting documentation had informed its decision.

E. Curry raised concerns expressed by faculty colleagues in the Faculty of Pure and Applied Sciences regarding the transparency of the Academic Restructuring consultation process and how feedback had been considered. She noted the significant time and effort devoted to providing feedback, alongside the demands of Schedule H, and the resulting stress on faculty. She questioned how much time had been devoted to drafting the motion, suggesting that its wording could have been better phrased.

A. Cunsolo questioned the need to revisit the wording of the Academic Restructuring motion four months after its approval by Senate, noting that it had passed with a 65.9% majority.

J. Carlson questioned how programs omitted from Version 4 of the Academic Restructuring proposal would be addressed if the document was considered part of Senate's approval, noting that the Graduate Studies program in Social and Political Thought was not included in the list.

A. Cunsolo indicated that the placement of Social and Political Thought could be determined based on requests to keep Arts and Social Sciences together and invited any corrections or omissions to be submitted.

A. Kiefte concluded Question Period, noting that any outstanding questions could be addressed under Other Business, time permitting.

Motion from the Graduate Studies Committee pertaining to MA Politics

Motion to approve the Program Modification Proposal for Master of Arts Politics. Moved by K. Ashley and seconded by J. Sachs.

A. Kiefte introduced the motion from the Graduate Studies Committee regarding the Master of Arts in Politics program modification proposal. She clarified that Senate had approved two associated curriculum changes at the previous meeting but had not formally approved the full program modification proposal. The document, originally circulated on September 4 and recirculated on September 29, was therefore brought forward for formal approval.

K. Ashley confirmed A. Kiefte's summary and invited J. Sachs to provide any additional comments.

J. Sachs acknowledged the collaborative efforts involved in developing the program modifications. He explained that the changes were intended to address existing program challenges, create new opportunities for students and respond to feedback received from the provincial government.

A. Kiefte noted that the broader discussion from the previous meeting would be reflected in those minutes and invited any additional comments on the proposal.

A. Cunsolo expressed strong support for the program modifications and commended those involved in developing the proposal.

With no further discussion, the Chair called for the vote.

MOTION CARRIED

Motion from the Ad Hoc Nursing Committee

Motion: To dissolve the ad hoc Nursing Program Steering Committee of Senate, understanding that the School of Nursing has now taken on full responsibility for the Acadia Nursing program, which is now standalone, and the committee has fulfilled its mandate. Moved by C. Haigh and seconded by A. Cunsolo.

A. Kiefte introduced the motion to dissolve the Ad Hoc Nursing Program Steering Committee, noting that the Committee had fulfilled its mandate and that the School of Nursing had assumed full responsibility for Acadia's standalone nursing program. She invited C. Haigh to provide any additional comments beyond those included in the Committee's report.

C. Haigh noted that the Committee's report comprehensively outlined the rationale for the motion and had nothing further to add.

A. Cunsolo commended the Ad Hoc Nursing Program Steering Committee for its work over several years, recognizing its contributions to establishing the School of Nursing and supporting the transition to a standalone program.

T. McGillivray proposed an amendment to the motion to include the words "with the gratitude of the University," in recognition of the Committee's significant contributions to the establishment of the Nursing Program.

Amendment: Motion to amend the wording to include the words "With gratitude from the university" immediately following "Ad Hoc Nursing Program Steering Committee of Senate." such that the motion would become "To dissolve the ad hoc Nursing Program Steering Committee of Senate, with gratitude from the university, understanding that the School of Nursing has now taken on full responsibility for the Acadia Nursing program, which is now standalone, and the committee has fulfilled its mandate.". Moved by T. McGillivray and seconded by L. Rich.

K. Ashley expressed support for the amendment, recognizing the establishment of the Ad Hoc Nursing Program Steering Committee as an example of Senate's creative approach to addressing challenges, strengthening academic programming, and contributing to the province.

AMENDMENT CARRIED

There was no further discussion and the Chair called for the vote.

MOTION CARRIED

A. Kiefte confirmed that the Committee would be dissolved immediately, as no effective date was specified in the motion. She thanked C. Haigh for chairing the Committee and acknowledged the contributions of colleagues from across campus who supported this work.

Motion from the Graduate Studies Committee pertaining to graduate student supervision: Motion to approve (1) the revised wording of Graduate Supervision

language in the Academic Calendar, and (2) revised wording of the Graduate Thesis Supervision Conflict Policy. Moved by K. Ashley and seconded by A. Cunsolo.

Summary of discussion

- The revisions were intended to clarify procedures for addressing supervisory challenges affecting students who had been accepted into a graduate program but had not yet begun their studies.
- Questions were raised regarding potential refunds and alternative supervision options. It was clarified that refunds would depend on individual circumstances and that the existing language provided flexibility in addressing supervisory challenges.
- An amendment to clarify the wording regarding alternative supervision options within a School or interdisciplinary program was debated. Concerns were raised that the proposed wording could restrict supervisory options. AMENDMENT NOT CARRIED.
- **Motion Carried.**

A. Kiefte introduced the motion from the Graduate Studies Committee to approve revised graduate supervision language in the Academic Calendar and revisions to the Graduate Thesis Supervision Conflict Policy. She explained that the item had been withdrawn at the previous meeting due to inconsistencies in terminology and document references. K. Ashley and T. Starratt had worked with the Committee to address these issues, and the revised documents were brought forward for approval.

K. Ashley explained that the revisions were intended to clarify the process for addressing supervisory challenges or the unavailability of a supervisor between a student's acceptance into a graduate program and course registration. She noted that the revised proposal incorporated wording clarifications discussed at the previous meeting and the removal of an embedded PDF link from the Academic Calendar, with the document to remain available on the University website.

A. Kiefte advised that she had followed up with K. Ashley and T. Starratt regarding the visibility of Graduate Studies policies on the University website, with the aim of improving their accessibility.

E. Curry expressed support for the proposed revisions and sought clarification on whether graduate students who were unable to continue in their program due to supervisory issues beyond their control would be eligible for a refund of tuition or fees already paid.

K. Ashley clarified that refunds would depend on the individual circumstances and the student's stage in their program. She noted that the proposed revisions primarily addressed students who had been accepted but had not yet begun their studies, for whom refunds of application fees might be considered.

J. Sachs sought clarification on the reference to “another academic unit” in the proposed revisions, questioning whether this could include an entire Faculty and whether students would be required to exhaust all supervisory options within that Faculty.

K. Ashley clarified that the reference to “another academic unit” was intended to accommodate interdisciplinary programs that may not fall within a traditional department or School. She explained that the policy was designed to provide flexibility in resolving supervisory challenges, including mediation or alternative supervision, while supporting students, supervisors, and Academic Units and maintaining academic standards.

J. Sachs proposed an amendment to clarify the wording in both sections by replacing the reference to departments, Schools, or other Academic Units with “if alternative supervision options within the school or interdisciplinary program have been exhausted.” He explained that the proposed wording would reflect the anticipated academic structure and avoid ambiguity regarding the scope of an academic unit.

Amendment: Motion to amend the wording to read “if alternative supervision options within the School or interdisciplinary program have been exhausted”. Moved by J. Sachs and Seconded by E. Callaghan.

A. Kiefte asked K. Ashley whether the proposed amendment required further consideration by the Graduate Studies Committee or could be addressed directly by Senate as a minor wording change.

K. Ashley stated that the proposed amendment should be referred back to the Graduate Studies Committee, noting that J. Sachs was a member of the Committee and that the concern could have been raised previously at committee level. She explained that the existing supervision language was longstanding and that the current revisions were intended to extend its application to students who had been accepted but had not yet begun their programs.

A. Kiefte asked J. Sachs whether he would be willing to withdraw his proposed amendment.

J. Sachs declined to withdraw the proposed amendment, stating that he believed it had merit and wished to proceed with its consideration.

D. Benoit expressed opposition to the proposed amendment, noting that removing the reference to other Academic Units could limit supervisory options for students whose studies span different disciplines. He also expressed concern about removing references to departments before the new academic structure had been implemented, suggesting that terminology changes should follow the formal restructuring process.

J. Hayes expressed support for the original motion, noting that the existing reference to other Academic Units was sufficiently broad to address various circumstances. He emphasized the importance of having the policy in place and opposed the amendment to avoid delaying its approval.

K. Ashley clarified that the proposed revisions were not intended to change the existing supervision process, but rather to extend its application to students who had been accepted into a program but had not yet begun their studies and whose supervisor became unavailable during that period.

With no further discussion on the amendment, Chair A. Kiefte called for the vote.

AMENDMENT NOT CARRIED

A. Kiefte asked K. Ashley whether she wished to proceed with the original motion or refer it back to the Graduate Studies Committee for further discussion and refinement in light of the concerns raised.

K. Ashley confirmed her support for proceeding with the original motion as recommended by the Graduate Studies Committee.

A. Kiefte called the question.

MOTION CARRIED

Motion from the Admissions and Academic Standing (Policy) Committee: Motion that item number 1 of the Bachelor of Education Admission Requirements be amended to be: "1. At least 90 undergraduate credit hours with a GPA of 2.67 or above. Moved by A. Cunsolo and seconded by A. Aljarrah.

Summary of discussion

- The proposed amendment to the Bachelor of Education admission requirements would allow applicants with at least 90 undergraduate credit hours and a GPA of 2.67 or above to apply without having completed a bachelor's degree.
- Questions were raised regarding how the GPA would be calculated. It was clarified that the longstanding practice was to use the most recent 90 undergraduate credit hours. Concerns were expressed that the proposed wording did not clearly reflect this practice and intention.
- An amendment was proposed to specify that the GPA requirement would be calculated using the last 90 credit hours completed. Concerns were raised about the implications of the revised wording, and it was agreed that further Committee review would be appropriate. AMENDMENT WITHDRAWN.
- **Motion Withdrawn.**

A. Kiefte introduced the motion from the Admissions and Academic Standing (Policy) Committee.

A. Cunsolo expressed appreciation to the School of Education for its work and confirmed that the motion had been formally approved by the Admissions and Academic Standing (Policy) Committee.

A. Aljarrah stated that the amendment would allow applicants with at least 90 undergraduate credit hours and a GPA of 2.67 to apply, rather than requiring a completed bachelor's degree.

D. Benoit sought clarification on which GPA calculation would apply to the 90 undergraduate credit hours, noting that the Academic Calendar defines sessional, term, and cumulative GPAs, but not GPA as a standalone term.

A. Aljarrah clarified that the GPA requirement would continue to be calculated based on 90 completed undergraduate credit hours, consistent with the previous requirement based on the final three years of a bachelor's degree.

A. Kiefte sought confirmation that the requirement referred to the cumulative GPA across the 90 credit hours.

A. Aljarrah stated that the GPA would be calculated based on the CGPA of the most recent 90 undergraduate credit hours.

D. Benoit noted the need to specify that the GPA would be calculated using the most recent 90 credit hours, as this differs from the CGPA, which includes all courses taken at the institution. He emphasized that the Academic Calendar defines TGPA, SGPA, and CGPA, but not GPA as a standalone calculation.

M. Bishop clarified that the requirement referred to an Admissions GPA, which may differ from the GPA calculations defined in the Academic Calendar. He acknowledged the need to specify that the calculation would be based on the most recent 90 credit hours.

K. Ashley requested clarification from A. Aljarrah or C. Haigh on the existing admission requirements and the fundamental change being proposed.

A. Aljarrah clarified that the existing requirements included a completed bachelor's degree with a minimum GPA of 2.67 over the final three years or 90 credit hours of study. He stated that the proposed change would remove the requirement to complete a bachelor's degree before applying.

E. Curry noted that, through reviewing the background documentation, she understood the proposed changes were intended to meet government requirements and emphasized the need for careful wording. She supported further clarification of the GPA calculation and asked whether the changes would affect students enrolled in dual-degree programs, such as Mathematics and Education.

A. Aljarrah clarified that the proposed change represented a separate admission pathway intended to improve accessibility and flexibility, informed by the experience of the Afrocentric cohort initiative.

C. Haigh expressed support for the motion, noting that discussions within the School of Education had been ongoing since at least 2023, predating Schedule H of the Bilateral Agreement. She clarified that the government requirements did not specify a GPA and that 90 undergraduate credit hours, followed by completion of the Bachelor of Education, would satisfy the Teacher Certification requirements.

E. Curry asked whether the use of "GPA" without further qualification was consistent with the admission requirements for other graduate programs in the Academic Calendar.

A. Cunsolo clarified that the Bachelor of Education is a post-baccalaureate program within the School of Education, rather than a Graduate Studies program, unlike the Master of Education.

E. Curry indicated that she would be comfortable with the proposed wording if it was consistent with the admission requirements for similar programs, including graduate programs.

A. Kiefte sought clarification on whether the GPA would be calculated using only the final 90 credit hours for students who had completed more than 90 credit hours. She suggested revising the wording to explicitly reflect this requirement.

A. Aljarrah agreed that the wording should be amended to clarify that the GPA would be calculated using the final 90 credit hours, consistent with the practice and intent of the admission requirements.

A. Kiefte asked whether the School of Education and the Admissions and Academic Standing (Policy) Committee were comfortable with Senate amending the wording to clarify the GPA requirement, given that both bodies had reviewed the proposal. She noted that a formal amendment would be required.

A. Aljarrah indicated that he was comfortable with the proposed amendment.

C. Haigh sought confirmation that the School of Education's longstanding practice had been to calculate the admissions GPA using the most recent 90 credit hours.

A. Aljarrah confirmed that the longstanding practice was to calculate the GPA using the most recent 90 credit hours, with the calculation completed by the Admissions Office. He clarified that applications falling below the minimum GPA could still be forwarded to the School of Education for consideration of extenuating circumstances.

A. Kiefte recommended a formal amendment to the Academic Calendar wording to accurately reflect the longstanding practice of calculating the GPA using the most recent 90 credit hours.

E. Curry moved an amendment to clarify that the GPA requirement of 2.67 or above would be calculated based on the last 90 undergraduate credit hours completed.

Amendment: That the motion be amended to add, "with a GPA of 2.67 or above on the last 90 credit hours completed." Moved by E. Curry and seconded by A. Aljarrah.

A. Kiefte invited the mover and seconder to speak to the amendment.

E. Curry noted that she had moved the amendment to facilitate its consideration.

A. Aljarrah stated that the proposed change was intended to provide greater flexibility while maintaining consistency with existing admission requirements and confirmed his support for the amendment.

K. Ashley expressed concern that the amendment represented a significant change that could restrict rather than increase flexibility in admissions. She opposed the amendment and suggested referring the matter back to the Committee for further clarification.

A. Kiefte asked whether the proposed wording should be referred back to the School of Education and the Admissions and Academic Standing (Policy) Committee for further consideration, given concerns that the existing language did not clearly reflect current admissions practices.

C. Haigh indicated that the proposed wording was consistent with existing School of Education practices and supported referring it back to the Admissions and Academic Standing (Policy) Committee for further consideration. She noted that admissions for the next cycle had already opened but the application deadline had not passed, allowing time to clarify the wording before implementation.

A. Kiefte confirmed that E. Curry and A. Aljarrah, as mover and seconder were agreeable to withdrawing the amendment.

AMENDMENT WITHDRAWN

A. Kiefte confirmed that A. Cunsolo and A. Aljarrah, as the mover and seconder of the main motion, were agreeable to withdrawing it.

MOTION WITHDRAWN

A. Kiefte noted that the motion would return to Senate following further committee consideration, potentially within the next month or two. She confirmed with A. Cunsolo that the proposed amended wording could be brought back to the Admissions and Academic Standing (Policy) Committee.

Three motions from the Senate Graduate Studies Committee pertaining to Counselling. Moved by K. Ashley and seconded by T. Surette.

Motion to approve the Program Modification Proposal for Master of Counselling and Psychotherapy.

Motion to approve course modifications (14 total) and new courses (4 total) within the Master of Counselling and Psychotherapy Program.

Motion to approve the Academic Calendar Description for the Master of Counselling and Psychotherapy.

Summary of discussion

- Three interconnected motions from the Graduate Studies Committee concerning the proposed transition from the Master of Education in Counselling to the Master of Counselling and Psychotherapy were considered. The proposed changes were intended to better reflect the evolving profession and improve recognition of graduates' qualifications.
- Discussion took place on the proposed degree title, professional regulation and scope of practice, alignment with the curriculum, and recognition of qualifications held by previous graduates. It was clarified that professional regulators determine licensing and scope of practice, and that the proposed degree title would not change the existing curriculum.
- Questions were raised regarding course codes and the possibility of retroactively changing previous graduates' degree designations. It was noted that further curriculum review would occur through the upcoming reaccreditation process and that the proposal remained subject to MPHEC review.
- **Motion Carried** (22 in favour, 1 opposed).

A. Kiefte introduced three interconnected motions from the Graduate Studies Committee concerning the proposed transition from the Master of Education in Counselling to the Master of Counselling and Psychotherapy. The motions addressed the program modification, 14 course modifications, including four new courses, and revisions to the Academic Calendar description. She explained that the motions would be considered together unless Senators requested separate consideration.

K. Ashley explained that the proposed change from the Master of Education in Counselling to the Master of Counselling and Psychotherapy reflected the evolving counselling profession and the broader career paths pursued by graduates, many of whom work outside school settings. The proposal also included related course modifications and Academic Calendar revisions.

T. Surette provided background on the three motions, noting that the School of Counselling was established in September 2025 following Senate and Board approval. She outlined the extensive consultation undertaken to determine a new degree name, including input from students, graduates, applicants, faculty, and a community advisory group. She explained that the proposed Master of Counselling and Psychotherapy designation reflected the evolving regulation and terminology of the profession across Canada, supported national recognition of graduates' qualifications, and aligned with the program's accreditation and professional competencies.

E. Curry noted a labeling error in the supporting documentation, suggesting that the reference to the Senate Curriculum Committee should be corrected to the Graduate Studies Committee. She also expressed appreciation for the detailed and well-organized documentation.

A. Kiefte confirmed with K. Ashley that the proposal had been reviewed by the Senate Graduate Studies Committee. She noted that the typographical error would be corrected in the agenda and accurately reflected in the minutes.

J. Fowles expressed appreciation for the work undertaken and sought clarification on whether the program's admission and academic standing requirements, including the minimum B average and dismissal following two failed courses, aligned with professional registration standards for counselling therapists in Nova Scotia.

T. Surette clarified that the proposal reflected the existing program requirements and delivery, with the degree name being the only proposed change. She explained that professional regulators did not prescribe minimum grades but required demonstrated competencies and practicum hours. Admission and academic standing requirements were informed by accreditation standards, including the responsibility to assess students' suitability and readiness for the profession. She noted that failing two courses could prompt additional supports or dismissal from the program, consistent with the program's responsibility to protect the public.

J. Fowles asked whether graduates were required to pass a qualifying examination before becoming registered counselling therapists.

T. Surette explained that registration requirements varied across provinces, with some regulators requiring competency examinations, supervised practice, or specific practicum hours. She noted that the proposed degree title was intended to promote greater consistency and recognition within the evolving profession.

J. Hayes, speaking on behalf of members of the Psychology Department, raised concerns about including "Psychotherapy" in the proposed degree title, given differences in professional terminology and regulated scopes of practice across jurisdictions. He questioned whether the title might imply training beyond that provided by the existing program and suggested that "Master of Counselling" might more accurately reflect the program's scope while reducing the risk of graduates practising beyond their qualifications.

T. Surette clarified that the program had prepared graduates for professional practice as Counselling Therapists and Psychotherapists for many years, rather than for Guidance Counselling or general counselling roles. She explained that the proposed title more accurately reflected the program's scope and the evolving health profession. She noted that the curriculum exceeded Ontario's requirements for Psychotherapy training and that the program's national accreditation facilitated registration in Nova Scotia. She emphasized that the name change was primarily intended to clarify graduates' qualifications rather than to facilitate mobility between jurisdictions.

J. Carlson asked whether the proposed degree name change could affect the recognition or perceived value of qualifications held by previous graduates of the Master of Education in Counselling program and whether retroactive changes to their degree designation might be possible.

A. Kiefte asked the Committee or the Registrar's Office to address the topic of retroactive changes to degree names or designations.

K. Ashley clarified that the proposal had been reviewed by the Senate Graduate Studies Committee, of which J. Carlson was a member.

J. Carlson acknowledged having reviewed the proposal at the Committee stage.

K. Ashley clarified that feedback on Graduate Studies proposals was shared anonymously to encourage open and honest input, noting that T. Surette would not have known which department had submitted particular comments. Regarding retroactive degree name changes, she expressed uncertainty about whether these would be permitted, given that degree requirements and curricula may change over time.

T. Surette acknowledged that through the consultation process some graduates had expressed interest in obtaining the new degree designation due to concerns about recognition of their existing qualifications. She confirmed that consultations with the Department of Education and Early Childhood Development and professional regulators had established that both degree designations would be recognized as equivalent, including for school counselling employment and associated salary entitlements. She noted that professional registration was generally more relevant than the degree title once graduates were licensed to practice but could not comment on the possibility of retroactive degree name changes.

M. Bishop cited that while it was rare, there were recent precedents at other Canadian universities where graduates had been permitted to exchange their original degree parchments following a degree name change, subject to confirmation of equivalent learning outcomes and Senate approval. He suggested that a similar process could potentially be pursued, subject to approval by the School and Senate.

J. Hayes expressed support for the proposed course modifications and additions but opposed the Master of Counselling and Psychotherapy designation, citing concerns about graduates practising beyond their scope of training. He indicated that he would support the first motion if the proposed degree title were changed to Master of Counselling but would otherwise vote against it.

A. Kiefte noted that, in the absence of a formal amendment, debate would continue on the motion as presented.

C. Haigh expressed support for the motion and commended the School of Counselling for its thoughtful consultation and transition planning, noting that feedback from more than 100 individuals had been considered. In response to J. Hayes's concerns, she emphasized that the curriculum remained unchanged and that graduates' scopes of practice were determined by external regulatory and accrediting bodies, rather than by the University.

A. Kiefte noted the time and advised that a motion to extend the meeting was required to allow debate to continue and a vote to take place.

Motion to extend the meeting to 6:15 PM. Moved by K. Ashley and seconded by T. McGillivray.

MOTION TO EXTEND THE MEETING CARRIED

K. Ashley reiterated that the University was responsible for degree programs, while professional regulators determined licensing and scopes of practice. She also confirmed that the proposal had been reviewed by the Senate Graduate Studies Committee, where it received broad support, with only one vote against.

J. Fowles sought clarification on the equivalency of Counselling Therapy and Psychotherapy terminology across jurisdictions and asked whether graduates would be required to obtain professional registration before practicing Psychotherapy, regardless of their degree title.

T. Surette explained that the regulation of Counselling Therapy and Psychotherapy varied across provinces, with some jurisdictions protecting professional titles and scopes of practice. She noted that Nova Scotia was considering similar protections under forthcoming health legislation. The proposed degree title reflected the evolving regulatory landscape and recognized both terms used within the profession nationally.

J. Fowles acknowledged the challenges of aligning degree titles with varying professional regulations and questioned whether the continued use of “Counselling” in course titles, without specific references to Psychotherapy, might contribute to perceptions of misalignment between the proposed degree name and the curriculum.

T. Surette explained that the current phase focused on the degree name change, course designations, and Academic Calendar updates. She noted that the program’s upcoming reaccreditation would involve a comprehensive curriculum review, including revisions to course titles and descriptions to better reflect current accreditation standards and the program’s preparation of regulated health professionals.

E. Curry suggested considering a course abbreviation that reflected both Counselling and Psychotherapy, rather than making another change in the future.

A. Kiefte indicated that changing the proposed course abbreviation would likely constitute a substantive amendment requiring further Committee review and asked whether E. Curry intended to propose a formal amendment.

E. Curry clarified that she was not proposing a formal amendment and was satisfied to leave the matter to the proponents of the motion.

T. Surette explained that the proposed COUN course code had been discussed and selected to avoid confusion with Counselling Psychology, as graduates qualified as Counselling Therapists or Psychotherapists rather than Psychologists. She indicated that changing the course code would be a significant amendment requiring further consideration.

J. Hayes reiterated concerns about the apparent disconnect between the proposed degree title and the course descriptions, suggesting that training in Psychotherapy should be more clearly reflected in the documentation if it formed a substantial component of the program.

K. Ashley emphasized that the proposed degree name change was an important first step in the ongoing development of the School of Counselling, providing greater clarity about the program’s professional focus. She noted that further revisions could be considered through the upcoming accreditation process and indicated her readiness to proceed to a vote.

A. Kiefte confirmed that the proposal would still require review by MPHEC.

With no further discussion, A. Kiefte called the question.

MOTION CARRIED

A. Kiefte noted that the motion was carried with 22 votes in favour and 1 opposed.

A. Kiefte asked whether students currently enrolled in the program would graduate with the Master of Education in Counselling or the Master of Counselling and Psychotherapy, should the new designation receive MPHEC approval before their graduation.

T. Surette confirmed that students currently enrolled in the program would have the option of graduating with either degree designation if the name change received approval before their graduation.

A. Kiefte advised that the By-Laws Committee Report and Update would be deferred to the next meeting, as no further extension of the meeting had been approved.

Other Business

There was no further business.

Adjournment

Motion to adjourn by J. Fowles at 6:15 PM.

S. Pineo,
Recording Secretary of Senate and University Secretary

October 2026 list of Graduates			
Chosen Last Name	**Chosen First Name**	**Academic Program**	**Degree**
Feltham	Ava	BASC	Bachelor of Applied Science
Leighton	Nicholas	BA.HIST	Bachelor of Arts (History)
Bixby	Maxwell	BA.POLS	Bachelor of Arts (Politics)
Leadbetter	Brook	BA.PSYC	Bachelor of Arts (Psychology)
Pulsifer	Nick	BA.PSYC	Bachelor of Arts (Psychology)
Alexander	Chad	BBA	Bachelor of Business Administration
Baker	Carson	BBA	Bachelor of Business Administration
Bauer	Chris	BBA	Bachelor of Business Administration
Beatty	Dawson	BBA	Bachelor of Business Administration
Bish	Keegan	BBA	Bachelor of Business Administration
Bower	Rob	BBA	Bachelor of Business Administration
Diaz	Candis	BBA	Bachelor of Business Administration
Forward	Nate	BBA	Bachelor of Business Administration
MacKenzie	Matthew	BBA	Bachelor of Business Administration
Mann	Thomas	BBA	Bachelor of Business Administration
Peppard	Molly	BBA	Bachelor of Business Administration
Yazbek	Jacob	BBA	Bachelor of Business Administration
Glenn	Aerin	BBA.ACCO	Bachelor of Business Administration (Accounting)
Huang	Robert	BBA.ACCO.COOP	Bachelor of Business Administration (Accounting) with Cooperative Education
denHaan	Haden	BBA.FINA	Bachelor of Business Administration (Finance)
Dimock	Hailey	BCD	Bachelor of Community Development
Gauthier	Patrick	BCD	Bachelor of Community Development
Church	Kayla	BCD.ESST	Bachelor of Community Development (Environmental and Sustainability Studies)
Neupane	Hrishab	BCS	Bachelor of Computer Science
States	Tye	BCS	Bachelor of Computer Science
Wood	Aven	BED.ELEM	Bachelor of Education (Elementary Education)
MacKinnon	Kenna	BKIN	Bachelor of Kinesiology
Perry	Sam	BKIN	Bachelor of Kinesiology
Beach	Rachel	BSC.BIOL	Bachelor of Science (Biology)
Boates-Bishop	Fen	BSC.BIOL	Bachelor of Science (Biology)
Campbell	Adam	BSC.BIOL	Bachelor of Science (Biology)

Idiegbe	Emmanuella	BSC.BIOL	Bachelor of Science (Biology)
Ingo	Annie	BSC.BIOL	Bachelor of Science (Biology)
Fujita	Shohey	BSC.ECON	Bachelor of Science (Economics)
Archibald	Kayley	BSCN.LPN	Bachelor of Science (Nursing)*
Benedict	Hannah	BSCN	Bachelor of Science (Nursing)*
Carragher	Ellen	BSCN	Bachelor of Science (Nursing)*
Corkum	Callie	BSCN.LPN	Bachelor of Science (Nursing)*
Crummey	Kendra	BSCN.ADV	Bachelor of Science (Nursing)*
Dion	Anna	BSCN	Bachelor of Science (Nursing)*
Dobariya	Chhaya	BSCN	Bachelor of Science (Nursing)*
Flosman	Jane	BSCN.ADV	Bachelor of Science (Nursing)*
Fokou Kaleuk	Nina	BSCN.ADV	Bachelor of Science (Nursing)*
Forest	Maryssa	BSCN.LPN	Bachelor of Science (Nursing)*
Fox	Abbie	BSCN.ADV	Bachelor of Science (Nursing)*
Frank	Courtney	BSCN.LPN	Bachelor of Science (Nursing)*
Fraser	Shannon	BSCN	Bachelor of Science (Nursing)*
Gates	Monica	BSCN	Bachelor of Science (Nursing)*
Gavin	Mya	BSCN	Bachelor of Science (Nursing)*
Gee	Jeremy	BSCN	Bachelor of Science (Nursing)*
George	Rohin	BSCN	Bachelor of Science (Nursing)*
Glen	Jenny	BSCN.LPN	Bachelor of Science (Nursing)*
Hart	Emily	BSCN	Bachelor of Science (Nursing)*
Hogg	Jess	BSCN.ADV	Bachelor of Science (Nursing)*
Hulchenko	Alissa	BSCN.LPN	Bachelor of Science (Nursing)*
Ikem	Vivian	BSCN.LPN	Bachelor of Science (Nursing)*
Jones	Brooke	BSCN	Bachelor of Science (Nursing)*
Kirby	Juliana	BSCN.ADV	Bachelor of Science (Nursing)*
MacDonald	Salena	BSCN	Bachelor of Science (Nursing)*
MacDonald	Emma	BSCN.ADV	Bachelor of Science (Nursing)*
Macphee	Claire	BSCN.ADV	Bachelor of Science (Nursing)*
MacRae	Katrina	BSCN	Bachelor of Science (Nursing)*
Madusha	Gift	BSCN.LPN	Bachelor of Science (Nursing)*
Marques	Pamella	BSCN.LPN	Bachelor of Science (Nursing)*
McKie	Duncan	BSCN.ADV	Bachelor of Science (Nursing)*
Munroe	Abbey	BSCN	Bachelor of Science (Nursing)*
Naugler	Paige	BSCN.ADV	Bachelor of Science (Nursing)*
Onafalujo	Adeola	BSCN.LPN	Bachelor of Science (Nursing)*
Patterson-Wright	Simone	BSCN.LPN	Bachelor of Science (Nursing)*
Philpott	Bridget	BSCN	Bachelor of Science (Nursing)*
Smith	Jessica	BSCN	Bachelor of Science (Nursing)*
Smith	Kathryn	BSCN.LPN	Bachelor of Science (Nursing)*
Stokvis	Sophie	BSCN.ADV	Bachelor of Science (Nursing)*
Targett	Lily	BSCN.ADV	Bachelor of Science (Nursing)*
Wasson	Devon	BSCN.LPN	Bachelor of Science (Nursing)*
Adsett	Cody	BSC.PSYC	Bachelor of Science (Psychology)
Falkenham	Abby	BSC.PSYC	Bachelor of Science (Psychology)

Saunders	Jen	BSCH.PSYC	Bachelor of Science with Honours (Psychology)
Howe	Robyn	BTH.CRANDALL	Bachelor of Theology
Feltham	Ava	CAS.ENVE	Certificate In Applied Science
Gerhardt	Jacob	CAS.INDE	Certificate In Applied Science
Manson	Ryan	CAS.MECE	Certificate In Applied Science
Sebastian	Nikhil Sebastian	CAS.INDE	Certificate In Applied Science
Albert	Ueli	PHD.EDST	Doctor of Philosophy (Educational Studies)
Garrett	Shawna	PHD.EDST	Doctor of Philosophy (Educational Studies)
Caya	Émile	HC.NUTR	Honours Conversion (Nutrition)
Nash	Deborah	HC.NUTR	Honours Conversion (Nutrition)
Shaddick	Bethany	HC.NUTR	Honours Conversion (Nutrition)
Regan	Jo	MCD	Master Community Development
Gallant	Whitney	MAK.RSRCH	Master of Applied Kinesiology
Murray	Mads	MA.ENGL	Master of Arts (English)
Nowlan	Samantha	MA.ENGL	Master of Arts (English)
Craig	Grace	MA.POLS	Master of Arts (Political Science)
Graham	Mae	MA.POLS	Master of Arts (Political Science)
Graham	Nicholas	MA.POLS	Master of Arts (Political Science)
Miller	Mitchell	MA.POLS	Master of Arts (Political Science)
Sutherland	Molly	MA.SOCI	Master of Arts (Sociology)
Valencia-Hinds	Keyara	MA.SOCI	Master of Arts (Sociology)
Baiani	Nicole	MDI	Master of Divinity
Aucoin	Karli	ME.COUN	Master of Education (Counselling)
Baker	Beth	ME.COUN	Master of Education (Counselling)
Borden	Brandy	ME.COUN	Master of Education (Counselling)
Coldwell	Doug	ME.COUN	Master of Education (Counselling)
Cossaboom	Jodi	ME.COUN	Master of Education (Counselling)
Crowell	Dara	ME.COUN	Master of Education (Counselling)
Da Silva	Renu	ME.COUN	Master of Education (Counselling)
Gillis	Lauren	ME.COUN	Master of Education (Counselling)
Hiltz	Leanne	ME.COUN	Master of Education (Counselling)
Luening	Karen	ME.COUN	Master of Education (Counselling)
MacKenzie	Adrianna	ME.COUN	Master of Education (Counselling)
Maclean	Trish	ME.COUN	Master of Education (Counselling)
Matthews Coons	Ashley	ME.COUN	Master of Education (Counselling)
McKenzie	Krystal	ME.COUN	Master of Education (Counselling)
Randell	Crystal	ME.COUN	Master of Education (Counselling)
Saunders	Susan	ME.COUN	Master of Education (Counselling)
Smith	Bethanie	ME.COUN	Master of Education (Counselling)
Thomas	Annie	ME.COUN	Master of Education (Counselling)
Thompson	Angela	ME.COUN	Master of Education (Counselling)
Wagner	Hayley	ME.COUN	Master of Education (Counselling)
Joice	James	ME.GCS.OUTDR	Master of Education (Curriculum Studies)

MacDonald	Tanya	ME.GCS	Master of Education (Curriculum Studies)
MacLean	Lyndsey	ME.GCS	Master of Education (Curriculum Studies)
Navidad	Donn	ME.GCS.MUSIC	Master of Education (Curriculum Studies)
Tetanish	Tasha	ME.GCS	Master of Education (Curriculum Studies)
Conrad	Melissa	ME.INCL	Master of Education (Inclusive Education)
Delahunt	Lauren	ME.INCL	Master of Education (Inclusive Education)
Arnyek	Alexa	MSC.BIOL	Master of Science (Biology)
Elzinga	Clay	MSC.BIOL	Master of Science (Biology)
Ryder	Katie	MSC.BIOL	Master of Science (Biology)
de Vera	Katrina	MSC.MATH	Master of Science (Math and Stats)
Cormier	Marcus	MSC.PSYC	Master of Science (Psychology)
Myatt	Amber	MSC.PSYC	Master of Science (Psychology)

*Cape Breton University Degree

Bachelor of Education August 2026			
Chosen Last Name	**Chosen First Name**	**Academic Program**	**Degree**
Acker	Emily	BED.ELEM	Bachelor of Education (Elementary Education)
Adams	Michael	BED.SECO	Bachelor of Education (Secondary Education)
Auclair	Molly	BED.ELEM	Bachelor of Education (Elementary Education)
Barrett	Eddie	BED.SECO	Bachelor of Education (Secondary Education)
Benedict	Mack	BED.SECO	Bachelor of Education (Secondary Education)
Bennett	Stephen	BED.SECO	Bachelor of Education (Secondary Education)
Bezanson	Ella	BED.ELEM	Bachelor of Education (Elementary Education)
Blaney	Jordan	BED.SECO	Bachelor of Education (Secondary Education)
Boates	Alex	BED.SECO	Bachelor of Education (Secondary Education)
Bouchard	Amelie	BED.ELEM	Bachelor of Education (Elementary Education)
Bower	Gabe	BED.SECO	Bachelor of Education (Secondary Education)
Briand	Myla	BED.ELEM	Bachelor of Education (Elementary Education)
Brown	Hunter	BED.SECO	Bachelor of Education (Secondary Education)

Burgoyne	Cameron	BED.SECO	Bachelor of Education (Secondary Education)
Burton	Cara	BED.ELEM	Bachelor of Education (Elementary Education)
Butler	Josh	BED.SECO	Bachelor of Education (Secondary Education)
Cameron	Rachel	BED.ELEM	Bachelor of Education (Elementary Education)
Campbell	Abbey	BED.SECO	Bachelor of Education (Secondary Education)
Cook	Chloe	BED.ELEM	Bachelor of Education (Elementary Education)
Corkum	Callum	BED.SECO	Bachelor of Education (Secondary Education)
Cossaboom	Jenna	BED.SECO	Bachelor of Education (Secondary Education)
Crooks	Cameron	BED.SECO	Bachelor of Education (Secondary Education)
Dauphinee	Catie	BED.SECO	Bachelor of Education (Secondary Education)
DeGrass	Madison	BED.ELEM	Bachelor of Education (Elementary Education)
DeWolfe	Jenna	BED.SECO	Bachelor of Education (Secondary Education)
Deveau	Parker	BED.ELEM	Bachelor of Education (Elementary Education)
Dionne	Jonathan	BED.SECO	Bachelor of Education (Secondary Education)
Donahue	Miah	BED.ELEM	Bachelor of Education (Elementary Education)
Donkin	Natasha	BED.ELEM	Bachelor of Education (Elementary Education)
Donovan	Madison	BED.ELEM	Bachelor of Education (Elementary Education)
Drohan	Molly	BED.ELEM	Bachelor of Education (Elementary Education)
Fancey	Silas	BED.SECO	Bachelor of Education (Secondary Education)
Faulkner	Parker	BED.ELEM	Bachelor of Education (Elementary Education)
Ford	Jacobie	BED.SECO	Bachelor of Education (Secondary Education)
Fudge Howard	Matthew	BED.SECO	Bachelor of Education (Secondary Education)
Furlong	Maggie	BED.ELEM	Bachelor of Education (Elementary Education)
Gale	Cameron	BED.ELEM	Bachelor of Education (Elementary Education)
Gallant	Amanda	BED.ELEM	Bachelor of Education (Elementary Education)
Gallant	Ryan	BED.SECO	Bachelor of Education (Secondary Education)

Gaudet	Emma	BED.ELEM	Bachelor of Education (Elementary Education)
Geddes	Zoe	BED.SECO	Bachelor of Education (Secondary Education)
Gillespie	Mary-Jane	BED.ELEM	Bachelor of Education (Elementary Education)
Grant	Paxton	BED.ELEM	Bachelor of Education (Elementary Education)
Grant	Sara	BED.ELEM	Bachelor of Education (Elementary Education)
Gray	Tamara	BED.ELEM	Bachelor of Education (Elementary Education)
Gushue	Sarah	BED.ELEM	Bachelor of Education (Elementary Education)
Harnish	Lucy	BED.SECO	Bachelor of Education (Secondary Education)
Harnish	Mya	BED.ELEM	Bachelor of Education (Elementary Education)
Harris	Mady	BED.ELEM	Bachelor of Education (Elementary Education)
Harrison	Carson	BED.SECO	Bachelor of Education (Secondary Education)
Harvey	Mandi	BED.ELEM	Bachelor of Education (Elementary Education)
Hennigar	Emily	BED.SECO	Bachelor of Education (Secondary Education)
Henwood	Sophia	BED.ELEM	Bachelor of Education (Elementary Education)
Higgins	Nicole	BED.ELEM	Bachelor of Education (Elementary Education)
Hiltz	Ryan	BED.SECO	Bachelor of Education (Secondary Education)
Hobbs	Tyler	BED.SECO	Bachelor of Education (Secondary Education)
House	Kelsey	BED.SECO	Bachelor of Education (Secondary Education)
Inglis	Lauren	BED.SECO	Bachelor of Education (Secondary Education)
Ingram	Joel	BED.SECO	Bachelor of Education (Secondary Education)
Jaeger	Ashley	BED.SECO	Bachelor of Education (Secondary Education)
Jarvis	Creighton	BED.SECO	Bachelor of Education (Secondary Education)
Jefferson	Kennedy	BED.SECO	Bachelor of Education (Secondary Education)
Johnson	Cory	BED.SECO	Bachelor of Education (Secondary Education)
Khandker	Fardin	BED.ELEM	Bachelor of Education (Elementary Education)
Klein	Zachary	BED.SECO	Bachelor of Education (Secondary Education)

Lake	Jenna	BED.ELEM	Bachelor of Education (Elementary Education)
Lane	Emma	BED.ELEM	Bachelor of Education (Elementary Education)
Langlais	Ben	BED.ELEM	Bachelor of Education (Elementary Education)
Levere	Karyssa	BED.ELEM	Bachelor of Education (Elementary Education)
Lord	Bruce	BED.SECO	Bachelor of Education (Secondary Education)
Luiker	Juliana	BED.SECO	Bachelor of Education (Secondary Education)
MacDonald	Keegan	BED.SECO	Bachelor of Education (Secondary Education)
MacIntosh	Marlee	BED.SECO	Bachelor of Education (Secondary Education)
MacKay	Lena	BED.ELEM	Bachelor of Education (Elementary Education)
MacMillan	John	BED.SECO	Bachelor of Education (Secondary Education)
Martin	Matthew	BED.SECO	Bachelor of Education (Secondary Education)
Matheson	Maria	BED.ELEM	Bachelor of Education (Elementary Education)
Mathisen	Daniel	BED.SECO	Bachelor of Education (Secondary Education)
McKelvie	Morgan	BED.ELEM	Bachelor of Education (Elementary Education)
McLachlan	Taryn	BED.ELEM	Bachelor of Education (Elementary Education)
McLaughlin	Dorothy	BED.SECO	Bachelor of Education (Secondary Education)
Meisner	Sydney	BED.SECO	Bachelor of Education (Secondary Education)
Morris	Carey	BED.SECO	Bachelor of Education (Secondary Education)
Morrow	Jayden	BED.SECO	Bachelor of Education (Secondary Education)
Nason	Aaron	BED.SECO	Bachelor of Education (Secondary Education)
Naugler	Grace	BED.SECO	Bachelor of Education (Secondary Education)
Nichols	Chloe	BED.ELEM	Bachelor of Education (Elementary Education)
Nickerson	Gracie	BED.ELEM	Bachelor of Education (Elementary Education)
Nickerson	Hannah	BED.SECO	Bachelor of Education (Secondary Education)
Nockles	Joshua	BED.SECO	Bachelor of Education (Secondary Education)
O'Brien	Daniel	BED.SECO	Bachelor of Education (Secondary Education)

Ottewell	Lauren	BED.ELEM	Bachelor of Education (Elementary Education)
Parsons	Carter	BED.ELEM	Bachelor of Education (Elementary Education)
Payne	John	BED.ELEM	Bachelor of Education (Elementary Education)
Pennington	Alex	BED.SECO	Bachelor of Education (Secondary Education)
Riding	Emily	BED.ELEM	Bachelor of Education (Elementary Education)
Rogers	Megan	BED.ELEM	Bachelor of Education (Elementary Education)
Rutledge	Dylan	BED.SECO	Bachelor of Education (Secondary Education)
Sabean	Sara	BED.ELEM	Bachelor of Education (Elementary Education)
Sacco	Julia	BED.SECO	Bachelor of Education (Secondary Education)
Sampson	Kyle	BED.SECO	Bachelor of Education (Secondary Education)
Schmidt	Marina	BED.SECO	Bachelor of Education (Secondary Education)
Shanks	Dylan	BED.SECO	Bachelor of Education (Secondary Education)
Slade	Nathan	BED.SECO	Bachelor of Education (Secondary Education)
Strickland	Emily	BED.ELEM	Bachelor of Education (Elementary Education)
Stutz	Lukas	BED.SECO	Bachelor of Education (Secondary Education)
Talarico	Chloe	BED.ELEM	Bachelor of Education (Elementary Education)
Theriault	Alyssa	BED.SECO	Bachelor of Education (Secondary Education)
Titus	Isabella	BED.ELEM	Bachelor of Education (Elementary Education)
Trombley	Gwen	BED.SECO	Bachelor of Education (Secondary Education)
Vardy	Kayla	BED.SECO	Bachelor of Education (Secondary Education)
Whalen	Autumn	BED.ELEM	Bachelor of Education (Elementary Education)
Whynot	MacKenzie	BED.ELEM	Bachelor of Education (Elementary Education)
Withers	Sam	BED.SECO	Bachelor of Education (Secondary Education)
Wood	Dawson	BED.ELEM	Bachelor of Education (Elementary Education)
Wood	Owen	BED.ELEM	Bachelor of Education (Elementary Education)
Zamora	Cailyn	BED.SECO	Bachelor of Education (Secondary Education)

de Vries	Adrie (Emma)	BED.ELEM	Bachelor of Education (Elementary Education)

CINDICO October 2026		
Last Name	**Given Name(s)**	**Degree**
Abimbola	Michael Olusina	Bachelor of Theology
Abioye	Olanike Bukola	Bachelor of Theology
Adebayo	Francis Oluwafemi	Bachelor of Theology
Adejumo	Emmanuel Aduralere	Bachelor of Theology
Adekunle	Samuel Oladimeji	Bachelor of Theology
Adeleke	Idowu Sunday	Bachelor of Theology
Adeniran	Michael Busola	Bachelor of Theology
Adeniran	Peter Abiodun	Bachelor of Theology
Adepoju	Sesan Patrick	Bachelor of Theology
Adesokan	Gabriel Akinkunle	Bachelor of Theology
Adetoye	Adetunji Theophilus	Bachelor of Theology
Afolabi	Oluwaseyi Oluwaseun	Bachelor of Theology
Agbi	Joseph	Bachelor of Theology
Ajakaye	Precious Adeola	Bachelor of Theology
Ajala	Bolanle Ruth	Bachelor of Theology
Akande	Victoria Oluwabunmi	Bachelor of Theology
Akanmu	Oluwasegun Emmanuel	Bachelor of Theology
Akeredolu	Olaleye Joshua	Bachelor of Theology
Akinbami	Samuel Okunola	Bachelor of Theology
Akinseye	Olalekan Victor	Bachelor of Theology
Akintoroye	Oluwarotimi Yinka	Bachelor of Theology
Akintoye	Florence Adunola	Bachelor of Theology
Akinuliola	Sunday Temitope	Bachelor of Theology
Akinyosola	Felix Adesanoye	Bachelor of Theology
Alade	Rotimi Michael	Bachelor of Theology
Aladejare	Aderemi Esther	Bachelor of Theology
Alomaja	Ademola Sunday	Bachelor of Theology
Aluko	Romeo Busayo	Bachelor of Theology
Amole	Daniel Olusegun	Bachelor of Theology
Amoo	Amos Olutayo	Bachelor of Theology
Ashaolu	Oladele Oluseyi	Bachelor of Theology
Ayilaran	Oladipo Samuel	Bachelor of Theology
Ayo	Babatunde Femi	Bachelor of Theology
Ayodeji	Gbenga John	Bachelor of Theology
Babadara	George Adewale	Bachelor of Theology
Bankole	Raphael Oluwaseun	Bachelor of Theology
Bello	Babatunde Samuel	Bachelor of Theology
Daodu	Babatunde Joseph	Bachelor of Theology
Darabierin	Olalekan Matthew	Bachelor of Theology
Dare	Ojo Matthew	Bachelor of Theology

Falade	Bukola Omolayo	Bachelor of Theology
Fasoyin	Oluwatosin Seyi	Bachelor of Theology
Ibitokun	Ademola Olalekan	Bachelor of Theology
Ikusika	Folajimi Ayodeji	Bachelor of Theology
Joshua	Ayomide Emmanuel	Bachelor of Theology
Monitehin	Olanisimi	Bachelor of Theology
Obalakin	Zacheaus Oluwagbemiga	Bachelor of Theology
Obasekola	Taiwo Hassan	Bachelor of Theology
Obembe	Olayinka Elizabeth	Bachelor of Theology
Ogbeide	Monday Joseph	Bachelor of Theology
Ogundipe	Sunday Kolawole	Bachelor of Theology
Ogungbe	Ojo Christopher	Bachelor of Theology
Oguntolu	Julius Bunmi	Bachelor of Theology
Ogunwale	Adeola Collins	Bachelor of Theology
Ojo	Anthony	Bachelor of Theology
Ojo	Talabi Stephen	Bachelor of Theology
Okunola	Ayomide Olawale	Bachelor of Theology
Olagundoye	Adelanke Mojibayo	Bachelor of Theology
Olajide	Odunayo Motunrola	Bachelor of Theology
Olalude	Tolani Oluwatoba	Bachelor of Theology
Olaobaju	Ayoola Johnson	Bachelor of Theology
Olasoro	Ebenezer Taye	Bachelor of Theology
Olatunde	Peter Adeoye	Bachelor of Theology
Oloruntoba	Olawale Samuel	Bachelor of Theology
Olowoporoku	John Boluwaji	Bachelor of Theology
Oloyede	Shadrack	Bachelor of Theology
Oluwatayo	Kayode Emmanuel	Bachelor of Theology
Omojola	Samson Temitope	Bachelor of Theology
Omotaijo	Olufemi Ojo	Bachelor of Theology
Owolabi	Olajide Reuben	Bachelor of Theology
Oyebamiji	Dele Isaac	Bachelor of Theology
Oyeladun	Moruf	Bachelor of Theology
Oyewale	Olufemi Kehinde	Bachelor of Theology
Sylvanus	Emmanuel Tunde	Bachelor of Theology

FTE- Baccalauréat en Théologie		
Last Name	**Given name**	**Degree**
Raviton	Kévin	Baccalauréat en Théologie

Enabling Motion:

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in April, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

SENATE CHAIR — OCTOBER 2026

Announcements of guests, regrets received, late arrivals, and early departures will be given verbally at the meeting during item 2(a). See the Senate Executive Report for other updates.

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE — OCTOBER 2026

Bill 12 and UBGA

The Board of Governors restructuring regulations work under the University Board Governance Act (Bill 12) has resumed. The Department of Advanced Education met in September with individual universities to confirm updates to the process. Regulations development will no longer proceed in phases (recall Acadia was to be in the first phase) and instead one set of blanket regulations will be developed to cover all the designated universities. Regulations will establish a standard board size of 25 Governors, eight of whom shall be appointed by the Minister of Advanced Education. In addition to the three designated roles established in the Act (President, one faculty member, one student), Boards are free to determine an allocation of the remaining 14 positions. Term limits will generally be three years with an extension granted in outstanding circumstances, but with a limit of two successive terms. Once regulations are approved, Boards will establish new by-laws to determine membership, committee structure, nomination and approval process, confidentiality, and code of conduct in compliance with Bill 12. The Department anticipates the regulations to be approved by the Spring of 2027 and universities will have up to a year to draft by-laws to enact the regulations. By-laws will not be subject to government approval.

Financial Health Report (Bilateral Agreement Schedule D)

Following the submission of our financial health assessment as required under Schedule D – Financial Health Benchmarks and Reporting of the bilateral funding agreement, the province has confirmed that Acadia failed to meet three or more financial indicators as established by the agreement for the previous three fiscal years. Due to this prolonged period of poor financial health, the university is required to prepare and submit a plan to the Department of Advanced Education by October 30, 2026 detailing what actions will be taken to improve our financial health. We understand that at least one other university in Nova Scotia received a similar communication with likely more to follow.

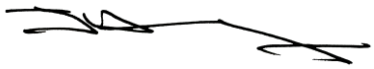
The plan must address each of the following elements:

1. Actions the university has already taken to reduce spending (cost savings/avoidance);
2. Actions the university plans to take to reduce spending;
3. Information respecting shared services and/or shared procurement opportunities with other institutions and/or other organizations that have been or are currently being explored by the university;
4. Strategies to increase revenue through student enrollment;

5. Other strategies to increase revenue and decreasing spending; and
6. Specific actions the university will take to improve the financial indicators that have not been met over the past five-year period.

We will provide a detailed financial update to the campus later this term.

Regards,



Jeffrey J. Hennessy, PhD
President and Vice-Chancellor

PROVOST & VICE-PRESIDENT ACADEMIC REPORT TO SENATE — OCTOBER 2026

PVPA Updates

Welcome to Mi'kmaw History Month, launching with Treaty Day on October 1, 2026. This year's theme is Nepisulti'k (We are All Healing) and explores healing and wellness as a lifelong personal and communal journey. This is particularly fitting as we celebrate the School of Nursing and the Acadia Nursing program becoming stand-alone, and continue to prepare to launch new curriculum co-developed with Tajikeimɨk, the Mi'kmaw Health Authority.

Thank you to Elder Lorraine Whitman, Darlene Copeland, Jordan Smith, and their team for the incredible work they do to honour and recognize the National Day for Truth and Reconciliation (September 30), Treaty Day (October 1), Sisters in Spirit Day (October 4), and Mi'kmaw History Month, as well as their ongoing work to continually bring Mi'kmaq knowledge, sciences, and wisdom to Acadia and their daily work to support Mi'kmaq and Indigenous students.

Academic Restructuring Process Update

The restructuring implementation plan was shared with the campus community on Friday, September 25, and is currently available on the Reimaging Acadia website: https://www2.acadiau.ca/about-acadia/leadership/reimagining/timeline.html

As mentioned in my September report, work is already underway in many areas across the university to prepare for this transition, and there will be opportunities for input and feedback throughout this process. Coordination of the components of the restructuring process are led by myself, the President, and Senior Leadership, with each holding responsibility for their portfolios, and related work within.

Senate processes are underway, led by the Chair and Deputy Chair of Senate, with Senate Committees working on key items.

Schedule H & Academic Program Review and Planning

Work continues on the provincially-mandated Academic Program Review process. As shared in my June 2026 Senate report, Workstream B (Program Costing Analysis: Template 2) and

Workstream C (Program Categorizations: Templates 3, 4, 5, 6, and 8) were submitted on June 1, 2026.

Template 7: Strategic Prioritization and Implementation Planning was submitted on August 31, 2026

And work is well underway on Template 9: Final Report, which is due on October 15, 2026. This report includes final revised versions of Templates 1-8, plus a final summary template.

I continue to meet regular with the APR Teams across Nova Scotia Universities, as well as members of Advanced Education, throughout this process.

Acadia Enterprise Risk Management Program

Submitted by Erin Beaudin, Vice-President Finance & Administration and Chief Financial Officer

The Acadia Enterprise Risk Management (ERM) Program is an initiative developed to support a structured, internally managed approach to identifying, assessing, mitigating, and reporting risks that threaten Acadia's strategic objectives. The initial ERM Program design, including establishing the ERM governance structure and ERM Steering Committee, is complete, along with research conducted on similar programs at other academic institutions. An ERM Special Topics course ran in the Winter 2026 term, and a small group of students developed foundational materials to support the ERM Program including an ERM Handbook and the framework developed for distribution to all stakeholders. The students' initial involvement extended beyond materials developed to include a presentation to the SLT, where they outlined the program, including its purpose, scope, and phased implementation plan. Formal communication of the ERM Program, including the distribution of educational materials and campus-wide training, has since been paused due to the restructuring efforts currently underway, allowing the program to align its rollout with the organizational changes before wider engagement resumes.

The SLT, with the support of the ERM Steering Committee, is running a pilot ERM case around the university-wide restructuring. The first year of the ERM Program is well-positioned to support this process and capture lessons from this initiative. Once the framework is formalized, projects of this scale can run through the ERM Steering Committee’s consulting process.

Academic Reviews & Quality Assurance

Program Reviews Tracking – As of September 28, 2026
The next APRC meeting is October 9, 2026.

Review Tracking – October 2026

Department	Concurrent with Accreditation	Status

Community Development	N/A	Site Visit: March 19-21, 2025. 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: APRC to prepare Report to Senate.**
Computer Science	CIPS Accreditation	Site visit: March 2-3, 2026. Accreditation Reviewers: Karen Lopez, Industry Representative Gerald Caissy, Director of Accreditation, CIPS Dr. Christian Blouin, Dalhousie University, Professor and Associate Dean, Academic, Faculty of Computer Science **Stage: Site visit complete. Awaiting Reviewer's Final Report.**
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. 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 **Stage: APRC to prepare Report to Senate.**
Graduate Studies	N/A	Site Visit: March 3-5, 2025. 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: APRC to prepare Report to Senate.**
Kinesiology	CCUPEKA Accreditation	Site Visit: March 25-26, 2026 External Reviewers: Dr. Glen Bergeron, Professor/Athletic Therapist, Gupta Faculty of Kinesiology and Applied Health, University of Winnipeg Dr. Gabriela Tymowski-Gionet, Associate Professor, Faculty of Kinesiology, University of New Brunswick (Fredericton) **Stage: Report received. School to meet with APRC.**
Nutrition and Dietetics	EQual Canada Accreditation	Site Visit (Virtual): September 6-10, 2027 Surveyors: Carla D'Andreamatteo, Instructor, Red River Polytechnic Joanne Hamilton, Director and Professor, University of Manitoba Heidi Boyd, Chair, Newfoundland and Labrador College of Dietitians

		Stage: Preparing self-assessment documents.
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics **Stage: APRC to prepare Report to Senate.**

Mid-Point Follow-Up Schedule

Department	Date
Economics	**2027**
Mathematics and Statistics	**2027**
Biology	**2027**
English and Theater	**2027**
Library and Archives	**2027**

Respectfully submitted,



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

EXECUTIVE ADVISOR, L'NU AFFAIRS AND INDIGENIZATION REPORT TO SENATE — OCTOBER 2026

No report received.

ASSOCIATE VICE-PRESIDENT EQUITY, DIVERSITY, INCLUSION, AND ANTI-RACISM (AVP EDIAR) REPORT TO SENATE — OCTOBER 2026

No report received.

VICE-PROVOST CURRICULUM & PLANNING — OCTOBER 2026

No report received.

VICE-PROVOST ACADEMIC PLANNING AND GRADUATE STUDIES — OCTOBER 2026

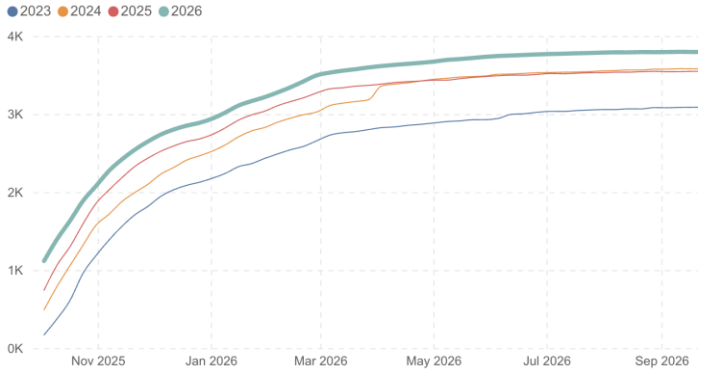
No report received.

Enrolment Update

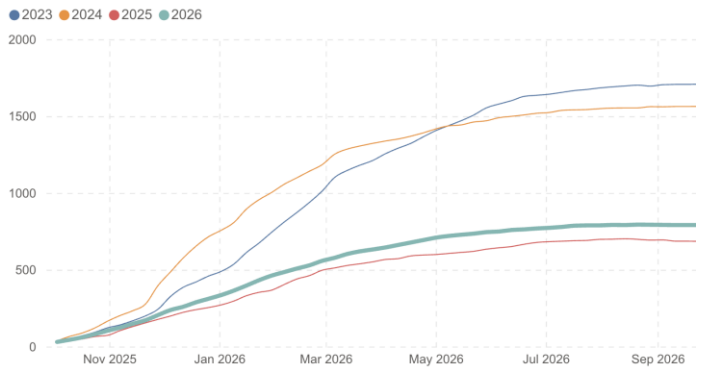
Increased Applications Did Not Lead to Increased Registrations

Although Fall 2026 applications exceeded Fall 2025 by 353, an increase of 8.34%, that growth has translated into only 15 additional registered Level-1 students. Domestic applications increased by 247 to 3,800, while international applications increased by 106 to 791.

Domestic Applications Trend



International Applications Trend



Fall 2026 Registrations

As the main fall registration period concludes, full-time registrations stand at 3,275, down 88 from the same time last year. Part-time registrations total 123, an increase of five.

Level 1 registrations total 1,129, up 15 over the same period.

International registrations continue to decline following changes to federal government policy. Current international enrolment is 401, down 39 students from this time last year.

Total enrolment is currently 3,398, just above the December 1 budget target of 3,396. This leaves little room for the student attrition that typically occurs during the fall term. Tuition revenue is projected to fall below budget, with an anticipated negative budget impact of approximately $500,000.

Residence Occupancy Decline

Declining international enrolment and an increase in off-campus housing options have contributed to lower residence demand in recent years. Although approximately 30% of Acadia students continue to live in residence, the current vacancy rate is 21.59%.

This vacancy level puts Acadia at risk of failing to meet the provincial government's residence vacancy requirement, which could result in a holdback of more than $1 million from our operating grant.

Given current vacancy levels, we will be removing Crowell Tower from the Residence Life options for Fall 2027. Currently, Crowell Tower has a particularly high vacancy rate, with the top four floors not in use.

5-Year Student Recruitment Plan

Enrolment growth is essential to Acadia's financial sustainability. Building on positive application trends, our priority is to translate consistent interest into more students choosing and enrolling at Acadia.

Following the March 2026 staffing reductions and declining international enrolment, domestic and international recruitment departments have been consolidated. Our new Director of Enrolment Services, Nicole Druken, has worked with her team and campus partners to develop a new five-year student recruitment plan.

Alongside regular updates to recruitment materials, we will improve our online presence, with particular attention to program information and social media initiatives. We have also launched a new communications plan for students in Grades 9–11, and renewed our approach to Enrolment Advisor training.

Converting a growing number of applications and deposits into registrations will require a campus-wide commitment to recruitment. Through a new Student Recruitment Council and more regular consultation, we aim to strengthen campus tours, develop program-specific recruitment strategies, support connections between faculty and high school teachers, and create more opportunities for prospective students to visit campus.
The recruitment team is also available to support departments exploring new programs, including by providing market insights to inform program development. Strong, relevant academic programs remain the foundation of enrolment growth, particularly as Acadia faces competition from other universities, declining government funding, and the need to adapt to an ever-changing world.

ACADIA STUDENTS' UNION REPORT TO SENATE — OCTOBER 2026

Academic Update

- The VP Academic attended the final ad-hoc nursing committee meeting (congratulations to the committee!)
- Meetings and preparations have begun around feedback and implementation of restructuring, with work ongoing.

Advocacy Update

- The President, VP Academic and VP Events and Promotions reconvened with the Students Nova Scotia Board after a brief hiatus for welcome week and Orientation.
- Advocacy work is ramping up before November, with advocacy documents and asks by Students Nova Scotia and the Canadian Alliance of Student Associations currently drafting. A major priority is maintaining current Canadian Student Financial Aid grant levels.
- Students' Nova Scotia's first publication of the year will soon be released, which will be a contribution to Shared Perspectives on Food Insecurity.
- The President and VP Academic-External are working with MLA Julie Vanexan to set up a meeting regarding bilateral agreements
- The President will be attending a Student Housing Observatory on October 6th in Halifax to discuss what students at Acadia and across Nova Scotia needs.
- The Canadian Alliance of Student Associations hosted its September e-plenary on September 25th.

Other Updates

- Final preparation for homecoming is underway!
- Nominations for the ASU Fall by-election have opened, with the election concluding October 29th.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE — OCTOBER 2026

No report received.

Senate Executive Report

October 2026

Since the September Senate meeting, the Senate Executive Committee has met once, on September 28.

The following business was discussed or carried out by Senate Executive during this period/at these meetings:

- Discussion of the status of the overarching pieces of work from the Academic Restructuring implementation that fall within Senate's purview.
- Discussion of remaining vacancies for Senate, Senate Committees, and Senate-related positions.
- Discussion of Faculty Council and individual Faculty Councils and their constitutions and process and timing of establishment of new constitutions.
- Identification of additional items for next Senate meeting and next Senate Executive meeting.

Respectfully submitted,

Anna Kiefte, Chair of Senate

Senate Academic Integrity Committee (AIC)
Transition Report
21 Sept 2026

Membership:
Registrar: Mark Bishop
1 Arts: Jessica Slights
1 Professional Studies: Tristan De Borba
1 Pure and Applied Science: Darcy Benoit (Chair)
1 Dean of Libraries and Archives or delegate: Ann Smith
1 Student: Lily Rich

The AIC met on September 21st via MS Teams and reviewed the tasks assigned by the Senate for the transition meeting. Regrets: Mark Bishop, Lily Rich

The committee elected Darcy Benoit as chair for the upcoming year.
The committee agreed to crowd-source meeting notes on Teams during meetings.
The committee agreed to monthly meetings on MS Teams.

The AIC's mandate:

(1) to advocate for any additional resources that are necessary and appropriate to support effective proctoring of tests and examinations, plagiarism detection software, campus awareness programs, etc.;
(2) to recommend practical and technical measures to deter and detect cheating and plagiarism;
(3) to monitor University policy on cheating and plagiarism and to recommend any changes deemed necessary;
(4) to promote uniform procedures across campus for reporting cheating and plagiarism;
(5) to oversee a Registry in the Registrar's Office of reported incidences of penalties applied for cheating and plagiarism in order to deter repeated offences; and
(6) to review as necessary policy and procedures in other Canadian universities and to act as a liaison with outside organizations as appropriate.

The committee briefly reviewed the mandate of the committee. There was agreement to discuss issues related to mandate points 1 and 2, to consider the intersection of the use of AI and the Academic Integrity Policy, and to consider possible updates to the Academic Integrity Policy. The committee also briefly discussed the upcoming academic reorganization and how that might impact the work of the committee.

Respectfully submitted,
Darcy Benoit (Chair)

Report of the ad hoc Nursing Program Steering Committee
September 28th, 2026

2026-2027 committee membership (alphabetical):

- Cassel Busse, Director of the School of Nursing
- Ashlee Cunsolo, Provost and VP Academic
- Corinne Haigh, Dean, Professional Studies (Chair)
- Jeff Hooper, Dean, Pure and Applied Science
- Matt Lukeman, Department of Chemistry, Faculty of Pure and Applied Science representative
- Maggie Neilson, Vaughan Memorial Library
- Lily Rich VP Academic and External for the Acadia Students' Union
- Jeff Torbert, Chair, Senate Curriculum Committee (Policy)
- Janna Wentzell, School of Kinesiology, Faculty of Professional Studies representative
- Ian Wilks, Department of Philosophy, Faculty of Arts representative
- VACANT, Department of Biology

Invited guests (alphabetical):

- Mark Bishop, University Registrar
- Shawna Singleton, Academic Program Development, Quality Assurance, and Planning Coordinator

The ad hoc Nursing Program Steering Committee has met once since it last reported to Senate in June 2026 (September 17th, 2026).

Meeting frequency and modality for this academic year

It should not be necessary to meet again this year.

Updates from the School of Nursing

At our September 2026 meeting, we received several updates from Dr. Cassel Busse, Director of the School of Nursing, related to the status of the Nursing program at Acadia, curriculum, and hiring. We are very pleased to report that as of August 15, 2026, Acadia University is now independently administering the BScN in Nursing at Acadia. Current students are still following the CBU curriculum, but now independently offered and administered by Acadia University, with approvals from the Advisory Committee on Health Human Resources (AACHHR) and MPHEC, and agreement from the Nova Scotia College of Nurses (NSCN). We have also submitted the documentation required by the Nova Scotia Nursing and Midwifery Regulator (NSNMR; formally the Nova Scotia College of Nurses) in order for the Acadia stand-alone curriculum to be formally evaluated and approved, with a target of receiving preliminary approval in order to begin offering this program in Fall 2027. We also continue to work with the Canadian Association of Schools of Nursing (CASN) to navigate their accreditation process. All of these steps have required the School of Nursing to develop a new governance structure, with Acadia's own committees, policies, and procedures.

In terms of hiring and staffing updates, all full-time tenure-stream CBU faculty members transitioned to be Acadia employees and members of AUFA as of July 1, 2026, and all contractually limited-term CBU Nursing Practice Educators (NPEs) transitioned to be Acadia employees and members of AUFA as of August 15, 2026. Over the summer, we also hired 3

additional tenure-stream faculty members, and 3 additional NPEs, for a total of 7 tenure-stream faculty members (including the Director), and 11 full-time NPEs. Approval was also provided for the remaining two staff positions in the School of Nursing, the Program Manager and Simulation and Clinical Skills Coordinator positions. Kate Langman has now moved from the role of Administrative Assistant in the School of Nursing to that of Program Manager, and both the Administrative Assistant position and the Simulation and Clinical Skills Coordinator positions will be posted shortly.

The first cohort of Nursing students, all of whom completed the CBU Nursing program at our Acadia satellite campus, will graduate from CBU as part of Acadia's Fall convocation ceremony on Friday, October 16th, 2026. The Dean of the School of Nursing will be in attendance. There is also a pinning ceremony for these students on October 15th, 2026. We continue to fill all seats in the Nursing program, with a healthy waitlist. We have an active Acadia Nursing Society, formed even before we attained stand-alone status.

Finally, progress continues to be made on advancing plans for the new Nursing Building. Preliminary construction activities should begin later this fall, followed up by more substantive construction activity in the spring. In the meantime, the Nursing program continues to operate out of Emmerson, with classroom spaces across campus also being used for theory courses.

Meetings with external partners

The Joint Implementation Steering Committee has met one since our last ad hoc committee meeting. Topics discussed included timelines and next steps regarding Acadia standalone status, Tenure-Track (TT) and Nursing Practice Educator (NPE) transition, supporting student cohorts in transition, and convocation for first cohort (Fall 2026).

Participants from the Acadia Nursing program and Tajikeimɨk continue to meet regularly about the Nursing program and curriculum at Acadia and have been building in time for in-person gatherings where possible, to continue to value this very positive working relationship.

Follow-ups from the June 2026 report to Senate and goals for this year

Last September, we named the following goals for the 2025-2026 academic year:

1. A review of Acadia's proposed standalone Nursing program and curriculum documents, playing the same role as the academic unit typically would, as part of the internal curriculum review process at Acadia University.
2. A review of the committee's original mandate, with a report to Senate on what has been accomplished and what we have yet to do, if anything.
3. A report on the additional functions the committee has taken on, with a report on what has been accomplished and what we have yet to do, if anything.
4. A proposal to Senate with a revised mandate for this committee, and a recommendation as to when this ad hoc committee should be formally dissolved.
5. A commitment to continuing to fulfill the committee's mandate as directed by Senate.

We completed goal #1, last year, and have remained committed to continuing to fulfill the committee's mandate as directed by Senate (goal #5). At our September 17th, 2026, meeting, we discussed goals 2-4.

In relation to goal #2, this primary mandate of this ad hoc committee is as follows:

> "*Therefore, an ad hoc Nursing Program Steering Committee shall be struck to consider the establishment of a Nursing Program at Acadia University and to make to the*

Senate whatever recommendations related to the program it deems fit. This shall include recommendations regarding the suitability of establishing such a program, its curriculum, appropriate structure and faculty home, and any other matters related to educational policy. The committee shall have authority to consult where appropriate with relevant individuals and academic units at Acadia University and other colleges and universities. The committee will receive from the Provost a description of how resources could be allocated to address the corresponding needs of existing and new academic units. The committee shall receive from and provide assistance to the Provost around discussions with Government of Nova Scotia and any other appropriate bodies as the committee may deem necessary."

Those present at the meeting, and those who submitted feedback in advance, agreed that we had accomplished the original mandate of the Ad hoc Nursing Steering Committee. This committee made a recommendation about the appropriate faculty home for the School of Nursing. Both the Acadia/CBU Teach-Out program and the new stand-alone Acadia Nursing program have been reviewed and voted on by this committee. We have asked questions and provided feedback on all issues named in the mandate.

In relation to goal #3, those present at the meeting, and those who submitted feedback in advance, agreed that in the absence of a fully staffed School of Nursing on campus, the members of the ad hoc committee have filled several roles that members of an academic unit would take on with regard to curriculum review, and also in hiring processes (as outlined in several MOAs). We also agreed that now that all faculty had transitioned from CBU to Acadia, there was no longer a need for members of the Ad hoc Nursing Steering Committee to serve in these additional functions.

Finally, in relation to goal #4, the following motion was made by Janna Wentzell, and seconded by Lily Rich:

Motion: To dissolve the ad hoc Nursing Program Steering Committee of Senate, understanding that the School of Nursing has now taken on full responsibility for the Acadia Nursing program, which is now standalone, and the committee has fulfilled its mandate.

This motion was circulated for an electronic vote from Wednesday, September 23rd, 2026, to Monday, September 28th, 2026. The motion passed unanimously. Based on this result, the members of the ad hoc Nursing Program Steering Committee of Senate recommend to Senate that the committee be dissolved.

Respectfully submitted,

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

Admissions & Academic Standing (Policy) Committee
Finalized Transition Report 2026

Admissions and Academic Standing (Policy) Committee Mandate & Duties

Duties: To interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, and academic regulations.

2026-2027 Membership

1. Provost and Vice-President Academic (Chair): Ashlee Cunsolo
2. Registrar: Mark Bishop
3. Dean, Faculty of Arts: David Duke
4. Dean, Faculty of Professional Studies: Corinne Haigh
5. Dean, Faculty of Pure and Applied Science: Jeff Hooper
6. Director, Faculty of Professional Studies: Darren Kruisselbrink
7. Faculty of Professional Studies: Ayman Aljarrah
8. Head, Faculty of Arts: Can Mutlu
9. Faculty, Faculty of Arts: Stephen Ahern
10. Head, Faculty of Pure and Applied Science: Richard Karsten
11. Faculty, Faculty of Pure and Applied Science: Paul Arnold
12. Theology: VACANT
13. ASU Vice-President Academic and External: Lily Rich

Meeting Dates/Frequency for 2026-2027

The AASP will meet monthly.

Meeting Modalities for 2026-2027

Combination of in-person and virtual via Teams.

AAS(P) Goals for 2026-2027

- Continue to work on academic policies and procedures work from 2025-2026, including, but not limited to: deferral policy for admissions; double counting of courses; batch admissions; and minors.
- Consider impacts of the academic restructure on academic policies and procedures, and make required changes and recommendations for alignment (if applicable)

Respectfully submitted,



Ashlee Cunsolo, PhD
Provost & Vice-President Academic
AAS(P) Chair

Senate Archives Committee (SAC)
Finalized Transition Report 2026

SAC Mandate and Duties

As listed in the Senate Constitution, the mandate and duties of the SAC are:

a. To advise and guide on long-term and short-term directions that are consistent with the mandate and strategic direction of the Archives;
b. To advocate for the Archives within the University, the Convention of Atlantic Baptist Churches and the local community;
c. To make an annual report;
d. To address other Archives-related issues that shall arise from time to time.
e. To support academic activities.

2026-2027 Membership

Archives Committee

	Membership	Representative	Term	Term End	Notes
1	Archivist	Ciaran Purdome	ex-officio		
1	Archivist	Wendy Robicheau	ex-officio		
1	Dean of Library and Archives	Jennifer Richard	ex-officio		
1	Arts	Ian Wilks	3 yr	2029	
1	Arts	Jon Saklofske	3 yr	2027	
1	Arts	Marina Davidson	3 yr	2028	
1	Prof. St.	Alicia Noreiga-Mundaroy	3 yr	2029	
1	P&A Sc.	Deanne van Rooyen	3 yr	2029	
1	Theology	Melody Maxwell	3 yr	2027	
1	Alumni Appointee	VACANT	3 yr	2028	
1	Presidential Appointee	Catherine Fancy	3 yr	2028	
1	Canadian Baptists of Atlantic Canada	Shirley Soleil Day	3 yr	2028	
1	Student (Graduate or Honours)	VACANT	1 yr	2026	

Chair: **Jon Saklofske (2026-2027)** Secretary: **Kelly Bennett**

**Notes:

1. We are still waiting for the ASU to formally approve Oliver Godelie as the student representative on the SAC for 2026-2027.
2. We are working with the Alumni Office to confirm the selection of an Acadia Alumni member for 2026-2027

Meeting Dates/Frequency for 2026-2027

We are planning to meet monthly during the 2026-2027 academic year.

Meeting Modalities for 2026-2027

We will schedule most of our meetings in person (as we have all agreed that in-person meetings are more effective at building community), but to accommodate committee members who may be unable to attend due to distance, travel limitations, or other circumstances, we will host hybrid meetings using an OWL to facilitate inclusion and participation. At least one meeting will be held in the Archives, combined with a tour of the workspaces.

SAC Goals for 2026-2027

We agreed to allow our committee goals for this year to be established and directed by the Archivists based on the needs and directions of the Archives. These goals will emerge alongside the Committee self-reflection document preparation, in tandem with thinking about ways that the Archives can expand their relevance to the University, the local community, and visiting researchers through and beyond the University restructuring process.

Respectfully submitted,



Jon Saklofske (2026-2027 SAC Chair)

Board of Open Acadia Committee
Finalized Transition Report 2026

Board of Open Acadia Committee Mandate & Duties

To govern and support the activities of Open Acadia.

Membership

14. Provost and Vice-President Academic (Chair): Ashlee Cunsolo
15. Registrar: Mark Bishop
16. Dean, Faculty of Arts: David Duke
17. Dean, Faculty of Professional Studies: Corinne Haigh
18. Dean, Faculty of Pure and Applied Science: Jeff Hooper
19. Director of Open Acadia: Lauren Wilson Finniss
20. ASU Vice-President Academic and External: Lily Rich

Meeting Dates/Frequency for 2026-2027

The BOA will meet monthly.

Meeting Modalities for 2026-2027

Virtual, via Teams

BOA Goals for 2026-2027

- Intersession transition
- COIN Model transition
- Graduate programs transition
- Online course development planning and development processes
- Consider strategies for better supporting Adult Lifelong Learning and community learning opportunities
- Consider opportunities for Open Acadia and the Board of Open Acadia within the academic restructure

Respectfully submitted,

Ashlee Cunsolo, PhD
Provost & Vice-President Academic
BOA Chair

Honours Committee
Fall 2026 Report to Senate

Committee Members for 2026/2027:

Dean of Research & Graduate Studies: Kate Ashley ex-officio
Registrar: Hayley van Kroonenburg as designate for Mark Bishop ex-officio
Arts: Xiaoting Wang
Arts: Kevin Whetter (new Chair)
Prof. Studies: Kelly Dye
Prof. Studies: Lauren Lattimer
P&A Science: Matthew McSweeney (Transition Chair)
P&A Science: Esteve Hassan
Honours Student (Arts): vacant
Honours Student (Prof. Studies): vacant
Honours Student (P&A Science): vacant

Chair: Kevin Whetter was nominated and accepted the chair role.

The first meeting of the Senate Honours Committee for 2026/2027 was held on 15 September. Matt McSweeney, as Transition Chair, welcomed the members and discussed what the committee wants to accomplish this year.

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

Goals and priority activities for the coming year:

- Respond to questions provided by Anna Kiefte about the committee
- Oversee the adjudication process for research funding awards to Honours students (e.g. USRA, HSRA, etc). Criteria for awards and evaluation of applications will be reviewed and revised, if needed.
- Strengthen Honours research student opportunities.
- Set up events for potential Honours students and current Honours students

Respectfully submitted,
Matt McSweeney, Transition Chair

ACADIA UNIVERSITY

Report of the SCHOLARSHIPS, PRIZES AND AWARDS COMMITTEE (SPAC) to SENATE

REPORT DATE: September 14, 2026

SPAC COMMITTEE MEMBERS
Scott Landry, FPS
Wenxia Guo, FPS
Marina Davidson, FA
Emily Lockhart, FA
Iain Beaton, FPAS
Jennie Rand, FPAS, Chair
Kim Rhymes, Scholarships
Cheryl Weisner, Scholarships

SPAC COMMITTEE CHAIR
Jennie Rand will chair the committee to 2027.

MEETINGS DATES
The committee will meet remotely via Teams. The committee met via Teams on September 14, 2026

Additional meetings for the 2026-27 year are expected to be held in:
October 2026
February 2027
March 2027
April 2027

The Appeals Sub-Committee of SPAC will also meet remotely, as needed.

PURPOSE AND DUTIES OF COMMITTEE
The committee reviewed the purpose and duties below. No changes for 2026. Changes for 2027 were discussed and will be proposed for July 2027 restructure.

1. To decide policy and process by which recipients of scholarships, prizes, bursaries, scholar-bursaries, awards, and convocation medals are to be selected and to gather all information it considers necessary for the selection;
2. To select the recipients of undergraduate entrance scholarships, prizes and awards and some in-course scholarships, prizes, and awards;
3. To periodically review the scholarships, prizes and awards program and to recommend improvements (increased funds, new scholarships, more prizes, etc.) to those involved in the program;
4. To promote interest in the scholarship program;
5. To consider such other matters as the Senate may from time to time entrust to the Committee.

Respectfully submitted,

Cheryl Weisner, Secretary

Jennie Rand, Chair

Updates to the Graduate Supervision policy, currently on page 43 of the Academic Calendar.

Rationale for update: This change captures situations where an applicant has been accepted to a graduate program but has not yet registered or enrolled, and a supervisor is either no longer available or the supervisory relationship has broken down such that no suitable alternative supervisor can be identified after all reasonable efforts have been exhausted. The change also incorporates the suggestion made at the last Senate meeting to remove the hyperlink from the Calendar.

For reference, the Graduate Thesis Supervision document can be found at:
https://gradstudies.acadiau.ca/tl_files/sites/gradstudies/docs/GraduateSupervision.pdf

CURRENT WORDING

Graduate Supervision
A student who has exhausted all avenues for supervision within the Department or School in which they are enrolled may be dismissed from their graduate program. This action can only be taken by the Vice-Provost, Academic Policy and Graduate Studies after consultation with the Head/Director of the Academic Unit, the Graduate Program Coordinator, and the student in question. A designate must be appointed in the case that the Head/Director or the Graduate Program Coordinator is the supervisor of the student. All avenues will be taken to protect the privacy of the student during these consultations.

Appeals against dismissal may be made to the Senate Admissions and Academic Standing Appeals Committee through the Provost and Vice President Academic. Decisions of the Committee are final.

Graduate Thesis Supervision Conflict Policy
At times conflict arises in a supervisory relationship. It is imperative that troubling issues be addressed at an early stage before they lead to a deterioration of the working relationship. Resolution at an early stage should be between the student and the supervisor, without the necessity of involving others. However, given the power imbalance in a supervisor relationship, if students are uncomfortable approaching their supervisors on issues of conflict, or if the supervisory relationship has deteriorated to the point where the likelihood of resolution at this informal stage is remote, the procedures outlined in the Thesis Supervision Guidelines document
(https://gradstudies.acadiau.ca/tl_files/sites/gradstudies/docs/GraduateSupervision.pdf) are to be followed. The student may be discontinued/dismissed from their graduate program if alternative supervision options within the Department or School (or another academic unit) have been exhausted. This action can only be taken by the Vice-Provost, Academic Policy and Graduate Studies, after consultation with the Head/Director of the Academic Unit, the Graduate Program Coordinator, and the student in question. A designate must be appointed in the case that the Head/Director or the Graduate Program Coordinator is the supervisor of the student. All avenues will be taken to protect the privacy of the student during these consultations.

Appeals against discontinuation/dismissal may be made to the Senate Admissions and Academic Standing (Appeals) Committee through the Provost and Vice President Academic. Decisions of the Committee are final

REVISED WORDING

Graduate Supervision
After the procedures outlined in the Graduate Thesis Supervision document have been followed, a student may be discontinued/dismissed from the graduate program to which they have been accepted, or in which they are enrolled, if alternative supervision options within the Department or School (or another academic unit) have been exhausted. This action can only be taken by the Vice-Provost, Academic Policy and Graduate Studies after consultation with the Head/Director of the academic unit, the Graduate Program Coordinator, and the student in question. A designate must be appointed in the case that the Head/Director or the Graduate Program Coordinator is the supervisor of the student. All avenues will be taken to protect the privacy of the student during these consultations.

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At times conflict arises in a supervisory relationship. It is imperative that troubling issues be addressed at an early stage before they lead to a deterioration of the working relationship. Resolution at an early stage should be between the student and the supervisor. However, given the power imbalance in a supervisory relationship, if students are uncomfortable approaching their supervisors on issues of conflict, or if the supervisory relationship has deteriorated to the point where the likelihood of resolution at this informal stage is remote, the procedures outlined in the Graduate Thesis Supervision document are to be followed.

The student may be discontinued/dismissed from their graduate program if alternative supervision options within the Department or School (or another academic unit) have been exhausted. This action can only be taken by the Vice-Provost, Academic Policy and Graduate Studies, after consultation with the Head/Director of the Academic Unit, the Graduate Program Coordinator, and the student in question. A designate must be appointed in the case that the Head/Director or the Graduate Program Coordinator is the supervisor of the student. All avenues will be taken to protect the privacy of the student during these consultations.

Appeals against discontinuation/dismissal may be made to the Senate Admissions and Academic Standing (Appeals) Committee through the Provost and Vice President Academic. Decisions of the Committee are final.

Motion from the Admissions and Academic Standing (Policy) Committee:

Motion that item number 1 of the Bachelor of Education Admission Requirements be amended to be: " 1. At least 90 undergraduate credit hours with a GPA of 2.67 or above.".

Supporting documentation and rationale:

Changes to admissions requirements for the Bachelor of Education (all pathways)

1) This admissions change was supported by majority vote by the School of Education on May 13, 2026.

2) This admissions change was supported by majority vote by the Admissions and Academic Standing (Policy) Committee on September 28, 2026.

3) Additional context:
   a) Faculty members in the School of Education first began a conversation about the possibility of removing barriers to access teacher education, in relation to admissions requirements, during the 2023-2024 academic year. These conversations were motivated by an overall desire to improve equitable and inclusive access to Bachelor of Education programming, including but not limited to the newly formed partnership with the Delmore "Buddy" Daye Learning Institute (DBDLI), with funding from the Department of Education and Early Childhood Development (DEECD), to offer an Africentric Bachelor of Education (Elementary) cohort on an alternative timeline.
   b) Around the same time, there were discussions with government, both the Departments of Advanced Education (AE) and EECD regarding admissions requirements to Bachelor of Education programs, with discussions of changing the number of credits required for entry.
   c) Schedule F of the bi-lateral funding agreement reads as follows:

1. *(b) the Bachelor of Education program;*

   to remove any requirement that an applicant hold or otherwise obtain, as a condition of admission to the program, any academic credential(s) that exceeds the minimum entry to practice requirements prescribed by the applicable regulatory body. For greater certainty, where a regulatory body requires an academic credential for the purpose of issuing a license or certificate that authorizes the graduate of the undergraduate health program to work as a health practitioner in Nova Scotia or a graduate of the Bachelor of Education program to work as a certified teacher in Nova Scotia, then the University shall not adopt,

implement or maintain any admission requirement or pre-requisite that requires the applicant hold or otherwise obtain an academic credential not required by or that exceeds the minimum requirements prescribed by the applicable regulatory body.

2. *If the University is required to amend the admission criteria to an undergraduate health program or the Bachelor of Education program under paragraph 1 of this Section F.3 then any such amendment shall be completed by the University on or before the Agreement End Date.*

d) The proposed change does not alter the specific requirements dictated by the Office of Teacher Certification in order to be certified as an elementary or secondary teacher.
   - Elementary:
     - 1. Six (6) credit hours in university social studies coursework from any one or combination of the following disciplines: History (with a preference for local and Canadian History), Geography, Economics, Political Science, Anthropology, Sociology, Law, Classics, African Canadian Studies, Mi'kmaq Studies, Acadian Studies and/ or Philosophy.
     - 2. Six (6) credit hours in university science coursework from any one or combination of the following disciplines: Biology, Chemistry, Physics, Geology/Earth Sciences, Oceanography and Environmental Studies. NOTE: Psychology is not recognized as science.
     - 3. Six (6) credit hours in university Mathematics coursework with a preference for a course in fundamental concepts. Comment - Most institutions have a mathematics course designed for those who intend to become elementary school teachers. MATH 1533, Mathematical Concepts I, and MATH 1543, Mathematical Concepts II, are available online from Acadia or any Fundamental Concepts in Math course would be acceptable. NOTE: For additional information regarding the mathematics requirement please click here.
     - 4. Six (6) credit hours in university English coursework if undergraduate degree is delivered in English or six (6) credit hours in university French coursework if undergraduate degree is delivered in French. Comment - Whenever possible, applicants should attempt to exceed this certification guideline. In particular, and whenever possible, applicants should consider taking courses in Children's Literature, drama, writing and composition, oral communication, and linguistics.
   - Secondary
     - 1. A concentration of at least thirty (30) credit hours of university coursework in a (one) discipline taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of six (6) credit hours of cognate* university coursework may be included in fulfillment of this requirement. [First Teachable]

- 2. A concentration of at least eighteen (18) credit hours of university coursework in a (one) discipline taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of six (6) credit hours of cognate* university coursework may be included in fulfillment of this requirement. [Second Teachable]
- It is preferable to have two distinct disciplines from different subject fields, although not required. The subject fields, and the recognized disciplines within each, are as follows. Note: The Acadia School of Education provides coursework towards teacher certification in the following subject fields:

Subject Fields	Recognized Disciplines
English	English
French	French
Mathematics	Mathematics (Secondary Mathematics FAQs)
Science	Biology, Chemistry, Physics, Geology/ Earth Sciences, Environmental Studies, Oceanography
Social Studies	History, Geography, Political Science, Law, Sociology, Economics, Classics, African-Canadian Studies, Acadian Studies, Mi'Kmaq
Physical Education	Physical Education, Kinesiology
Fine Arts	Music**

e) Conversations ongoing at the university about accelerated concurrent degree offerings (similar to the B.Sc/B.Ed. program) would allow students to earn 2 degrees but on a similar timeline. The same would be true of defined 3-year degrees designed to ladder into the 16-month B.Ed. program.

Admission to the Bachelor of Education Program

In keeping with our commitment to diversifying representation in our Bachelor of Education program with a view to graduating teachers who better reflect the diversity of students in our public school system, we encourage applications from minoritized or under- represented groups.

Applicants will be carefully selected after examination of all relevant information. Not all applicants who meet the minimum admission requirements will be admitted. The University reserves the right to refuse admission to any applicant.

Bachelor of Education Admission Requirements:

1. ~~A recognized bachelor's degree with a minimum GPA of 2.67 (70%) in the last three years (90 credit hours) of undergraduate study.~~ At least 90 undergraduate credit hours with a GPA of 2.67 or above.
2. Three reference forms – one academic reference and two references that speak to teaching potential.
3. An interview may be required.
4. Experience working with children and/or adolescents, for example, as a coach, counselor, parent, tutor, etc.
5. Provincial regulations require BEd students to pass a child abuse registry and criminal record check. This will be required prior to the program start date.

Note: The School of Education recognizes that certain extenuating circumstances may have prevented some applicants from meeting the 2.67 GPA requirement, that those who completed their undergraduate studies some time ago may not be able to obtain useful academic references, and that not everyone has equal opportunities to engage in employment or volunteer activities with children or adolescents. Our application package allows applicants to identify details of their individual circumstances that may have prevented them from meeting some requirements, and we urge applicants to disclose all relevant information.

Academic Background

The Bachelor of Education program is divided into two streams: Elementary and Secondary. These streams have additional admissions requirements related to candidates' academic background.

Academic Background Requirements: Elementary Stream

1. 6 credit hours (6h) in university social studies coursework from any one or combination of the disciplines: History (with a preference for local and Canadian History), Geography, Economics, Politics, Anthropology Sociology, Law, Classics, African Canadian Studies, Mi'kmaq Studies, Acadian Studies, and/or Philosophy.
2. 6 credit hours (6h) in university science coursework from any one or combination of the disciplines as listed under the Subject Fields/Recognized Discipline Chart.
3. 6 credit hours (6h) in university math coursework with a preference for a course in fundamental concepts. Comment – Most institutions have a mathematics course designed for those who intend to become elementary school teachers. Math 1533, Mathematical Concepts 1, and Math 1543, Mathematical Concepts 2, are available online from Acadia, or any Fundamental Concepts in Mathematics course would be acceptable.
4. 6 credit hours (6h) in university English coursework if undergraduate degree is delivered in English or 6 credit hours (6h) in university French coursework if undergraduate degree is delivered in French.

- With permission of the Director, School of Education, a maximum of 3 credit hours (3h) of the Elementary Education Prerequisites identified above may be completed in the first year of the BEd. This is considered upon review of the application to the program.

- With permission of the Director, School of Education, a maximum of 6 credit hours (6h) of cognate coursework may be recognized in fulfillment of the individual subject field requirements identified above as Elementary Education prerequisites. This is considered upon review of the application to the program.

Academic Background Requirements: Secondary Stream

1. A concentration of at least 30 credit hours (30h) of university coursework in a discipline as listed under the Subject Fields/Recognized Discipline (see below); not to include Canadian Studies or Anthropology, a maximum of 6 credit hours (6h) of cognate university coursework may be included in fulfillment of this requirement with permission of the Director, School of Education.

2. A concentration of at least 18 credit hours (18h) of university coursework in a second discipline preferably but not necessarily different subject field than the 30 credit hour (30h) concentration as listed under Subject Field/Recognized Discipline (not to include Canadian Studies), a maximum of 6 credit hours (6h) of cognate university coursework may be included in fulfillment of this requirement with permission of the Director, School of Education.

- With permission of the Director, School of Education, a maximum of 3 credit hours (3h) of the Secondary Education prerequisites identified above may be completed in the first year of the BEd. This is considered upon review of the application to the program.

Subject Fields/Recognized Discipline Chart

NOTE: The Acadia School of Education provides coursework towards teacher certification in the following subject fields.

Subject fields	**Recognized Disciplines**
English	English
French	French
Mathematics	Mathematics
Science	Biology, Chemistry, Physics, Geology/Earth Sciences, Environmental Studies, Oceanography Studies
Social Studies	African-Canadian Studies, History, Geography, Politics, Sociology, Economics, Mi'kmaq Studies, Law, Classics, Anthropology (second teachable only)
Physical Education	Physical Education, Kinesiology
Music *	Music
Technology Education	Technology Education, Computer Science

* Music may only be used as a second teachable with special consideration.

Teacher Certification

The Nova Scotia Education Act requires that any person employed as a public school teacher hold a teacher's certificate issued by the provincial Department of Education. Sole authority to issue such teaching certificates rests with the Department of Education. A degree or a transcript of credit from a university is not a certificate or authority to teach in Nova Scotia. The Acadia Bachelor of Education degree normally results in the awarding of an Initial Teaching Certificate by the Nova Scotia Department of Education. Other programs lead to certification advancement in accordance with Department of Education regulations. Some certification requirements refer to academic work done prior to beginning the BEd program. For the most up-to-date requirements consult the Registrar of Teacher Certification at the Nova Scotia Department of Education.

BEd programs cannot be taken through part-time study and must be completed within three years of initial registration.

Three motions from the Senate Graduate Studies Committee pertaining to Counselling:

i. Motion to approve the Program Modification Proposal for Master of Counselling and Psychotherapy.

ii. Motion to approve course modifications (14 total) and new courses (4 total) within the Master of Counselling and Psychotherapy Program.

iii. Motion to approve the Academic Calendar Description for the Master of Counselling and Psychotherapy.

Background:
The School of Counselling has voted to change the current degree name (M.Ed. in Counselling) to a Master of Counselling and Psychotherapy. Alongside several consultations named in the MPHEC Proposal, this decision was informed by the evolution of the counselling profession, current developments within counselling therapy and psychotherapy, and knowledge of current initiatives to strengthen the identity of this health profession at a national level.

The current M.Ed. in Counselling program already provides the developmental and educational requirements for graduates to pursue licensure as a regulated counselling professional, which has different titles across Canada. In three jurisdictions (Nova Scotia, New Brunswick, and Prince Edward Island) the regulated title is Counselling Therapist. In two jurisdictions (Ontario and Quebec), the regulated title is Psychotherapist. However, to facilitate labour mobility, regulated members in any of these provinces, regardless of the title used in their jurisdiction, are recognized to hold equivalent scope of practice within the same health profession.

As a newer profession, and one currently only regulated in five provinces, there have been challenges in the recognition of a coherent identity and scope of practice of counselling therapists and psychotherapists. There remain discrepancies within program requirements nationally that provide the training for counselling therapy and psychotherapy, which have contributed to some of this confusion and lack of coherence.

The program at Acadia is a leader in this field. It is the only accredited program in a regulated province, and Acadia provides the curriculum and competency requirements for regulation as a counselling therapist and psychotherapist within the five regulated provinces. As a result, the name Master of Counselling and Psychotherapy reflects the current landscape across Canada related to regulation of the counselling profession. This name also has the advantage of avoiding the confusion that could be created by calling the degree an ‘MA in Counselling Psychology’ or ‘Master of Counselling’, since these names do not offer clarity in the post-graduation regulation that supports the professional practice of graduates. The name ‘Master of Counselling and Psychotherapy’ reflects the training provided in the program, as supported by national accreditation with the Council on Accreditation of Counsellor Education Programs, and the post-graduation practices and regulation of Acadia’s graduates.

Acadia University Senate Curriculum Committee
Curriculum Changes

Type of Change

Course Modifications
The following courses have a change in course number or title and course prerequisites.

The discipline is changing from EDUC to COUN.

Course Name and Description	Credit-Hours	Former Course Number
COUN 50C3 School Counselling Programs This course examines the roles and functions of school counsellors within a Canadian context, in the planning, development, implementation, and evaluation of programs aligned with various models of school counselling. Relevant ethical, legal, and diversity issues are considered in the context of provision of counselling, consultation, and coordinating services in the school setting. *Prerequisite(s): COUN 5033 and COUN 5133.*	3	EDUC 50C3
COUN 50D3 Ethics in Counselling Practice This course provides a critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students are encouraged to explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes.	3	EDUC 50D3
COUN 50E3 Counselling Across the Lifespan This course examines the application of theories of growth, learning, and identity formation in working with clients across the lifespan. Students will explore change strategies and consultative processes alongside ethical, equity, legal, and diversity considerations relevant to life stages. Students develop an understanding of significant life transitions and changes, as well as the role of counselling in supporting client well-being.	3	EDUC 50E3
COUN 50F3 Counselling Pre-Practicum The 40-hour pre-practicum lab experience moves students toward the practice of integrating their beginning skills and strategies into an intentional counselling process in a simulated environment. While under supervision, students are encouraged to enhance self-awareness, further develop counselling competencies, analyse their emerging counselling theoretical orientation, and attune to ethical, legal, and culturally responsive practices. *Prerequisite(s) or corequisite(s): COUN 5033 and COUN 5133.*	3	EDUC 50F3
COUN 50J3 Assessment in Counselling In this course students become familiar with general and formal assessment practices and their uses to inform intervention. Students obtain experience in the use of selected standardized assessment instruments frequently employed in the exploration of cognitive, academic, emotional, social, and behavioral functioning. Development of a critical perspective towards ethical and diversity considerations, conceptualization, purposes, and methods of assessment is promoted.	3	EDUC 50J3

Course Name and Description	Credit-Hours	Former Course Number
COUN 50K3 Clinical Mental Health Counselling This course provides a foundation for working with clients who are living with a mental illness. Students will become familiar with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, and become conversant with evidence-supported and emerging approaches to prevention and intervention. The intent of the course is to establish a critical, conceptual, and procedural framework across the mental health continuum. *Prerequisite(s): COUN 5033 and COUN 5133.*	3	EDUC 50K3
COUN 50N3 Counselling Practicum 2 & Group Supervision Students participate in a minimum 400-hour supervised counselling internship that is completed on a full-time or part-time basis. During internship, students complete a minimum 200 hours of direct client service, 40 of which must be group work. The practicum is accompanied by a 36-hour group supervision class to support practicum interns' professional growth and development during the practicum period. *Prerequisite(s): COUN 50D3, COUN 50F3, COUN 50P3, COUN 5033, COUN 5133, COUN 5623*	3	EDUC 50N3
COUN 50P3 Counselling Practicum 1 & Group Supervision Students participate in a minimum 100-hour initial supervised counselling practicum that necessitates one day per week availability for a 16-week placement necessary to meet initial practicum requirements. During this practicum, students complete a minimum of 50 hours of direct service with clients, 10 hours of which must be group work. The practicum is accompanied by a 36-hour group supervision class to support practicum students' professional growth and development during the practicum period. *Prerequisite(s): COUN 50F3, COUN 50D3, COUN 5033, COUN 5133, COUN 5623.*	3	EDUC 50P3
COUN 5033 Counselling Theories This course is an introduction to the field of counselling. Philosophical foundations and historical bases of the counselling profession are considered from a critical perspective and current issues and future trends are explored. A significant portion of the course is devoted to the study of the major theories of counselling, both historical and current. *Prerequisite(s): Admission to the counselling program.*	3	EDUC 5033
COUN 5133 Counselling Skills This course focuses on salient conditions, skills, and processes that have been associated through research with effective counsellor-client relationships and positive client growth. Through participation in lectures, discussions, and structured exercises, including role playing and video-recorded simulated counselling sessions, students integrate multiple skills into the beginnings of a therapeutic process. *Prerequisite(s) or corequisite(s): COUN 5033.*	3	EDUC 5133
COUN 5343 Counselling for Social Justice and Culturally Responsive Practices Students are supported in exploring theories of social justice, equity, and cultural responsiveness in counselling. Students will be provided with opportunities for self-reflection on their social positioning and biases and how this impacts their approach to counselling. A priority of this course is to bring forward first voice of groups marginalized by traditional counselling practices and raise student's consciousness.	3	EDUC 5343
COUN 5353 Crisis and Trauma Counselling This course is aimed at providing students with a theoretical and practical understanding of trauma and basic accepted practices of supporting individuals from a trauma-informed approach. This course also takes up the research, theory, and practical interventions in supporting individuals experiencing situational or transitional crises. Topics of this course are approached through an ecological perspective and crisis and trauma are explored through consideration of interactions to environmental, developmental, and cultural factors.	3	EDUC 5353
COUN 5543 Theories of Career Development This course examines theories of vocational development and choice, meanings attached to work and leisure, and uses of occupational and educational information. Approaches for assisting individuals in exploration and decision-	3	EDUC 5543

Course Name and Description	Credit-Hours	Former Course Number
making related to work in the context of lifespan issues are actively explored. Consideration is given to issues related to equity and diversity as they relate to work-life. *Prerequisite(s): COUN 50J3.*		
COUN 5553 Topics in Counselling Different sections of this course are offered each year to address specialized areas important to counsellors such as addictions, play therapy, sexual diversity, spirituality, trauma-informed practice and counselling in Indigenous communities. Each of these courses covers key concepts, frameworks for practice, current research, ethical principles, and the application of diversity-sensitive practices.	3	EDUC 5553

Acadia University Senate Curriculum Committee
Curriculum Changes

New Courses for the Master of Counselling and Psychotherapy program

The EDUC versions of these courses exist and should remain. COUN versions are required. The descriptions have changed.

COUN 5053 Counselling Supervision: Theory and Practice Counselling Supervision: Theory and Practice is an entry level course that focuses on fundamental issues in the theory and practice of clinical supervision, including: models of supervision, the supervision relationship, the impact of culture and diversity and personal factors on supervision, supervision techniques and practices, evaluation, and legal/ethical considerations in supervision. This course will provide opportunities for exploration into the theoretical, ethical and practical applications of counselling supervision. *Prerequisite: This course is offered in partnership with CCPA, the Canadian Counselling and Psychotherapy Association. Students are pre-screened by CCPA as having a minimum of five years post-graduate degree experience as a counsellor, be a certified Canadian counsellor or regulated counselling professional, and be actively engaged in a supervisory role.*	3	New
COUN 5113 Qualitative Research in Counselling This course examines the traditions and paradigms of interpretive research in counselling contexts. Practical, ethical, and theoretical issues are shared through class readings, discussion, and practical application. Opportunities are provided for students to learn and practise a variety of interpretive research methods and strategies. Students actively engage in analysing data from a variety of interpretive perspectives. The intended outcome of the course is to provide students with skills and understandings in a wide range of interpretive research approaches that can be put into practice in counselling and other research settings. *Prerequisite(s): COUN 5513*	3	New
COUN 5153 Readings in Counselling Readings (COUN 5153) is a course that allows students to investigate an area of readings interest as an independent study with a faculty member. This course is only accessible to enrolled students in the School of Counselling who have completed 9 credit hours in their program already. The course contents and assessment scheme are negotiated between student and participating faculty member and are necessarily approved by the Director. The range of studies and course outputs are widely flexible with the caveat that a seminal reading list forms the foundation of the course. The form below is intended to be a template only which can be shaped to address the desired outcomes of the course with the expectation that there be a rigorous review of the relevant literature and a significant evaluation component that addresses the student's engagement of the topic.	3	New

COUN 5513 Research Design in Counselling This course is designed to provide an introduction to multiple paradigms and approaches to research design. Emphasis is placed on participants reading, understanding, and critically engaging with research literature and developing a grounding in ethical best-practices for research with human subjects. Moreover, a focus of the course is on applying the methodologies used to design, analyze and interpret research.	3	New

New proposed Academic Calendar description:

Master of Counselling and Psychotherapy (MCP)

School of Counselling; Willett House

Admission Requirements
All applicants must meet the minimum graduate admission criteria as outlined below:

- At the time of applying, applicants to the School of Counselling must have accumulated the equivalent of two years of full-time, paid, relevant work experience and have completed a four-year undergraduate degree. The two full-time equivalent (FTE) years may be accumulated over a period longer than two years and include work experience before and after undergraduate degree completion. Applications will not be considered if they do not demonstrate that the minimum work experience has been met at the time of application. Relevant work experience for those applying to the School Counselling stream includes teaching and/or other related work. Relevant work experience for those applying to the Agency stream is 'helping-focused' employment in social services areas that call for strong interpersonal and communication skills. There are many ways to make ‘helping-focused’ related work fit the School’s requirement. The ownness is on the applicant in their application and personal reflection statement to draw those connections for the admissions committee. Relevant volunteer work in addition to the two FTE years will be considered an asset. Please note that employment during any study period cannot be counted as related experience.
- Applicants must provide a personal reflection statement outlining their motivations and aspirations regarding the counselling program and profession.
- Short listed applicants must participate in a virtual pre-interview information session and a virtual interview as part of the application review process.
- Applicants must have at least a B average (73-76%) in the final two years of full-time equivalent (60 credit hours) university study, including coursework in undergraduate degree(s) and any graduate work completed.
- If you are applying to the School (rather than Agency) stream of the program, you must have a Bachelor of Education degree.

Reference Forms
Two references are required as part of your application.

- If you **have taken** a course in the last five years or are currently enrolled in one, one academic and one professional reference are required.
- If you **have not taken** a course in the last five years, two professional references are required.

An **academic reference** is from a current or recent instructor, teacher, or professor.

A **professional reference** is from someone other than an instructor/teacher/professor who would be familiar with your work. Your professional reference:

- should not be a family member, colleague, or friend
- should not be someone that you have an ongoing, non-professional relationship with; this should be a **strictly professional relationship**
- should hold, or did hold, a **senior or administrative position, higher than your rank** now or in the past
- should be someone who oversaw your role or **someone that you reported to**
- should be able to evaluate your performance based on your job description or position at the time you worked with them

Note: In rare circumstances, an applicant may not be able to attain an appropriate professional reference. In these situations, the applicant should make clear in their application why a professional reference could not be attained and must provide a reference from an individual
that can speak to their professional capacity and to their potential for graduate studies within counselling.

Transfer Credits
Students may, with the Director's approval, transfer up to 12 credit hours from other institutions. Courses must be approved in advance. The approval request must be made to the Director, along with a copy of the official course description. The Transfer Credit Form, along with the official transcripts, must be on file with the Registrar's office before a transfer can be completed.

Application Deadline

- The deadline to apply and submit a complete application package is December 4th. Official transcripts post-dated by Dec 4th will be accepted up until Jan 4th. Admission decisions will be made no later than April 30.
- On occasion, community-based cohorts are admitted on a timeline differing from the regular admissions process. In these cases, admissions information will be posted on our website.

Assessment of applications will begin only after the deadline has passed.

Given space availability, it is not possible to guarantee admission to all candidates who meet basic requirements. Unsuccessful applicants should not expect that resources are available to provide individual feedback or an extended rationale for their unsuccessful application.
The pool of applicants changes each year, and therefore, the adjudication process is restarted.

Program Requirements
A maximum of 6 graduate credit hours may be taken as electives from other Acadia University departments or schools with prior approval
of the Director or the Director's designate.

Students may complete the graduate degree in counselling by a course route or by including a thesis or project, as well as courses.
Students intending to pursue doctoral studies are urged to check with the institution(s) to which they plan to apply to see whether there is
a prerequisite of a master 's-level thesis. Those choosing the thesis route will take a 6-credit-hour thesis course in place of elective
coursework. Those choosing the project route will take a 3-credit-hour project course in place of one 3-credit-hour elective.

Only students accepted into the School of Counselling are eligible to take core courses. The Director of the School of Counselling, in consultation with the course instructor, may grant special permission for students with a relevant counselling background to take a
core course.

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

Requirements for all Students (39h)

1. COUN 5513, COUN 50D3, COUN 5033, COUN 50P3, COUN 50N3, COUN 5133, COUN 50J3, COUN 50F3, COUN 5543,
   COUN 5623, COUN 5343, COUN 5353, COUN 50E3.

School Counselling Stream (3h)

2. COUN 50C3.

Agency Stream (3h)

2. COUN 50K3.

Non-Thesis Students (6h)

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

Thesis Students (9h)

- COUN 5966 and COUN 5113 or COUN 5523.

Full-/Part-Time Status

Candidates may complete requirements for the graduate degree in counselling through full-time or part-time study. It is the student's responsibility to plan to ensure that all program requirements are completed, seeking advice from the Director of the School of Counselling as needed. Part-time students enrolled in the graduate counselling program should plan one year in advance for the required practicum experiences. Practicum I requires 1 day per week over 4 months, and Practicum II requires either 5 days per week for 4 months or 2-3 days per week for 6-8 months.

Enrolment in Practicum II [COUN 50N3] is recognized as full-time status for both part-time and full-time students.

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

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

Full-time students may enroll in a maximum of 12 credit hours during the fall term and 12 credit hours during the winter term. Full-time or part-time graduate students may take a maximum of 6 credit hours during any three-week summer session.

All students are automatically enrolled under the ASU Health & Dental Benefits. Students wishing to opt out or add dependents to their coverage must do so during the allowed opt-in/out period at the beginning of their studies each year. To submit an application for review, please visit https://www.acadiastudents.ca/asuhealthanddentalplans. The opt-in/out icon will only be displayed while the opt-out/in period is active. The opt- in/out period opens on the 16th day of the month prior to your study start date and closes on the 15th day of the month your studies begin. Access to the health and dental plans is one of the many benefits of membership in the Acadia Students' Union. Therefore, the associated Students' Union fees will also be applied. Students looking for in-person support can contact the ASU Supports Office, by phone at 902-585-2167 or email at tanya.comeau@acadiau.ca. For immediate assistance, call 1-888-918-5056.

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

Policy

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

Dismissal from the School of Counselling

Failure in any two courses (including field placement courses) in the graduate counselling program will result in dismissal from the program. This includes:

- Failing a course once, repeating the course and failing again.
- Failing a course, repeating the course and passing, and failing another course.

- Failing two different courses. There will be no opportunity to repeat the courses.

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

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

This Committee may recommend to the Dean of Professional Studies or Vice-Provost Academic Policy and Graduate Studies penalties, including the justification for the recommended sanction(s), which may include delays in program completion, failure of the practicum experience, or suspension or dismissal from the program. In all cases, all parties are expected to treat the matter as confidential and refrain from discussing it with anyone not directly involved. Students may appeal the penalty to the Senate Admissions and Academic Standing Appeals Committee within seven days of receiving the decision from the Dean of Professional Studies or the Vice-Provost Academic Policy and Graduate Studies .

The School of Counselling offers a graduate degree with two streams. The school stream is intended for teachers who wish to pursue a career in school counselling. The agency stream is for those interested in pursuing a career in counselling in any setting other than the public school system. The Counselling Program is offered on a full-time and part-time basis. All students begin the program in July and generally study 18 months in the full-time cohort and 3 years in the part-time cohort if following the non-thesis route. Thesis students should expect to spend additional time in their program. Core courses in the graduate counselling program are taught exclusively in person. In-person courses are offered through a variety of models, including: three hours once a week over 12 weeks; 4 weekends (Friday night and Saturday); 6 Saturdays; and two-week intensive courses in the Summer at Acadia University.

Current Academic Calendar Description:

Counselling (MEd)

School of Counselling; Willett House

The **M.Ed. Counselling Program has moved to the School of Counselling effective September 15, 2025.** A process is underway to change the degree title, which is expected to take effect in the 2026-2027 academic year. Once approved by MHPEC, new students entering the program will no longer graduate with a Master of Education (Counselling); instead, they will **graduate with a proposed new degree, Master of Counselling & Psychotherapy** (to be confirmed).

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

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Admission Requirements
All applicants must meet the minimum graduate admission criteria as outlined below:

- At the time of applying, applicants to the School of Counselling must have accumulated the equivalent of two years of full-time, paid, relevant work experience and have completed a four-year undergraduate degree. The two full-time equivalent (FTE) years may be accumulated over a period longer than two years and include work experience before and after undergraduate degree completion. Applications will not be considered if they do not demonstrate that the minimum work experience has been met at the time of application. Relevant work experience for those applying to the School Counselling stream includes teaching and/or other related work. Relevant work experience for those applying to the Agency stream is 'helping-focused' employment in social services areas that call for strong interpersonal and communication skills. Relevant volunteer work in addition to the two FTE years will be considered an asset. Please note that employment during any study period cannot be counted as related experience.
- Applicants must provide a personal reflection statement outlining their motivations and aspirations regarding the counselling program and profession.
- Applicants must participate in a virtual pre-interview information session and, if shortlisted, a virtual interview as part of the application review process.
- Applicants must have at least a B average (73-76%) in the final two years of full-time equivalent (60 credit hours) university study, including coursework in undergraduate degree(s) and any graduate work completed.
- Applicants to the school stream must possess a Bachelor of Education degree or its equivalent (e.g., NS Teachers College plus an undergraduate degree).

Reference Forms
Two references are required as part of your application.
- If you **have taken** a course in the last five years or are currently enrolled in one, one academic and one professional reference are required.
- If you **have not taken** a course in the last five years, two professional references are required.

An **academic reference** is from a current or recent instructor, teacher, or professor.

A **professional reference** is from someone other than an instructor/teacher/professor who would be familiar with your work. Your professional reference:
- should not be a family member, colleague, or friend
- should not be someone that you have an ongoing, non-professional relationship with; this should be a **strictly professional relationship**
- should hold, or did hold, a **senior or administrative position, higher than your rank** now or in the past
- should be someone who oversaw your role or **someone that you reported to**
- should be able to evaluate your performance based on your job description or position at the time you worked with them

Note: In rare circumstances, an applicant may not be able to attain an appropriate professional reference. In these situations, the applicant should make clear in their application why a professional reference could not be attained and must provide a reference from an individual that can speak to their professional capacity and to their potential for graduate studies within counselling.

Transfer Credits
Students may, with the Director's approval, transfer up to 12 credit hours from other institutions. Courses must be approved in advance. The approval request must be made to the Director, along with a copy of the official course description. The Transfer Credit Form, along with the official transcripts, must be on file with the Registrar's office before a transfer can be completed.

Application Deadline

- December 1st is the deadline for full- and part-time applications, with a summer start date. Admission decisions will be made no later than April 30.
- On occasion, community-based cohorts are admitted on a timeline differing from the regular admissions process. In these cases, admissions information will be posted on our website.

Assessment of applications will begin only after the deadline has passed.

Given space availability, it is not possible to guarantee admission to all candidates who meet basic requirements. Unsuccessful applicants should not expect that resources are available to provide individual feedback or an extended rationale for their unsuccessful application. The pool of applicants changes each year, and therefore, the adjudication process is restarted.

Program Requirements
A maximum of 6 graduate credit hours may be taken as electives from other Acadia University departments or schools with prior approval of the Director or the Director's designate.

Students may complete the graduate degree in counselling by a course route or by including a thesis or project, as well as courses. Students intending to pursue doctoral studies are urged to check with the institution(s) to which they plan to apply to see whether there is a prerequisite of a master 's-level thesis. Those choosing the thesis route will take a 6-credit-hour thesis course in place of elective coursework. Those choosing the project route will take a 3-credit-hour project course in place of one 3-credit-hour elective.

Only students accepted into the School of Counselling are eligible to take core courses. The Director of the School of Counselling, in consultation with the course instructor, may grant special permission for students with a relevant counselling background to take a core course.

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

Requirements for all Students (39h)

1. EDUC 5513, EDUC 50D3, EDUC 5033, EDUC 50P3, EDUC 50N3, EDUC 5133, EDUC 50J3, EDUC 50F3, EDUC 5543, EDUC 5623, EDUC 5343, EDUC 5353, EDUC 50E3.

School Counselling Stream (3h)

2. EDUC 50C3.

Agency Stream (3h)

2. EDUC 50K3.

Non-Thesis Students (6h)

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

Thesis Students (9h)

- EDUC 5966 and EDUC 5113 or EDUC 5523.

Full-/Part-Time Status

Candidates may complete requirements for the graduate degree in counselling through full-time or part-time study. It is the student's responsibility to plan to ensure that all program requirements are completed, seeking advice from the Director of the School of Counselling as needed. Part-time students enrolled in the graduate counselling program should plan one year in advance for the required practicum experiences. Practicum I requires 1 day per week over 4 months, and Practicum II requires either 5 days per week for 4 months or 2-3 days per week for 6-8 months.

Enrolment in Practicum II [EDUC 50N3] is recognized as full-time status for both part-time and full-time students.

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

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

Full-time students may enroll in a maximum of 12 credit hours during the fall term and 12 credit hours during the winter term. Full-time or part-time graduate students may take a maximum of 6 credit hours during any three-week summer session.

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

All students are automatically enrolled under the ASU Health & Dental Benefits. Students wishing to opt out or add dependents to their coverage must do so during the allowed opt-in/out period at the beginning of their studies each year. To submit an application for review, please visit https://studentvip.ca/asu. The opt-in/out icon will only be displayed while the opt-out/in period is active. The opt-in/out period opens on the 16th day of the month prior to your study start date and closes on the 15th day of the month your studies begin. Students looking for in-person support can contact the ASU Supports Office, on the main level of the Students' Union Building, Room 301, across from the Union Market. ASU Supports is also reachable by phone at 902-585-2167 or email at tanya.comeau@acadiau.ca. For immediate assistance, call 1-888-918-5056.

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

Policy

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

Dismissal from the School of Counselling

Failure in any two courses (including field placement courses) in the graduate counselling program will result in dismissal from the program. This includes:

- Failing a course once, repeating the course and failing again.
- Failing a course, repeating the course and passing, and failing another course.
- Failing two different courses. There will be no opportunity to repeat the courses.

Senate By-Laws Committee Report and Update on review of the Proposal from the ad hoc Committee on Senate and Senate Executive Composition

October 7, 2026

On August 18, 2026 the Senate Bylaws Committee received a proposal from the Chair of the ad hoc Committee on Senate and Senate Executive Composition. As Senate had not yet had opportunity to approve or modify the striking of the ad hoc committee (which could have obviated work directed to the committee), and three of four committee members were then on holiday, members began reviewing the proposal independently. The committee met on September 1st to elect a chair, produce a transition report, and begin analyzing the proposal together.

The Bylaws Committee transition report to the September 14th meeting of Senate invited Senators to provide additional input on the proposal. Committee members then continued their analysis, communicating via email, and continued seeking input from members of their respective faculties. Feedback on the proposal and additional recommendations for Senate composition have been received from various Senators and Faculty members and more is expected.

The Bylaws Committee met again on September 22nd to continue their analysis, working with a shared version of the proposal. This version, with comments, questions, and edits indicating apparent errors and omissions, was sent to members of the ad hoc committee on October 1st. Feedback has been received from one member of the ad hoc committee, addressing questions about accurate Senate total membership numbers.

The Bylaws Committee met on October 6th to evaluate feedback received and to establish key areas of consensus and areas still open to discussion and analysis. Given the ongoing input and issues yet to be resolved, it is unlikely that we will be able to bring a notice of motion in time for a vote at the November meeting of Senate. The following are **three key areas of Committee consensus**:

1) Part-time/Contract faculty representation on Senate:

Based on feedback from Faculty and Senators, as well as conversations within the Bylaws Committee, we have agreed to explore the possibility of recommending that Senate add some part-time/contract faculty members to Senate. This is based on a general consensus that, as part-time and contract faculty do a significant amount of the teaching on campus, and have unique experiences and perspectives on the institution, they are a source of unique insights that would help to inform and improve educational policy decisions.

We note, in addition, that as marginalized groups tend to be over-represented among precariously employed academics (and under-represented among those stably employed), their insights will be of particular relevance when considering educational policy questions

relating to equity, diversity, inclusion, and anti-racism (cf. Chaterjee 2022; Gagnon 2022; James 2012; Smele, Quinlan, and Lacroix 2021).

We note, finally, the feedback of one Senator, who alerted us to the fact that at some Canadian universities part-time faculty have voting representation on Senate (cf. Algoma University; Carleton University; Ontario College of Art and Design University; St. Thomas University; Toronto Metropolitan University).

2) Allocation of Senators within Faculties:

With respect to the specific allocation of Senators from faculties, the Bylaws Committee has reached a consensus that Senate must not 'bind the hands' of any new faculties.

a. As the Act of Incorporation states, "The Faculty of the University shall be constituted as a sub-committee of the Senate with a constitution to be drafted by the Faculty and approved by the Senate." (12(11) of the Act of Incorporation, p. 15)
b. In our view it is incorrect to suggest that the Senate can decide to "maintain choice at the School level" (Proposal p. 10). As it is up to the Faculties to draft their Constitutions for Senate approval, it will also be up to the two new faculties to decide how they would prefer their representatives to Senate be selected.

Expanded Rationale: Since **the Act of Incorporation** leaves it to the Faculty(ies) to draft its(their) constitution(s), which set out the criteria for selecting representation to Senate, it is inappropriate for Senate to make these decisions *in advance of the drafting and approval of these Constitutions*. It is within the purview of Senate, we believe, to allocate the *number* of faculty (and student) representatives from each faculty, as well as to allocate other *ex officio* members (such as the Deans of faculties). It is also within the purview of Senate to make recommendations (but only recommendations) to Faculties with respect to the allocation of Senators.

In addition, since the more detailed structure of the Faculties and Schools was not set out in the motion passed at Senate—a motion which neither explicitly nor implicitly endorsed the fourth restructuring proposal, as is made clear by the approved Senate minutes of the June 17th 2026 meeting—this leaves significant components of the structure in the dark. This more detailed structure, including the precise allocation of programs and the number of Directors and Assistant Directors, has not been fully clarified and discussed at Senate or provided to the Bylaws Committee by Senate. Thus, even if it were within the purview of Senate to decide for Faculties on the election and allocation of Senators, the Bylaws Committee lacks adequate information to produce a complete set of recommendations in this regard.

3) Adequacy of faculty representation on Senate Executive Committee:

The Committee has reached a general consensus that the proposed composition of the Senate Executive does not adequately address the June motion, which passed, affirming that there would be no reduction in the proportion of (non *ex officio*) faculty members of Senate. We take it that the spirit of the motion applies to the Senate Executive Committee and all other Senate Committees. We have yet to reach a consensus enabling us to put forward a specific motion.

Here is the language of that motion: “Therefore, Senate shall recommend to the Board that the number of faculty senators who are not ex officio senators under the Act Respecting Acadia University be no less, in proportion to the total number of Senators, than is currently the case.” (June 17, 2026 Senate Minutes, p. 15)

Based on input to and discussion by the Bylaws Committee, the following are some of the **areas for further discussion, input, and analysis** as we work to bring a notice of motion to Senate**:**

1) Recommendation on the total number of Faculty Senators

2) Recommendation on the total number of student representatives

3) The addition of the AUFA president to Senate (this practice is also common at other Canadian universities)

4) Recommendation on the number of part-time/contract faculty to add to Senate

5) The composition of Senate Executive

6) The addition of voting rights for the Vice Provost of Research and Innovation and the removal of the Director of Human Rights and Human Rights Education from Senate.

The rationales provided for these changes seem partially at cross-purposes. One reason given for adding voting rights to the Vice Provost of Research and Innovation is that the position is a ‘direct report’ (p. 11) to the Provost, yet the rationale for removing the Director of Human Rights and Human Rights Education also appears to be (although this is not made explicit) that the position is a direct report to the Associate Vice-President of EDI-AR (note, p. 8).

By-Laws Committee membership: Ayman Aljarrah; Jesse Carlson (chair); Eva Curry; Danny Zacharias

References

Chaterjee, Sudeshna. 2022. “Non-Immigrant Precarity and the Corporate University: Rethinking Limitations of Critical Research and Reimagining Decolonial Possibilities.” *Feminist Formations* 34.1:212–241.

Gagnon, Jennifer M. 2022. "The Inaccessible Tower: Disability, Gender, and Contract Faculty." Pp. 139–161 in *Disability and the Academic Job Market*, Chris McGunnigle, ed. Vernon Press.

James, Carl E. 2012. “Strategies of Engagement: How Racialized Faculty Negotiate the University System.” *Canadian Ethnic Studies* 44.2:133–152.

Smele, Sandra, Andrea Quinlan, and Emerson Lacroix. 2021. “Engendering Inequities: Precariously Employed Academic Women’s Experiences of Student Evaluations of Teaching.” *Gender and Education* 33.8:966–982.