

Minutes of the Eighth Meeting of Senate

Monday, May 2, 2016

3:00 – 5:00 pm

Room 242, McDougall Hall

- Present:** A. Abd-El-Aziz (Chair), B. Awosile, R. Bissessur, A. Braithwaite, B. Campbell, L. Chilton, G. Conboy, T. Doucette, M. Doyle, L. Edwards, P. Foley, R. Gilmour, S. Graham, N. Hood, G. Irvine, G. Keefe, K. Kielly, J. Krause, N. Kujundzic, J. MacDonald, R. MacDonald, D. MacLellan, D. Moses, M. Murray, S. Myers, J. Podger, J. Preston, J. Rix, C. Ryan, N. Saad, J. Sentance, and O. Shaw
- Regrets:** A. Carrothers, N. Etkin, K. Gottschall-Pass, S. Lee, S. McConkey, S. St. Hilaire, K. Teather and S. Wilfeard
- Absent:** Z. Jarvis, G. Lindsay, and C. Parker
- Recorder:** D. MacLean, Administrative Assistant to Senate
- Invited:** Dana Sanderson, CIO
Kelley Dawson, Project Manager, Project Beacon
Pam McGuigan, Records Supervisor, Convocation

President Alaa Abd-El-Aziz called the meeting to order at 3:07 p.m. and welcomed Nathan Hood, the new Student Union President, to his first Senate meeting.

5. **Project Beacon Presentation**

President Abd-El-Aziz introduced Dana Sanderson, CIO, who in turn introduced Kelly Dawson, Project Manager for Project Beacon. They were invited to provide a presentation on Project Beacon to Senate members. The presentation was very informative and a number of questions followed.

1. **Approval of Agenda**

MOTION (L. Edwards/J. Rix) to approve the agenda as presented. CARRIED

2. **Approval of Minutes – April 1, 2016**

The minutes were tabled until the next meeting of Senate in September 2016. A request was made to add more information about the amalgamation of the Vice President Academic and Vice President Research positions. In particular, questions were raised about cost savings and workload.

3. **Business Arising**

Donald Moses wanted to clarify some mis-information in the Senate Library Committee Report – March 2016. Under the title “Budgetary Issues”, third paragraph, the percentages noted were incorrect. He stated that it should read “On April 1, 2013, PEI introduced the HST, which imposed a 10.7% tax on all electronic library materials, including books and journals. This amounted to a 9% budget cut of the Library’s collection budget (1.7% GST was previously applied to electronic library materials).”

4. **President's Report**

The President had "Certificates of Appreciation" prepared for the following Senate members and thanked each of them for their service to Senate:

Barb Campbell	Andrew Carrothers	Sandra McConkey
Tracy Doucette	Benet Davetian	
Susan Graham	Kevin Teather	

President Abd-El-Aziz also informed Senators on the latest application numbers and reported that overall applications are up 37% from this time last year. Domestic applications are up 3% and International applications are up by 90%. Applications to all programs are up by 23% at 684 students. The President indicated that these numbers are the most impressive within Atlantic Canada. He indicated that he would send application numbers to Senate every two weeks over the summer.

President Abd-El-Aziz also spoke to the process of negotiations. He indicated that we need to be respectful with each other and hopes for a solution in the near future. He also feels that we have the best faculty and staff and students need to hear this.

The President also informed Senators of the four projects he is submitting to Government through the Strategic Initiative Fund. This fund supports infrastructure projects and it hoped that all four projects will be selected to receive funding. The four projects are

- 1) AVC infrastructure: This building is now 30 years old and we need to renew our building to current standards.
- 2) Memorial Hall – We need to fix the mechanical/ electrical systems. We also need to gut the basement as well.
- 3) Steele Building – Need to move the Development and Alumni Affairs out of the basement and renovate this area for the Kinesiology Program which has grown substantially in the past 2 years.
- 4) Dalton Hall – We would like to make this a "student hub" providing all services to students in one building.

Currently, it would take \$65M to complete all our deferred maintenance issues, so being accepted to this program would be of great benefit to the University. The Provincial Government will inform us as to which proposal (s) will be sent to the Federal Government for approval.

6. **Senate Reports**

MEETING MOVED TO IN CAMERA

a) **Senate Committee on Admissions and Degrees Report**

IN CAMERA CLOSED

b) **Steering and Nominating Committee Report**

As the Vice Chair, Kathy Gottschall-Pass was absent, G. Irvine provided the information below to Senators for information.

Dr. Collins Kamunde, Biomedical Sciences, has been acclaimed to sit on Senate from July 1, 2016 to June 30, 2019, replacing Dr. Sandra McConkey, whose term expires on June 30, 2016.

Nathan Hood has been elected as the Student Union President for the term of May 1, 2016 to April 30, 2017 and will sit on Senate for this term.

b. Senate Academic Planning and Curriculum Committee Report
i. Eighth Curriculum Report

FACULTY OF ARTS

Fine Arts

- 1) R. Gilmour reported that the new course proposal for the Fine Arts Program – FAH 105 – will be deferred until the September meeting.

History

OMNIBUS Motion (R. Gilmour/L. Chilton) that motions 2-30 as noted below be approved:

- 2) **That a course be established entitled History 116 The Devil in Western Society: Historical Themes**

HIST 116 – The Devil in Western Society: Historical Themes

From Megiddo and Patmos, through the sewers of nineteenth-century Paris and into the studios of America's televangelists, this course will examine how the figure of the devil has been made and remade over the centuries in response to broader historical trends. Topics may include: the ancient combat myth; the devil in the Christian scriptures; Satan and Lucifer; the devil and the saints; the idea of hell; monks and demons; demonic witchcraft; the development of exorcism; Protestant devils; the devil in art, literature and film; the demonization of outsiders; devils and the New World and Old; comedic devils; and the devil in the modern American consciousness.

Semester Credit Hours: Three

CARRIED

- 3) **That a new course entitled HIST 115 Nazi Germany be approved.**

History 115: Nazi Germany

This course covers the history of Adolf Hitler's Third Reich (1933-1945) from the origins of the Nazi Party during the Weimar Republic (1919-1933) to the post-World War II trials of German war criminals. Topics include Hitler's life and career, the Nazi Party's electoral success, the causes and course of World War II from the German perspective, the Holocaust, and the relations between the churches and the Nazi regime. The course seeks to answer the question: why did Germans support Hitler?

Semester Credit Hours: Three

CARRIED

- 4) **That a new course, History 117: Rock and Roll from Presley to Punk: Historical Themes, be approved.**

History 117: Rock and Roll From Presley to Punk: Historical Themes

This course explores the social, cultural, and political contexts for the evolution of rock and roll music during the post-Second World War era when a new musical form was grafted onto the popular music industry. Beginning with the roots of rock and roll music in African American communities, the course follows the progress of rock and roll music from the early 1950s to the Punk era of the late 1970s, focusing on the symbiotic relationship between iconic performers and their times.

Semester Credit Hours: Three: Lecture and Discussion

CARRIED

- 5) **That a new course entitled, History 215: Foreign Foods: Eating in the Age of Empires be approved.**

History 215: Foreign Foods; Eating in the Age of Empires

Food has been understood in a variety of ways: spices to preserve and mask rotting meats; sugar, chocolate and raisins as cure-alls; cocoa as a hallucinogen; potatoes as a plot to kill off surplus peasants; porridge as a middle-class conspiracy to undermine working-class culture. In this course we use intrinsically interesting case studies to explore important themes in the history of food discovery, distribution, and consumption. Underlying themes may include the use of unfree labour, the expansion of a capitalist economic system, the growth and evolution of European imperialism, and negotiations in social relations along class, gender, and racial/ethnic lines.

Semster Credit Hours: Three

CARRIED

- 6) **That a new course History 375, Tourism and Western Society: the Travel Imperative be approved.**

History 375: Tourism and Western Society: The Travel Imperative

This course will provide an historical overview of the evolution of tourism with special emphasis on the Western world, beginning with the medieval passion for pilgrimage through the Enlightenment Grand Tour to the birth of the modern tourist trade, one of the world's fastest growing industries. A series of case studies will be used to pursue specific topics, such as the economics of tourism, motivation for travel, the rise of the resort, the transportation revolution, promotion and imaging, the conflicted relationship between visitor and host, sustainability, and the social and cultural impacts of tourism on host societies.

Prerequisite/Co-Requisite: Second year standing or above or permission of the instructor.

Semester Credit Hours: Three

CARRIED

- 7) **That a new course entitled HIST 376: the History of Genocide be approved.**

History 376: The History of Genocide

This course covers the history of genocide as both a type of historical event and as a concept which has shaped international policy-making and legal practice. Topics include the Holocaust, the Ukrainian Holodomor, the Yugoslav wars of the 1990s, the “Killing Fields” of Cambodia, the Armenian and Rwandan atrocities, and the life and career of Raphael Lemkin, who coined and defined the term. The course seeks to answer the question: what is genocide and how does it differ from ordinary cruelty towards other human beings?

Prerequisite/Co-Requisite: History 201/202

Semester Credit Hours: Three

CARRIED

- 8) **That a new course entitled History 415 Canada Apologizes: Studies in Historical Apologies be approved.**

History 415 Canada Apologizes: Studies in Historical Apologies

This course considers the phenomenon of the historical apology in the modern Canadian context. Students are introduced to a collection of historical events for which governments and churches have since offered official apologies for their participation. Case studies include: the imposition of the Chinese Head Tax, the denials of entries to the Komagata Maru and the S. S. St. Louis, the internment of the Japanese during World War II, the institutionalization of the Duplessis Orphans, the operation of Indian

Residential Schools, the relocation of the Inuit, and the relocation of Africville. This course poses these questions: is it possible to right the wrongs of the past, and to what extent do past wrongs belong to us.
Semester Credit Hours: Three

CARRIED

- 9) **That the addition to the title for History 113: Crime and Punishment be accepted as proposed.**

Revised

History 113 Crime and Punishment: Historical Themes

CARRIED

- 10) **That the proposed course description changes for HIST 211 THE HISTORY WORKSHOP: SKILLS AND METHODS IN HISTORY be accepted as proposed.**

HIST 211 THE HISTORYWORKSHOP: SKILLS AND METHODS IN HISTORY

This introductory course offers students the opportunity to develop their research, writing and critical thinking skills while introducing them to the nature of historical method and inquiry. The course provides instruction and practice in the use of standard print and electronic bibliographic tools and in the writing of research, analytical and critical papers in history. Topics of study include the relationship between history and truth, the uses of evidence and argumentation, and the varieties of historical research.

The course features library workshops as well as experience using local archives.

Lecture/Discussion/ Workshops: Three hours a week

CARRIED

- 11) **That the changes proposed to the course description for History 231 be accepted as proposed.**

Revised

This course examines the Atlantic Region, considering such factors as history, geology, geography, climate, archaeology, biology, economics, politics, education, sociology, religion, literature, music, and folklore. The purpose of the course is to foster an understanding of the region, and to explore the role of the region within the Canadian context. The course draws upon a variety of university and community resource people. Atlantic Canada from the early interactions between the Mi'kmaq and Beothuk and the Europeans in the 16th century through to the middle of the 19th century when Atlantic Canadians adopted a modern vision of democratic culture and social improvement. Topics of study will include native-newcomer interactions, the growth of Acadia and the Expulsion of the Acadians, the impact of the Planters and Loyalists, the Land Question on PEI, ethno-religious tension, social reform movements, and the question of Confederation.

CARRIED

- 12) **That the change to the course title for HIST 261 MODERN BRITISH HISTORY I be accepted as proposed.**

Revised

261 MODERN BRITISH HISTORY I BRITAIN IN THE AGE OF REVOLUTIONS: 1688-1860

CARRIED

- 13) **That the course description change for HIST 261 MODERN BRITISH HISTORY I be accepted as proposed.**

Revised

This course surveys the major political, social and cultural developments in British history from the late 17th century to the mid-19th century. Topics may include the structure of the British political system, popular radicalism, industrialization, the “Irish question,” Victorian morality and family life, and imperial expansion.

Lecture: Three hours a week

the “Glorious Revolution” of 1688 to the age of the industrial revolution. Topics include the changing role of the monarchy, political patronage and social elites, crime and the law, radical political movements in the era of the French revolution, the growth of industrialization and its impact on working and living conditions, poverty and disease in Victorian cities, Irish nationalism, family life and “Victorian values,” and imperial conflicts in India and the Crimea.

CARRIED

- 14) That the proposed change to the title of HIST 262 MODERN BRITISH HISTORY II be accepted as proposed.

Revised

262 MODERN BRITISH HISTORY II RULE BRITANNIA TO COOL BRITANNIA: BRITAIN 1860-2000

CARRIED

- 15) That the course description changes for HIST 262 Modern British History II be accepted as proposed.

Revised

This course surveys British political and social developments from the mid-19th century to the present. Topics may include the advent of a democratic political system, Irish nationalism, the rise of the labour movement, World Wars I and II, and the Thatcher era.

Lecture: Three hours a week

period of Victorian British imperialism to the era of “Swinging London” and “Cool Britannia” at the end of the 20th century. Topics include the advent of a democratic political system, the rise of the labour movement, suffragette protest, Irish nationalism, the repercussions of World Wars I and II, post-war popular culture, and the era of Thatcherism.

CARRIED

- 16) That the change to the course title for History 303 Renaissance Europe be accepted as proposed.

Revised

History 303 Power, Culture and Consumption: the Renaissance in Italy

CARRIED

- 17) That the change in course title for History 305 The European Middle Ages 500-1300 be accepted as proposed.

Revised

History 305 Martyrs, Marauders, Clerics and Kings: The Culture of the European Middle Ages

CARRIED

- 18) That the course description change for HIST 362: Victorian Britain be accepted as proposed.

Revised

This course explores themes in British social, political and cultural history in the nineteenth century. Topics may include working class culture and politics, Victorian family life, urban life and poverty, crime

and police, imperialism and popular culture, Irish Home Rule, the campaign for women's votes, and the social and cultural ferment of pre-World War I Britain.

PREREQUISITE: Previous course work in British history is recommended

Lecture: Three hours a week

The course examines the nature of the changes sweeping British society, particularly those associated with Britain's congested cities and the urban working class. The anxieties and fears generated by these changes will constitute the focus of this course. The course challenges many popular stereotypes of the "Victorian Age" through its exploration of family life, poverty, sexuality, crime, drugs, disease and death in the Victorian city.

PREREQUISITE: Second year standing or above, or permission of the instructor.

Lecture/Seminar: Three hours a week

CARRIED

- 19) **That the course description change for HIST 363: Modern Irish History be accepted as proposed.**

Revised

This course examines the history of Ireland and the Irish emigration overseas, from the 18th Century to the present.

PREREQUISITE: Previous course work in British or European history is recommended.

Seminar: Three hours a week

This course examines key developments in Irish history from the eighteenth century to the present. Drawing upon scholarly articles, visual images, song, film and documentary evidence, the course explores the various struggles over land, politics and culture that have shaped the past two centuries of Irish history. Two central themes that run through the course are the contested meanings of "the Irish nation" and the uses of history in contemporary commemoration and politics. The course concludes with an inquiry into the "Troubles" in Northern Ireland and the ongoing search for peace and political stability.

PREREQUISITE: Second year standing or above, or permission of the instructor.

Lecture/Seminar: Three hours a week

CARRIED

- 20) **That the changes to the title of History 386: Women in 20th-Century Canada be accepted as proposed.**

Revised

History 386 Women, the Law, and Civil Rights in 20th-Century Canada

CARRIED

- 21) **That the course description change for History 386: Women in 20th Century Canada be approved as proposed.**

Revised

386 Women, the Law and Civil Rights in 20th-Century Canada

This course examines the changes that have taken place in the historical roles of women in Canadian society and the relationship of these changes to social, economic, and intellectual developments. Using both a thematic and chronological approach, the course examines women's roles from the achievement of suffrage to the present.

This course examines the experiences of women in 20th-Century Canadian society viewed through the prism of law and civil rights. Topics of study include the struggle for the right to vote, the Persons Case, efforts to secure equality in the workplace, the regulation of sexuality and reproduction, and the

particular experiences of immigrant and Indigenous women in relation to civil rights.
Cross-listed with Diversity and Social Justice Studies (cf. DSJS 386)
Lecture/Discussion: Three hours a week

CARRIED

- 22) **That the changes to the course title for HIST 472: 20th CENTURY GREAT BRITAIN be accepted as proposed.**

Revised

472: 20th CENTURY GREAT BRITAIN BRITAIN IN THE 20TH CENTURY: SOCIETY, CULTURE AND IDENTITY

CARRIED

- 23) **That the cross-listing change for HIST 472: 20th CENTURY GREAT BRITAIN be approved as proposed.**

Revised

472 BRITAIN IN THE TWENTIETH CENTURY: SOCIETY, CULTURE AND IDENTITY

This course examines selected topics in 20th-century British History. Topics may include the social and cultural impact of World War I, class conflict in inter-war Britain, the experience of World War II at home and at the front, imperial decline, post-war class and racial tensions, and Thatcherite Britain explores the construction of British national identities in the twentieth century, in particular how issues of class, gender, race and nationalism have been represented in popular culture. Topics may include the social impacts of World War I, the experience of the Depression era, British Fascist movements, the Blitz, post-war austerity, youth culture, multi-racial Britain, and football violence. Course materials include journalism of the period, film footage, oral history, diaries, pop music and contemporary cinema.

Cross-listed with Diversity and Social Justice Studies (cf. DSJS 474)

PREREQUISITE: History 262 Third year standing or above, or permission of the instructor.

Seminar: Three hours a week

CARRIED

- 24) **That the course description change for HIST 473: 18th Century English Society and Culture be approved as proposed.**

Revised

This course examines selected topics in 18th-Century English social history. It explores the dynamic and disorderly world of entrepreneurs, social climbers, and riotous crowds characteristic of the time. Topics may include the rise of commercial society and consumerism, poverty, crime and punishment, urban culture, gender and sexuality, theatre, and art.

Cross listed with Diversity and Social Justice Studies (cf. DSJS 473)

PREREQUISITE: Previous course work in British History is strongly recommended. Courses in 18th-Century English Literature (ENG 385, 366, 367) would also be relevant.

This course examines the social and cultural changes brought about by the birth of a consumer society in 18th-century Britain. Topics include the rise of commercial society and consumerism, new techniques in marketing and advertising, the debate over fashion and luxury, the emergence of the public sphere of the coffeehouse, the commercialization of theatre and the art market, and the relationship between commerce, crime and punishment.

PREREQUISITE: Third year standing or above, or permission of the instructor.

CARRIED

- 25) **That the cross-listing change for HIST 473: 18th Century English Society and Culture be approved as proposed.**

Revised

473 THE RISE OF CONSUMER SOCIETY: BRITISH SOCIETY IN THE 18TH CENTURY

This course examines the social and cultural changes brought about by the birth of a consumer society in 18th-century Britain. Topics include the rise of commercial society and consumerism, new techniques in marketing and advertising, the debate over fashion and luxury, the emergence of the public sphere of the coffeehouse, the commercialization of theatre and the art market, and the relationship between commerce, crime and punishment.

PREREQUISITE: Third year standing or above, or permission of the instructor.

CARRIED

- 26) **That the revised course title for History 485: European Intellectual History Since 1789 be approved as presented.**

Revised

485 EUROPEAN INTELLECTUAL HISTORY SINCE 1789

THE IDEAS THAT CHANGED MODERN EUROPEAN HISTORY

This course covers the history of European ideas since the French Revolution and focuses on the main political ideologies that have arisen over the last two centuries. Topics include conservatism, liberalism, socialism, feminism, imperialism, nationalism, Soviet communism, and environmentalism. The course seeks to determine the fate of these ideologies as the twenty-first century unfolds. Cross-listed with Political Science (cf. Political Science 436)

Seminar: Three hours a week

CARRIED

- 27) **That the prerequisite requirements for all History courses be standardized as proposed.**

Revised

For 100-level courses, no prerequisites

For 200-level courses, no prerequisites

For 300-level courses, second year standing or above, or permission of the Instructor

For 400-level courses, third year standing or above, or permission of the instructor

CARRIED

- 28) **That the changes to the cross-listings and area courses section of the calendar for History be approved as proposed.**

Revised

CREDITS FOR CROSS-LISTED COURSES

The Department accepts as part of its major or honours program a maximum of 12 hours (4 courses) of courses cross-credited to History from related disciplines. Of such courses, students can apply 6 hours (2 courses) taken at the 100 or 200 levels and 6 hours (2 courses) at the 300 or 400 levels. Students must have the prior approval of the Chair of History if credit is to be granted. The courses from related disciplines which may be approved for credit are the following:

Asian Studies 201 Introduction to West Asia Asian Studies 202 Introduction to East Asia ~~Classics 101~~

~~Greek Civilization—Classics 102 Roman Civilization—Classics 202 Augustus and the Early Roman Empire—Classics 342 The Later Roman Empire, 284–410 AD—Classics 431 Directed Studies (with approval of History Chair)—Classics 432 Directed Studies (with approval of History Chair)—Economics 311/312 History of Economic Thought English 378 The Medieval Book Fine Arts History 101/102 Art History History 231/232 The Atlantic Region Religious Studies 331/332 History of Christianity~~
AREA COURSES

The Department offers the following “streams”—Canadian, USA, British, European, Global, ~~Greek and Roman~~, and Others:

Canadian

101 Canadian History—Pre-Confederation
102 Canadian History—Post-Confederation
231 The Atlantic Region
232 The Atlantic Region
325 Canadian Social History to World War I
326 Canadian Social History since World War I
331 History of Prince Edward Island— Pre-Confederation
332 History of Prince Edward Island— Post-Confederation
352 The History of Quebec and French Canada
353 Canada and The First World War
385 Women in 19th-Century Canada
386 Women, the Law and Civil Rights in 20th-Century Canada
424 History of Canadian Nationalism and the Canadian Identity
425 Childhood in Modern Canada
426 A History of the Canadian Working Classes
415 Canada Apologizes: Studies in Historical Apologies
489 20th-Century Prince Edward Island

USA

241 United States History—From the Colonial Period to Reconstruction
242 United States History since Reconstruction
333 Health Care and North American Society in Historical Perspective

391 The United States from 1900 through World War II
392 The United States since World War II
393 The American Mind and Imagination: From the Puritans to the Progressives
394 20th-Century American Intellectual History
395 Race & Ethnicity in American Life: A History of Immigration
396 Race & Ethnicity in American Life: African-American History
397 Race & Ethnicity in American Life: The Hispanic- American Experience
441 United States Foreign Policy from the Revolutionary Period through World War I
442 United States Foreign Policy since World War I

British

261 ~~Modern British History I~~ Britain in the Age of Revolutions; 1688-1860
262 ~~Modern British History II~~ -Rule Britannia to Cool Britannia: Britain 1860-2000

- 310 Tudor England, 1485-1603: Creation of a Nation
- 362 Victorian Britain
- 363 Modern Irish History
- 472 ~~20th-Century Great Britain~~ Britain in the 20th Century: Society, Culture, and Identity
- 473 ~~18th-Century English Society and Culture~~ The Rise of Consumer Society: British Society in the 18th Century

European

- 201 European Civilization 500 BC-1648
- 202 European Civilization 1648 to the Present
- 303 ~~Renaissance Europe~~ Power, Culture and Consumption: the Renaissance in Italy
- 304 ~~The European Enlightenment, Revolution, and the Napoleonic Empire~~ (Archive)
- 305 ~~The European Middle Ages~~ Martyrs, Marauders, Clerics and Kings: The Culture of the European Middle Ages, 500-1300
- 311 Science, Magic, Witchcraft, and the Occult in Premodern Europe
- 323 Russian History since 1682
- 341 German History since 1648
- 342 History of France since 1500
- 404 Monsters, Gold, and Glory: Travel, Trade and the Problem of Discovery in Premodern Europe
- 411 Europe Since Bismarck
- 485 ~~European Intellectual History Since 1789~~ The Ideas That Changed Modern European History

Global

- 215 Foreign Foods: Eating in the Age of Empires
- 222 From Magic to the Double Helix: Science and Society in Historical Perspective
- 376 The History of Genocide
- 375 Tourism in Western Society: The Travel Imperative
- 321 History of Christianity to the Reformation
- 322 History of Christianity from the Reformation to the Present
- 327 Migration to Canada I
- 328 Migration to Canada II
- 371 The Atlantic World I
- 372 The Atlantic World II
- 373 The Second World War in Global Context
- 405 Crusades and Crusading
- 432 Britain and the Imperial Experience
- 434 Madness and Society
- 455 War and Revolution in the 20th Century World
- 483 The History of the Environmentalist Movement

~~Greek and Roman~~

- ~~251 Greek Civilization~~
- ~~252 Roman Civilization~~
- 271 Augustus and the Early Roman Empire
- 272 The Later Roman Empire, 284-410 AD

Other

111 Discovering the Past
113 Crime and Punishment: Historical Themes
114 ~~Plague: Historical Themes~~ Plague: Historical Themes
116 The Devil in Western Society: Historical Themes
115 Nazi Germany: Historical Themes
117 Rock and Roll From Presley to Punk: Historical Themes
211 The History Workshop: Skills and Methods in History
312 Themes and Debates in History
484 Applied Public History
491 Directed Studies
492 Directed Studies
497 Honours Tutorial in Historiography
498 Honours Graduating Essay

Normally, students who intend to major in History will choose History 101/102 as their introduction to history. These courses include an important tutorial component emphasizing introductory skills and methods of history.

200-level courses provide introductions to the histories of civilizations, regions, and countries, especially in the areas listed above. They are intended to build upon the skills acquired in History ~~101/102~~ first year History courses.

300-level courses provide more specialized studies in a number of areas.

400-level courses are usually seminars emphasizing discussion and research in more specialized areas.

While providing courses for students in all faculties, schools, and departments, the Department also provides a minor, major, and honours program for those who have a special interest in the study of history.

CARRIED

29) That the changes for a Major in History be approved a proposed.

**Revised
Major in History**

To register as a major in History, a student must complete History 101/102 and six semester hours (2 courses) at the 200 level. Students are urged to take History 201/202 in the first or second year to satisfy the second requirement. Students may take additional 200-level courses.

- History 101/102, 201/202, 211, and 312 are compulsory for students in the major program.
- History 101/102, 201/202, and 211 should be completed by the end of the fourth semester.
- History 312 should be completed no later than the end of the sixth semester.

A major program is complete when a student has successfully completed a minimum of 42 hours of credit in History (14 courses) of which a minimum of ~~12 hours (4 courses)~~ 9 hours (3 courses) must be at the 300 level, and ~~12 hours (4 courses)~~ 9 hours (3 courses) must be at the 400 level. Majors must complete courses totaling 6 semester hours of credit at the 200-400 levels in ~~four~~ three of the ~~six~~ five areas of study: ~~Greek and Roman~~, Europe, Britain, the USA, Canada, and Global.

CARRIED

30) That the Minor in Medieval and Renaissance Studies program be approved as proposed.

1. Overview/Background

The period between the fourth and late seventeenth centuries is best studied using an interdisciplinary approach. Compared to later periods, sources are comparatively scarce and frequently emanate from hostile or otherwise imperfect contexts. Those who study this period must draw upon as many different modern critical and analytical tools as possible in order to use them effectively. Thus, it is important for students wishing to work in the history, literature, art, philosophy or theology of the time to have a very broad training.

At UPEI, we are lucky to have seven departments that offer courses that address issues from this period. Bringing the faculty and resources of these departments together to offer a minor in Medieval and Renaissance Studies would be an important, logical evolution that would be exceptionally helpful to our students. It would broaden their analytical horizons by allowing them to draw from a variety of disciplinary perspectives to develop a more complete, more holistic understanding of the period, its people, their lives and achievements.

Such a background will help advanced students compete for positions in graduate programs, and be more competitive for national and provincial scholarships. But encouraging students to develop an interdisciplinary, cross-cultural and trans-national perspective on problems more generally will help them imagine new answers to some of the problems facing today's society.

A minor in Medieval and Renaissance Studies will be recognized when a student has completed 21 semester hours in Medieval and Renaissance courses, including History 201 and six other courses from at least three different departments. At least one course must be at the 400 level.

The following courses would all be eligible to be counted towards the minor. Not all courses listed are available in any given year.

Classics 101: Latin 1
Classics 102: Latin 2
English 255: Introduction to Shakespeare
English 275: Arthurian Literature
English 355: Shakespeare's Comedies and Histories
English 356: Renaissance Literature
English 357: Renaissance Drama
English 358: Milton
English 372: Chaucer
English 375: Middle English Literature
English 378: The Medieval Book
English 455: Advanced Studies in Early Modern Literature
English 475: Advanced Studies in Medieval Literature
Fine Arts 212: Medieval Art
Fine Arts 301: Renaissance Art
French 401: Renaissance Literature
French 402: Le moyen-age
History 201: European Civilization 500 BC-1648

History 303: Renaissance Europe
History 305: The European Middle Ages 500-1300
History 310: Tudor England – 1485-1603
History 311: Science Magic, Witchcraft and the Occult in Pre-modern Europe:
History 404: Monsters, Gold, and Glory
History 405: Crusades and Crusading
Philosophy 248 (RS 284): Introduction to Medieval Theology and Philosophy
Religious Studies 376: Thomas Aquinas and the Thomistic Tradition.
Spanish 405: The Legacy of the Spanish Mystics
Spanish 407 Spanish Medieval Literature
Spanish 415 Cervantes' Don Quixote and the Formation of the Modern Novel

2. Relationship of New Program to Existing Programs

As noted above, the MARS Program will draw upon the skills and resources of faculty in 7 different departments within the faculty of Arts. Each department has been consulted and each one has greeted this initiative enthusiastically.

3. Implications for other programs

The Department of History will be obliged to offer HIS201 every year for students in the MARS program. As this is also a compulsory course in the Department, this will not pose any additional strain on it.

All of the courses are offered in regular rotation by their host departments.

4. Student/Market Demand

There is a core of students in both the English and History departments who work on medieval and on early modern topics. This program will furnish them with the skills to approach their subject in an interdisciplinary fashion, drawing upon the skills developed in a series of disciplines in their analysis of the history and culture of the period.

5. Benefits' Statement

The period between the fourth and late seventeenth centuries is best studied using an interdisciplinary approach. Compared to later periods, sources are comparatively scarce and frequently emanate from hostile or otherwise imperfect contexts. Those who study this period must draw upon as many different modern critical and analytical tools as possible in order to use them effectively. Thus, it is important for students wishing to work in the history, literature, art, philosophy or theology of the time to have a very broad training.

As a result, students who complete this program will have a sophisticated understanding of pre-modern society and culture allowing them to bring to bear the intellectual tools of a number of disciplines.

The program will also help students applying for MA programs in any aspect of pre-modern European studies.

6. Resources Required

No new resources required.

7. Operational Plan

The program will be available to students in September 2016.

8. Financial Plan (Budget)

There are no expenses associated with this program.

CARRIED

Sociology/Anthropology

- 31) **Motion (R. Gilmour/C. Ryan) that the change to the course title and description of S/A 222 'Native Canadians' be approved as proposed.**

Revised

S/A 222 ~~NATIVE CANADIANS~~ ABORIGINAL PEOPLES OF CANADA

A survey of the major cultural areas of the aboriginal North Americans, including a description and analysis in detail of selected cultures, their material culture, social organization and religious systems. Students will be introduced to the historical and contemporary social, economic, legal and political perspectives of First Nations, Inuit, and Métis peoples of Canada. Using anthropological and sociological theories and scholarly work, as well as experiencing cultural practices through community connections and visual culture, the primary focus will be to develop a student's understanding of and respect for Canadian Aboriginal peoples.

PREREQUISITE: Anthropology 105 or Sociology 101

Three hours a week

CARRIED

SCHOOL OF BUSINESS

Omnibus motion (R. Gilmour/J. Krause) that motions 32-34 be approved as presented:

- 32) **To approve the addition of the following pre-requisite for ACCT202 Introductory Accounting Part II, 'and a minimum of second year standing in an undergraduate program in the School of Business or permission of the instructor'.**

Revised

202 INTRODUCTORY ACCOUNTING—Part II

This course focuses on understanding and applying the accounting equation, recording transactions and preparing financial statements in accordance with generally accepted accounting principles. Differences between International Financial Reporting Standards and Accounting Standards for Private Enterprises will be highlighted. Sound ethical judgment for financial statement preparation will be stressed. Emphasis is on accounting from a “preparer’s” perspective.

PREREQUISITE: Accounting 101 and a minimum of second year standing in an undergraduate program in the School of Business or permission of the instructor.

CARRIED

- 33) To approve the addition of the following pre-requisite for BUS288 Research and Evidence-Based Management, 'Minimum of second year standing in an undergraduate program or permission of the instructor'.

Revised

288 RESEARCH AND EVIDENCE-BASED MANAGEMENT

Evidence-based management considers ethics and stakeholder concerns, practitioner judgment and expertise, local data and experimentation, and principles derived through formal research to inform decision-making. This course introduces students to qualitative and quantitative perspectives and methods for conducting and evaluating business research. Students develop information literacy as they learn to question assumptions and think critically about the nature of evidence and claims made about organizational phenomena. Problems in and prospects for improved managerial decision-making are included.

PREREQUISITE: Minimum of second year standing in an undergraduate program or permission of the instructor. Successful completion (a passing grade) of the English Academic Program (EAP) for those students enrolled in the EAP Program.

CARRIED

- 34) To approve the addition of the pre-requisite for ACCT301 Intermediate Accounting Part I, 'and a minimum of third year standing in an undergraduate program in the School of Business or permission of the instructor'.

Revised

301 INTERMEDIATE ACCOUNTING—Part I

This course provides in-depth coverage of the accounting standards required for corporate financial reporting for both public and private enterprises. It introduces students to the Canadian accounting environment and the concepts and principles from which Generally Accepted Accounting Principles (GAAP) have grown. Specific emphasis is given to the major asset categories found on corporate balance sheets through extensive coverage of cash, accounts receivable, inventories, capital assets and investments. Other topics covered in detail include current liabilities, revenue and expense recognition, and the statement of cash flows.

PREREQUISITE: Accounting 202 and a minimum of third year standing in an undergraduate program in the School of Business or permission of the instructor.

CARRIED

Public Administration

Omnibus motion (R. Gilmour/S. Graham) that motions 35-36 be approved as presented:

- 35) To approve the removal of UPEI 102 and UPEI 103 as course options and require UPEI 101 to ensure students have the pre-requisite for English 381, which is a compulsory course for the certificate.

Revised

The Certificate program is designed and intended for advancement to the middle management in the public service. To qualify for a Certificate, a student must complete ten (10) three semester-hour courses for a total of thirty (30) semester hours. Eight (8) of the three semester hour courses are compulsory and two (2) are chosen from the list of approved electives.

COMPULSORY CERTIFICATE COURSES

- Organizational Behaviour - Business 171
- Introductory Microeconomics - Economics 101
- Introductory Macroeconomics - Economics 102
- ~~One of UPEI 101, UPEI 102, or UPEI 103~~ and a writing intensive course
- Professional Writing - English 381
- Canadian Politics I: Government - Political Science 201
- Law Politics and the Judicial Process I - Political Science 211
- Canadian Public Administration - Political Science 311

CARRIED

- 36) **To approve an update to the calendar entry information to reflect the renumbering of BUS441 Human Resource Management to BUS272 Human Resource Management.**

Revised

The Diploma program is designed and intended for more advanced Public Administration education. To qualify for a Diploma, a student must complete an additional ten (10) three semester hour courses beyond the Certificate. Six (6) of the additional three semester hour courses are compulsory and four (4) are chosen from the list of approved electives. In addition, candidates for the Diploma in Public Administration must satisfy the Co-ordinator that they have completed a public service work experience of four months, full-time, in a public administration environment.

Compulsory Diploma Courses

- Human Resource Management – Business ~~441~~ 272
- Communications – Business 461
- Organizational Development and Change – Business 471
- Canadian Economic Problems – Economics 304
- Canadian Federalism – Political Science 302
- Canadian Public Policy – Political Science 314

Approved Electives

Electives from the following list may be selected for either the Certificate or the Diploma requirement but an elective cannot be used for both Certificate and Diploma.

Certificate and Diploma Electives

- Management Information Systems – Business 241
- Industrial Relations – Business 372
- Business Law I – Business 301
- Business Law II – Business 302
- Prince Edward Island in the 20th Century – History 489
- The Canadian Experience – Canadian Studies 301 and 302
- Public Finance – Economics 412
- Politics and Government of Prince Edward Island – Political Science 202
- Law, Politics and the Judicial Process II – Political Science 212
- Canadian Provincial Politics: A Comparative Perspective – Political Science 322
- Public Policy in Small Island Jurisdictions – Political Science 414

CARRIED

NURSING

- 37) **MOTION (R. Gilmour/J. MacDonald) that the following new interdisciplinary undergraduate level elective course be approved.**

Nursing 307 Global Health in a Changing World

This course explores multiple aspects of global health and examines how factors such as internationalization, mobility and cultural diversity shape local, national and international communities. Throughout the course, students will gain an understanding of, and appreciation for, social, economic and political factors that are influencing global health. As students from multiple disciplines learn together, a deeper understanding of global health and how it relates to them within a local, national and international context will emerge.

Semester Credit Hours: 3

CARRIED

VETERINARY MEDICINE

Omnibus motion (R. Gilmour/G. Keefe) that motions 38-40 be approved as presented:

- 38) **That the new course, VHM 353 Career and Practice Management, be approved as proposed**

VHM 353 Career and Practice Management

The course is designed to provide students with an understanding of the fundamentals of business, structure of practice, and personal financial planning in the veterinary environment. Students will gain knowledge in areas of relevance within their roles as new graduates including the functional areas of practice such as workplace environment issues, facilities and configurations, foundations of customer service and compliance, human resource and leadership issues, marketing and promotion tactics, and transition to becoming a practice owner. Practice finances and personal income structures including commission based salaries and self-employed status will also be featured.

Semester Credit Hours: One hour of lecture per week

CARRIED

- 39) **That the new course, VHM 423 Large Animal Health Management, be approved as proposed.**

VHM 423 Large Animal Health Management

This is a rotation involving the Farm Service, Theriogenology, and Equine Ambulatory sections of the Veterinary Teaching Hospital. Students will explore contemporary issues relating to food animal and equine veterinary practice. There will be a focus on development of problem solving skills as they relate to herd health management, reproductive management, and equine preventative medicine.

Semester Credit Hours: 3 semester hours. Three weeks in duration.

CARRIED

- 40) **That the changes to fourth year core rotation requirements and clinical competency assessment and remediation in the DVM program be approved as proposed to assure compliance with new standards put forward by our accrediting body, the American Veterinary Medical Association Council on Education.**

ACADEMIC REQUIREMENTS—DVM

REGULATIONS

Course Load and Course Prerequisites

Except in rare circumstances, each student will take a full course load each year. Students must pass prerequisite courses prior to enrolling in courses which require a listed prerequisite.

Materials in Exams

No materials of any kind, other than pencils and pens, may be brought into an examination room without explicit permission of the course coordinator.

Pass-Fail Option

The pass-fail option for courses (Academic Regulation 10c) will apply in the DVM Program only in certain specified courses at the recommendation of the course coordinator and upon approval of the AVC Curriculum Committee and AVC Dean's Council.

Grading in Year 4

Internal and external courses (rotations) in year 4 are graded according to the following 3-point scale:

1. Passing Performance - achieves entry-level competency.
2. Marginal Performance - approaches entry-level competency.
3. Failing Performance - does not achieve entry-level competency.

Challenge for Credit by Examination

Challenge for credit by examination is normally not permitted in the DVM Program. Students who are able to demonstrate to the satisfaction of the relevant chair that they have previously taken an equivalent course at the Atlantic Veterinary College, may challenge for credit by examination as outlined in Academic Regulation 15.

Advancement and Probation

Years 1 - 3

In Years 1 – 3, student success is measured by both course grades and semester weighted averages. In order to advance to the next semester a student must:

1. achieve a grade of at least 50% in all courses taken for credit, regardless of the total number of credits taken. In any multicomponent course a passing grade will be assigned only if each component identified by the course coordinator (e.g., laboratory and didactic sections) has been successfully completed.
2. achieve a weighted average of at least 65%. However, a student with a weighted average of at least 55% but under 65% in first semester of year 1, and at least 60% but under 65% in all other semesters, will be placed on academic probation and allowed to advance.

NOTE: Weighted averages are not rounded up. The following criteria will apply to a student on academic probation:

- a. the student will be permitted only one probationary period (up to a maximum duration of 2 semesters) in the DVM program.

- b. failure to achieve a weighted average of at least 65% by the end of the probationary period will result in academic dismissal.
- c. return to a weighted average of under 65% after coming off probation will result in academic dismissal.
- d. except with permission of the Dean, or designate, a student cannot advance to year 4 without a weighted average of at least 65%.

Year 4

In Year 4, ~~a student:~~ student success is measured by both clinical rotation grades and programmatic outcomes tracked across rotations.

1. Regarding clinical rotation grades:

1. a. A student must achieve a “Marginal Passing Performance” or better in all courses rotations taken for credit regardless of the total number of credits taken. In any multi-component course, a passing grade will be assigned only if each component identified by the course coordinator (e.g. patient management and knowledge-based sections) has been successfully completed. A student with a “Marginal Performance” in one 3 week rotation, or in multiple rotations equaling 3 weeks, will receive written notification of the academic regulations pertaining to “Marginal Performance” but will be allowed to advance.

2. b. A student with a “Marginal Performance” in a second 3 week rotation, or in multiple rotations equaling 6 weeks, must develop and execute a remediation plan to address noted deficiencies. Once the plan is approved by the Associate Dean Academic and Student Affairs, the student will be allowed to advance.

c. A student with a “Marginal Performance” in a third 3 week rotation, or in multiple rotations equaling 9 weeks, will be academically dismissed from the program.

3. d. A student with a “Failing Performance” in a rotation will be required to successfully repeat the failed rotation or complete an equivalent alternative experience (approved by the course coordinator of the failed rotation and Associate Dean Academic and Student Affairs). The performance assessment attained in the repeated rotation will be recorded on the student’s transcript. A student Students who is are unsuccessful when repeating the rotation will be academically dismissed from the program.

4. e. A student with a “Failing Performance” in a second rotation, after successfully repeating a first failed rotation, will be academically dismissed from the program.

5. ~~with “Marginal Performance” for 9 or more rotation credit hours (9 or more weeks) will be dismissed from the program.~~

2. Regarding programmatic outcomes:

a. A student must consistently attain ratings of “Competent” or better for all criteria on the Evaluation

of Student Performance in all rotations taken for credit regardless of the total number of credits taken. A student with a rating of “Marginal” on a single criterion, despite receiving an overall grade of “Passing Performance”, will be allowed to advance.

b. A student with a rating of “Marginal” on the same criterion on two different rotations, despite receiving an overall grade of “Passing Performance,” will receive written notification of the academic regulations pertaining to “Marginal” ratings but will be allowed to advance.

c. A student with a rating of “Marginal” on the same criterion on a third rotation, despite receiving an overall grade of “Passing Performance,” must develop and execute a remediation plan to address deficiencies on future rotations or undergo reassessment of the deficient criterion. The decision regarding whether a student may remediate the criterion on a future rotation or be required to undergo reassessment will be made collaboratively by the course coordinators of the eight core rotations and the Associate Dean Academic and Student Affairs. Reassessment of the deficient criterion may involve written and/or oral presentation of clinical cases, demonstration of specific clinical skills, or a combination of multiple formats. The reassessment activity/assignment will be designed, administered and evaluated by an independent faculty member. The student must achieve a rating of at least “Competent” on the reassessment activity/assignment in order to be considered to have achieved the criterion in question.

d. A student achieving a rating of “Marginal” after reassessment of a deficient criterion will be provided with further time and mentoring and will be reassessed a second and, if necessary, a third time. A student who fails to achieve a rating of “Competent” on a particular criterion after three reassessment activities/assignments will be academically dismissed from the program.

e. A student with a rating of “Marginal” on the same criterion on a fourth rotation, despite receiving an overall grade of “Passing Performance,” and after undergoing the remediation process outlined in c. above, will be academically dismissed from the program.

~~Academic Dismissal~~ **Academic Dismissal**

1. The following will result in academic dismissal:

- a. failure to achieve a grade of 50% in any course taken for credit.
- b. failure to achieve a weighted average of: (i) at least 55% in semester 1 of year 1, and (ii) at least 60% in any semester (other than semester 1 of year 1) in years 1-3.
- c. failure to achieve a weighted average of at least 65% by the end of a probationary period in year 1-3 or return to a weighted average of under 65% after coming off probation in years 1-3.
- d. “Failing Performance” in a single rotation that is not successfully repeated **in year 4**.
- e. “Failing Performance” in a second rotation after successfully repeating a first failed rotation in year 4.

- f. receive 9 or more rotation credit hours of a “Marginal Performance” in year 4. ~~NOTE: Weighted averages are not rounded up.~~
- g. receive a “Marginal” rating after three reassessment activities for the same Evaluation of Student Performance criterion in year 4.
- h. receive a “Marginal” rating for the same Evaluation of Student Performance criterion on a fourth rotation after successfully remediating that criterion in year 4.

Petition for Readmission

- 1. Dismissed students may petition the Dean for readmission to the program. Dismissed students who are successful in their petition for readmission in years 1 – 3 will normally be required to:
 - a. repeat all courses in the semester in question if dismissed for failing one or more courses.
 - a. repeat all courses in the academic year in question if dismissed for failing to attain a weighted average of at least 60% in years 1 – 3.
 - b. re-enter the program at the beginning of the academic year in which they were first placed on probation if dismissed for failing to achieve the required weighted average of at least 65% at the end of a two semester probationary period.
- 2. Dismissed students who are successful in their petition for readmission in year 4 will normally be required to repeat year 4.

SUPPLEMENTAL EXAMINATION

A supplemental examination provides an opportunity for a student who failed a course to be re-examined in that course.

With the exclusion of certain specified courses (see list below), a student who fails a course in years 1 - 3 of the DVM program will be granted a supplemental examination if the following criteria are met:

- a.a student will be granted only two (2) supplemental examinations in the DVM program.
- b.to be eligible for a supplemental examination the overall course grade, including performance in the final examination, must be at least 40%.
- c.the maximum grade attainable in a course or course component (as specified by the course coordinator) in which a supplemental examination is written shall be 50%.
- d. if the maximum grade of 50%, attainable in a course in which a supplemental examination is written, contributes to a weighted average that will allow the student to remain in the program.

The scope of the supplemental examination is at the discretion of the course coordinator and will be communicated to the student in advance. In order to pass the supplemental examination, the student must achieve a grade of at least 60% in that exam.

A student who fails a course in semester 1, and is granted a supplemental examination, will normally

be required to write the examination before being permitted to continue with courses in semester 2 of the DVM program. A student who fails a course in semester 2 of the DVM program, and is granted a supplemental examination, will normally be expected to write the examination no later than the end of the third week of May.

Supplemental examinations are not offered in the following courses:

- a. Clinical rotations in Year 4
- b. VHM 124 Clinical Orientation I,
VHM 251 Clinical Orientation II,
VCA 340 Surgical Exercises in Companion Animals,
VHM 324 Clinical Techniques in Large Animals,
VHM 337 Advanced Equine Theriogenology Techniques,
VHM 338 Advanced Bovine Theriogenology Techniques,
VHM 343 Advanced Equine Medicine Techniques,
VHM 346 Techniques in Advanced Food Animal Anaesthesia and Surgery,
VHM 348 Techniques in Equine Surgery and Anaesthesia,
VHM 351 Techniques in the Evaluation of Equine Musculoskeletal diseases, and
VHM 353 Techniques in Integrative Medicine.

ATTENDANCE POLICY

Lectures and Laboratories

Student attendance at didactic lectures and laboratories is strongly encouraged but not mandated. Individual course coordinators may choose to make attendance mandatory for a particular course or course component, and points may be assigned based on attendance. If attendance at didactic lectures or laboratories is required for an individual course, it must be specified in the course outline. Submission of a “Pre-Clinical Absence Request” form is not required for missed lectures or laboratories, unless mandated by a particular course coordinator.

Assessments

1. Student attendance at scheduled quizzes, in-class or in-lab graded learning experiences, and midterm and final examinations is required. Permission to make-up missed work involving any of these will be granted for excused absences only. Excused absences may be planned or unplanned. In the event of an excused absence, the instructor may provide a make-up assignment or examination that is different from the one given during regularly scheduled class time.
2. Unplanned absences are due to unavoidable, unpredictable circumstances and include illness, family emergency, or death in the family. The student should follow the procedure below for requesting an excused absence. The student is responsible for communicating with the course coordinator(s) to make arrangements for making up missed work. In emergency situations, the Associate Dean of Academic and Student Affairs may be contacted to assist with these arrangements.
 - (a) **a.** If the student is able, he/she should complete a “Pre-Clinical Absence Request” form before the day of missed work and submit it to the Office of Academic and Student Affairs. If this is not possible, the student should contact the Office by phone (902 894-2827) or email (avc-acad-stu@upei.ca) as soon as possible. The Office will contact the necessary course coordinator(s) to notify them of the student’s absence. In the case of illness, a doctor’s certificate may also be required at the discretion of the Associate Dean of Academic and Student Affairs.

3. Planned absences may be excused when they are for legitimate reasons and when the appropriate procedure for requesting permission has been followed. Legitimate reasons for planned absences include attendance at a scientific meeting where the student is making a scholarly presentation, receiving an award, or representing the AVC in an officially approved capacity; or in observance of a religious holiday. The student should follow the procedure below for requesting an excused absence. If a planned absence is excused, the student is responsible for communicating with the course coordinator(s) to make arrangements for making up missed work.

b) **a.** Adequate documentation detailing the reason for the absence must be provided and a “Pre-Clinical Absence Request” form must be submitted to the Office of Academic and Student Affairs within the first three weeks of the semester and at least four weeks prior to the planned absence. Students will be notified of the decision regarding their request by the Office of the Academic and Student Affairs. Students should not schedule travel without prior approval and incurred travel expenses do not in themselves warrant an excused absence.

4. Absences not falling into one of the above categories will be considered on a case-by-case basis according to their merit. Students should follow the procedure outlined above for requesting an excused absence. If the absence is excused, the student is responsible for communicating with the course coordinator(s) to make arrangements for making up missed work.

Consequences of Unexcused Absences

1. In the event that a quiz, in-class or in-lab graded assignment, or midterm examination is missed and the absence was unexcused, the student will be assigned a grade of zero for the missed work. In the case of multiple absences, the student may be withdrawn from the course and assigned a grade of F.
2. In the case of missed final examinations academic regulations 13b (Special Examinations and Missed Final Examinations), and 10e (Incomplete Courses) in the UPEI calendar apply.

Clinical Rotations

1. Attendance in clinical rotations is mandatory. In total, eight personal days are allowed during the fourth year. Examples of personal days include, but are not limited to, job interviews, personal or family illness, attendance at scientific meetings, etc.
2. All absences must be excused by the rotation coordinator and duty clinician.
3. In all cases of missed rotation days, students must complete a “Clinical Rotation Absence Request” form and have it signed by the rotation coordinator and, if applicable, the duty clinician. A copy of the form will be forwarded by the rotation coordinator to the Office of Academic and Student Affairs so that a central record of absences can be kept.
4. Make-up of missed clinical experiences is normally not required for absences of up to 15% of the rotation duration. The Associate Dean of Academic and Student Affairs will notify rotation coordinators of total absences in excess of eight personal days and coordinate make-up of missed clinical experiences.

~~FOURTH YEAR ROTATIONS~~

- ~~1. Attendance in Fourth Year Rotations is mandatory. In total, eight personal days are allowed during the fourth year. Examples of personal days include, but are not limited to: job interviews, personal or family illness, attendance at conferences, etc.~~
- ~~2. All absences require permission of the rotation Co-ordinator and duty clinician.~~
- ~~3. In all cases of missed rotation days, course Co-ordinators should complete the form “Record of Missed fourth year rotation” and forward a copy to the office of the Associate Dean of Academic and Student Affairs so that a central record may be kept.~~
- ~~4. Make-up is normally not required for absences comprising 15% of the rotation duration. The Associate Dean of Academic and Student Affairs will notify rotation Co-ordinators of total absences in excess of the eight personal days and coordinate make-up.~~

IMMUNIZATION

The Atlantic Veterinary College has a mandatory rabies vaccination policy which requires that all students be vaccinated or sign a waiver declining vaccination. The Rabies vaccination program is administered by the UPEI Health Centre on behalf of the Atlantic Veterinary College. The Atlantic Veterinary College shares the cost of the Rabies vaccination program with its students.

COURSE SUPPLIES

Students requiring course materials or supplies over and above what is normally provided by the Atlantic Veterinary College may be responsible for the additional costs that are incurred.

ANIMAL USE

The humane use of animals in teaching is a normal part of the Atlantic Veterinary College (AVC) curriculum and a necessary component of the veterinary medical education. Examples of such uses include, but are not limited to, dissection of cadavers in Macroscopic Anatomy; post-mortem examination of animals in the Diagnostic Laboratory; handling, restraint, and physical examination of animals in Clinical Orientation; and performing surgery and invasive diagnostic procedures in Medical and Surgical Exercises laboratories. All teaching animal use at the Atlantic Veterinary College is approved by the UPEI Animal Care Committee and conforms to the principles and guidelines of the Canadian Council on Animal Care (CCAC).

DOCTOR OF VETERINARY MEDICINE PROGRAM

First Year

Semester 1

Weekly Contact

		Lecture	Lab	Credit
Course				
VBS 101	Macroscopic Anatomy I	2	5	4
VBS 111	Microscopic Anatomy I	1	2	2
VBS 121	Physiology I	2	0	2
VBS 141	Integration of Structure and Function I	0	5	2
VHM 101	Introduction to Veterinary Medicine	2	0	2

VHM	Animal Production Systems	2	3	3
VHM 125	Animal Behaviour and Animal Welfare	1	2	2
VPM	Immunology	2	1	2
		12	18	19

Semester 2

Weekly Contact

Course		Lecture	Lab	Credit
VBS 102	Macroscopic Anatomy II	2	5	4
VBS 112	Microscopic Anatomy II	1.4	1.7	3
VBS 122	Physiology II	2	0	2
VBS 142	Integration of Structure and Function II	0	3	1
VHM 112	Principles of Veterinary Epidemiology	2	1	2
VHM 124	Clinical Orientation I	0	3	1
VPM 122	Parasitology	2	2	3
VPM 152	General Pathology	2	2	3
		11.4	17.7	19

Second Year

Semester 3

Weekly Contact

Course		Lecture	Lab	Credit
VBS 241	Veterinary Pharmacology & Toxicology I	3	2	4
VCA 252	Principles of Diagnostic Imaging	1	1	1
VHM 231	Veterinary Public Health	2	0	2
VHM 241	Principles of Health Management	1	1	1
VHM 251	Clinical Orientation II	1	2	1
VPM 201	Bacteriology and Mycology	3	4	5
VPM 211	Virology	2	2	3
VPM 221	Systemic Pathology I	2	2	3
		15	14	20

Semester 4

Weekly Contact

Course		Lecture	Lab	Credit
VBS 242	Veterinary Pharmacology & Toxicology II	2	1	2
VCA 212	Principles of Medicine	2	0	2
VCA 231	Principles of Surgery	1.5	2	2
VCA 233	Clinical Behaviour in Companion Animals	0	0	0.5

VCA 241	Principles of Anaesthesiology	1.5	2	2
VHM 222	Principles of Theriogenology	2	0	2
VPM 222	Systemic Pathology II	2	2	3
VPM 242	Clinical Pathology	2	2	3
VPM 262	Aquaculture and Fish Health	2	2	3
		15	11	19.5

THE THIRD YEAR

The third year of the DVM program consists of core and elective courses. Students are required to take all of the core courses and 6 credit hours of Health Management elective courses. The majority of elective courses are delivered in 5-week modules (M) in semester 6.

Third Year Semester 5

Weekly Contact

Course	Lecture	Lab	Credit	
VCA 311	Cardiorespiratory Diseases of Small Animals	2	0	2
VCA 321	Musculoskeletal Diseases of Small Animals	2	0	2
VCA 331	Neurologic and Ophthalmologic Diseases of Small Animals	2	0	2
VCA 340	Surgical Exercises in Companion Animals	0	2	0
VCA 341	Diagnostic Radiology	1	1	0
VCA 342	Medical Exercises in Companion Animals	0	1	0
VHM 322	Food Animal Health and Disease	5	0	5
VHM 323	Equine Health and	4	0	4
VHM 324	Clinical Techniques in Large Animals	0	1.5	0.5
VHM 353	Career and Practice Management	1	0	1
		17	5.5	16.5
Elective(s)				
VCA 351	Introduction to Exotic Pet Medicine	1	0	1
VCA 324	Advanced Small Animal Anesthesiology	1	0	1
VHM 352	Principles of Integrative Medicine	1	0	1

Semester 6

Weekly Contact

		Lecture	Lab	Credit
Course				
VBS 312	Clinical Pharmacology and Toxicology	1	1	1
VCA 312	Gastrointestinal, Hepatic, and Dental Diseases	2	0	2
VCA 322	Endocrine and Dermatologic	2	0	2
VCA 332	Renal, Genitourinary, Immunologic and	2	0	2
VCA 340	Surgical Exercises in Companion Animals	0	2	2
VCA 341	Diagnostic Radiology	1	1	2
VCA 342	Medical Exercises in Companion Animals	0	1	1
		8	5	12
Elective(s)				
VBS 311	Comparative Medicine	1.5	0	1.5
VCA 323	Advanced Large Animal Anesthesiology	1	0	1
VCA 352	Introduction to Exotic Pet Medicine II	1	0	1
VHM 325	Production and Infectious Diseases of Food	M		0.5
VHM 326	Bovine Herd Management and	M		0.5
VHM 327	Advanced Bovine Mastitis and Quality Milk Production	M		1.0
VHM 328	Current Issues in Bovine Lameness, Welfare and Cow Comfort	M		0.5
VHM 329	Topics in Poultry and	M		0.5
VHM 333	Topics in Small Ruminants	M		1.0
VHM 334	Health of Aquatic Animals and the Ecosystem	M		1.0
VHM 339	Topics in Advanced Equine Medicine	M		1.0
VHM 343	Advanced Equine Medicine Techniques	M		0.5

VHM 344	Equine Preventative	M		0.5
VHM 345	Food Animal Anaesthesia and	M		0.5
VHM 346	Techniques in Food Animal Anaesthesia	M		0.5
VHM 347	Equine Anaesthesia, Surgery and Lameness	M		1.5
VHM 348	Techniques in Equine Anaesthesia and Surgery	M		0.5
VHM 351	Techniques in the Evaluation of Equine	M		0.5
VHM 353	Techniques of Integrative Medicine	M		0.5
VHM 336	Topics in Advanced Equine Theriogenology	M		0.5
VHM 337	Advanced Equine Theriogenology	M		0.5
VHM 335	Topics in Advanced Bovine Theriogenology	M		0.5
VHM 338	Advanced Bovine Theriogenology Techniques	M		0.5

M designates modular course format

THE FOURTH YEAR

The fourth year of the DVM program consists of at least 41 semester-hours of credit comprising: ~~one two-semester-hour didactic course (VHM 411) and elective clinical rotations.~~

- one 2 semester-hour didactic course (VHM 411)
- 24 semester-hours (24 weeks) of core clinical rotations
- at least 15 semester-hours (15 weeks) of elective clinical rotations

Fourth Year Semester 7 or 8	Weekly Contact		
	Lecture	Lab	Credit
VHM 411 Clinical Conference	0	2	2

Clinical rotations in Fourth Year must consist of at least 39 semester-hours of credit selected from among approved one-to three-credit-hour core and elective rotations. Fourth-year rotations require a minimum time commitment of 28 hours per week of each student, and emergency and out-of-hours duties may be required. Normally, one week of fourth-year rotation experience equates to one semester-hour of credit.

Fourth-year rotation selections comprising the required 39 semester-hours of credit must meet the following criteria:

- All students must take a core consisting of ~~15~~24 semester-hours (weeks) of internal rotations as follows:
 - a. Clinics in Radiology (VCA 440)—3 weeks
 - b. Clinics in Anæsthesiology (VCA 400)—3 weeks
 - c. Clinics in Companion Animal Medicine (VCA 410) ~~or Large Animal Medicine (VHM 440) or Large Animal Medicine and Theriogenology (VHM 410) or Large Animal Medicine and Surgery (VHM 460)*~~—3 weeks
 - d. Clinics in Companion Animal Surgery (VCA 430) ~~or Large Animal Surgery (VHM 450) or Large Animal Medicine and Surgery (VHM 460)*~~—3 weeks
 - e. Community Practice (VCA 434) – 3 weeks
 - f. Clinics in Large Animal Medicine and Surgery (VHM 460) – 3 weeks
 - g. Large Animal Health Management (VHM 423) – 3 weeks
 - e. h. Diagnostic Services (VPM 450) or Morphologic Pathology (VPM 460)—3 weeks
- 27 semester-hours of credit must consist of internal rotations offered by the AVC.
- 6 semester-hours of credit may consist of internal rotations offered by the AVC and/or external clinical experiences in institutional/specialist practices (VBS 490, VCA 490, VHM 490, VPM 490), and/or international veterinary medicine (VPM 410)
- 6 semester-hours of credit may consist of internal rotations offered by the AVC, and/or external clinical experiences in institutional/specialist practices (VBS 490, VCA 490, VHM 490, VPM 490), and/or international veterinary medicine (VPM 410), and/or external clinical experiences in general private practice (VCA 494, and VHM 494)
- ~~A minimum of 20 of the 39 rotation weeks must involve primary patient care as designated for internal rotations (P), or as designated by chairs for external rotations~~
- ~~Either within the core, or in addition to the core, students must take at least 2 weeks in rotations that qualify as a large animal (LA) discipline and 2 weeks in rotations that qualify as a companion animal (CA) discipline.~~

CA Discipline—a course in which the student’s time is largely devoted to veterinary clinical practice of dogs or cats or both.

LA Discipline—a course in which the student’s time is largely devoted to veterinary clinical practice of horses or cattle or both. While some part of the student’s efforts may be devoted to herd health, there

must be a substantial component of the course given to individual animal medicine.

NOTE: VHM 460* can be counted as either a Large Animal Medicine or a Large Animal Surgery rotation, but not both. A maximum of 3 credit hours will be assigned to an individual experience external to the AVC regardless of its duration. The expenses associated with external clinical experiences are the responsibility of the student.

Students participating in an external clinical experience may receive a stipend to offset living and travel expenses, but cannot receive credit for experiences where they are salaried employees.

Students are required to select rotations from the following list of courses:

VBS 440 Exotic and Laboratory Animal Medicine (P)
VBS 490 External Clinical Experience-Institutional or Specialist Practice
VBS 495 Special Topics in Biomedical Sciences
VCA 400 Clinics in Anaesthesiology (P)
VCA 402 Clinics in Anaesthesiology II (P)
VCA 410 Clinics in Companion Animal Medicine I (P)(CA)
VCA 420 Clinics in Companion Animal Medicine II (P)(CA) VCA 422 Clinical Nutrition in Companion Animals
VCA 430 Clinics in Companion Animal Surgery I (P)(CA)
VCA 432 Clinics in Companion Animal Surgery II (P)(CA)
VCA 434 Community Practice (P)(CA)
VCA 440 Clinics in Radiology I
VCA 442 Clinics in Radiology II
VCA 450 Clinics in Large Animal Anaesthesiology and Pain Management (P)(LA)
VCA 460 Clinics in Dermatology (P)(CA)
VCA 462 Clinics in Companion Animal Behaviour
VCA 470 Issues in Animal Welfare
VCA 475 Client Communications
VCA 480 Clinics in Companion Animal Cardiology (P)(CA) VCA 481 Zoo, Exotic Animal and Wildlife (P)(CA)
VCA 482 Clinics in Ophthalmology (P)(CA)
VCA 490 External Clinical Experience-Institutional or Specialist Practice
VCA 494 External Clinical Experience-General Private Practice
VCA 495 Special Topics in Companion Animals
VHM 401 Career and Practice Management
VHM 402 Applied Epidemiology
VHM 403 Short Course in Applied Epidemiology
VHM 404 Aquaculture Health Management I (P)
VHM 405 Aquaculture Health Management II (P)
VHM 406 Topics in Regulatory Veterinary Epidemiology

VHM 410 Clinics in Large Animal Medicine and Theriogenology ~~(P)(LA)~~
VHM 412 Animal Welfare Assessment & Regulations
VHM 413 Fish Health
VHM 420 Clinics in Theriogenology—General ~~(P)(LA)~~
VHM 422 Clinics in Theriogenology—Equine ~~(P)(LA)~~
VHM 431 Clinics in Farm Service - Ruminants and Swine I ~~(P)(LA)~~
VHM 432 Clinics in Farm Service—Dairy ~~(P)(LA)~~
VHM 434 Ecosystem Health
VHM 435 Clinics in Ambulatory Services—Equine I ~~(P)(LA)~~ VHM 436 Clinics in Farm Services—Swine ~~(P)~~
VHM 437 Clinics in Ambulatory Services—Equine II ~~(P)(LA)~~
VHM 438 Ecosystem Health—Case Studies
VHM 440 Clinics in Large Animal Medicine I ~~(P)(LA)~~
VHM 441 Clinics in Farm Service - Ruminants and Swine II ~~(P)(LA)~~
VHM 443 Clinics in Farm Service—Feedlot Management
VHM 445 Clinics in Farm Service—Ruminant Nutrition
VHM 446 Clinics in Farm Service—Ruminant Mastitis
VHM 447 Clinics in Farm Service—Ruminant Production Record Analysis
VHM 448 Clinics in Farm Service—Ruminant Reproduction ~~(P)(LA)~~
VHM 449 Clinics in Farm Service - Cow/Calf Management ~~(P)(LA)~~
VHM 450 Clinics in Large Animal Surgery I ~~(P)(LA)~~
VHM 452 Clinics in Large Animal Surgery II ~~(P)(LA)~~
~~VHM 460 Clinics in Large Animal Medicine & Surgery I (P)(LA)~~
VHM 461 Clinics in Large Animal Medicine & Surgery II ~~(P)(LA)~~
VHM 464 Clinics in Large Animal Medicine II-I ~~(P)(LA)~~
VHM 465 Clinics in Large Animal Medicine II-2 ~~(P)(LA)~~
VHM 466 Clinics in Large Animal Medicine II-3 ~~(P)(LA)~~
VHM 467 Swine Health Monitoring
VHM 468 International Small Holder Dairy Health Management ~~(LA)~~
VHM 480 Clinics in Regulatory Medicine
VHM 481 Clinics in Ruminant Medicine and Surgery Rotation at the University of Montreal – Faculty of Veterinary Medicine (English Rotation) ~~(P)(LA)~~
VHM 482 Veterinary Acupuncture
VHM 484 Veterinary Chiropractic Techniques (Cooperative Section)
VHM 486 Veterinary Acupuncture (eCooperative sSection)
VHM 490 External Clinical Experience-Institutional or Specialist Practice
VHM 492 Advanced Equine Dentistry and Health Care ~~(P)~~
VHM 494 External Clinical Experience—General Private Practice
VHM 495 Special Topics in Health Management

VPM 410 International Veterinary Medicine
VPM 421 Foreign Animal Diseases
VPM 422 Foreign Animal Diseases with Practicum
VPM 430 Clinical Virology
~~VPM 450 Diagnostic Services~~
VPM 460 Morphologic Pathology
VPM 472 Wildlife Health
VPM 490 External Clinical Experience—Institutional or Specialist Practice
VPM 495 Special Topics in Pathology and Microbiology
CARRIED

SCIENCE

Omnibus motion (R. Gilmour/D. MacLellan) that motions 41-42 be approved as presented:

- 41) That a new course Kinesiology 490 (Advanced Research and Thesis) be approved.**

490 Advanced Research and Thesis

The objective of this course is to provide research experience for the student who intends to take up further studies at a post graduate level or who is planning on entering a career where research experience in kinesiology would be an asset. Students are provided with the opportunity to design, carry out, evaluate, write up, and defend a research project in an approved scientific format, while working under the direction of an advisor.

Semester Credit Hours: 12 semester hours of credit

CARRIED

- 42) That a new calendar entry for a BSc (Honours) Kinesiology in the Department of Applied Human Sciences be approved.**

The Honours program in Kinesiology is designed to provide research experience at the undergraduate level within the BSc Program. It is available to students with a strong academic background who intend to continue studies at the post graduate level in Kinesiology or related field, or to students who intend to pursue a career where research experience would be an asset.

The Honours program differs from the major in requiring a two-semester research course with thesis report for a total of 126 semester hours for the degree. The research component is to be completed within the BSc program through completion of Kinesiology 490: Advanced Research and Thesis.

The following are the course requirements for the Honours program in Kinesiology.

Year One

- Kinesiology 101 - Introduction to Kinesiology
- Biology 121 - Human Anatomy
- Biology 122 - Human Physiology
- Chemistry 111 - General Chemistry I
- Chemistry 112 - General Chemistry II
- One of UPEI 101, 102 or 103
- Math 112 - Calculus

- Psychology 101 - Introductory Psychology I
- Psychology 102 - Introductory Psychology II
- One free elective

Year Two

- Kinesiology 202 - Introduction to Sport and Exercise Psychology
- Kinesiology 221 - Introduction to Exercise Physiology
- Kinesiology 232 - Introduction to Motor Learning and Control
- Kinesiology 241 - Human Development
- Foods and Nutrition 211 - Introductory Nutrition I
- Foods and Nutrition 212 - Introductory Nutrition II
- Math 221 - Introductory Statistics I
- Physics 121 Physics for Life Sciences I
- Two free electives

Year Three

- Kinesiology 312 - Introduction to Biomechanics
- Kinesiology 331 - Introduction to Research Methods
- Kinesiology 343 - Physiological Assessment and Training
- Kinesiology 382 - Program Planning and Evaluation
- One Kinesiology elective at the 300 or 400 level
- Five free electives

Year Four

- Kinesiology 481 - Advanced Biomechanics
- Kinesiology 490 - Advanced Research and Thesis
- Three Kinesiology electives at the 300 or 400 level
- Four free electives

NOTE: Honours students are advised to consult with their advisor for assistance in choosing electives that will support their research project.

Entrance Requirements

For admission to the Honours program, students must have a minimum average of 75% in all Kinesiology courses combined and an overall average of 70% in all previous courses. Permission of the Department is also required and is contingent on the student finding an advisor and on acceptance of the research project by the Department of Applied Human Sciences. Students interested in completing the honours program should consult with the Department Chair as early as possible, no later than March 31st of the student's third year.

To graduate with Honours in Kinesiology, students must maintain a minimum average of 75% in all Kinesiology courses combined and an overall average of 70%.

CARRIED

8. Other Business

President Abd-El-Aziz reminded Senators of the upcoming Convocation planned for Saturday, May 7, 2016, and thanked everyone for a great year.

9. **Adjournment**

The meeting adjourned at 4:15 p.m.

Respectfully Submitted

Kathleen Kielly
Secretary of Senate

DRAFT