



UNIVERSITY of Prince Edward ISLAND

TO: Members of Senate
FROM: Andrea Trowbridge, Secretary to Senate
DATE: January 10th, 2025
RE: Fifth Senate Meeting – January 17, 2025

The Senate of the University of Prince Edward Island will hold its fifth meeting for 2024-2025 on **Friday, January 17, 2025 at 3:00 p.m. at Alumni Hall in Rm 102.**

OPEN AGENDA

1. **Call to Order, Welcome, Land Acknowledgement and Opening Remarks from Chair and Vice-Chair** 5 min
2. **Approval of Agenda** 5 min
MOTION: That Senate approve the agenda as presented.
3. **Approval of Minutes** 5 min
a. **December 13, 2024**
MOTION: That Senate approve the minutes of December 13, 2024 as presented.
4. **Business Arising from Minutes** 5 min
a. Questions received from notes on placemats
5. **President's Report** 30 min
a. **Vice-President Academic and Research Report**
b. **Vice-President People and Culture Report**
6. **Question Period** 10 min
7. **Senate Standing Committee Reports** 30 min
a. **Academic Planning and Curriculum Committee – G. Naterer**
 - i. Approval of Revised Scheduling Policy
MOTION: That Senate approve the revised Scheduling Policy as presented.
 - ii. Approval to adopt the UPEI Framework for Online and Technology-Supported Learning Guidelines, Documentation and Resources
MOTION: That Senate adopt the UPEI Framework for Online and Technology-Supported Learning Guidelines, Documentation and Resources as presented.
 - iii. Fourth Curriculum Report
MOTION: That Senate approve the recommended motions.

Agenda

Fifth Senate Meeting– January 17, 2025

b. Senate Steering and Nominating Committee – W. Rodgers – For Information

- Senate and Senate Committee Vacancies
 - *Senate:*
Faculty member from Arts to replace Raquel Hoersting from Jan. 1 to June 30, 2025
 - *Senate Academic and Student Discipline Appeals Committee:*
Faculty member from Arts, Nursing, IKERAS, Medicine or Education AND a member of Senate, to replace Alyson Campbell, from Jan. 1 to June 30, 2025
 - *Committee for Emerita/Emeritus/Emeriti Status:*
One Faculty member – IKERAS
 - *Senate Academic and Student Discipline Appeals:*
One graduate student appointed by the Graduate Student Association
- Senate and Senate Committee Appointments
 - *Senate:*
Nancy Clark, Faculty of Nursing, replacing Alyson Campbell from Jan. 1 to June 30, 2025
- Annual Elections – A. Trowbridge

8. **Board Report to Senate – W.Montelpare/W. Waterman – For Information** 5 min

9. *MOTION: That Senate move to a closed agenda*

10. **Adjournment**
MOTION: That the Senate meeting be adjourned.

DRAFT Minutes of the Fourth Meeting of Senate
Friday, December 13, 2024
3:00 – 5:00 pm
Alumni Hall and via Zoom

Present: W. Rodgers (Chair), K. Mears (Vice-Chair), A. Trowbridge (Secretary to Senate), P. Bernard, S. Brown, M. Buote, A. Campbell, M. Clapson, S. Connolly, R. Dennis, P. Drake, N. Etkin, S. Fitzpatrick, R. Gauthier, K. Gottschall-Pass, D. Griffon, A. Hsiao, G. Jiang, T. Judson, S. Kresta, B. Linkletter, A. MacKenzie, A. MacLaren, T. Mady, D. Moses, S. Murray, S. Myers, G. Naterer, Y. Rashchupkina, J. Sentance, P. Smith, M. Sweeney-Nixon, M. Turnbull, M. von Eccher, H. Wang, W. Waterman, A. Weenie, W. Whalen

Regrets: C. Adeyanju, N. R. Agunbiade, P. Augustine, A. Bourque, A. Doyle, P. Foley, S. Hamilton, R. Hoersting, N. Mannholland, M. A. McMahan, R. McPhee, W. Montelpare, F. Sadat

Recorder: K. Porter

1. Call to Order, Welcome, Land Acknowledgment and Opening Remarks from Chair and Vice-Chair

W. Rodgers called the meeting to order at 3:01 pm and gave a land acknowledgment.

2. Approval of Agenda

MOTION: (M. Turnbull/T. Mady) to approve the agenda as presented. CARRIED.

3. Approval of Minutes

MOTION: (J. Sentance/N. Etkin) to approve November 22, 2024, minutes with minor amendments. CARRIED.

4. Business Arising from Minutes

- Pam Trainor (guest) spoke regarding the Senate Committee Reporting Template. The document went back to the Senate Steering and Nominating Committee for discussion. It was decided that it will be available as an optional tool.
D. Moses asked about frequency are annual reports still needed. P. Trainor said we are keeping the original process and this will be a tool available.
M. Clapson asked about Senate not being kept up to date on committee activities
K. Mears and P. Trainor spoke to SharePoint site being worked on to have meeting materials, including committees, stored and available to Senators.
- W. Rodgers brought attention to the laminated placemats provided. Sticky notes were provided for Senators to provide notes, questions or feedback. This will be collected at the end of the meeting.

5. President's Report

W. Rodgers gave a verbal report on the following items:

- Our work gathering input on the Strategic Plan Development continues. We hosted an external stakeholder and partnership meeting - with about 30 attendees including a few UPEI representatives. There are a few more consultation sessions in January before the

- Steering Committee gets to work on distilling all the information. If you have anything you want considered, please write to strategicplan@upei.ca.
- We are working on our approach to budgets - and - as you know - are working toward the joint session of board and senate as a budget cafe - to create a common understanding of our budgets and processes that will support the development of the budget for the coming year - as well as future budgets.
 - It looks like our international applications and admissions are much worse than projected. For this year we saw a 50% drop in 1st year international students, 2nd, 3rd and 4th were still strong. Applications are sitting at around 10% of what they were at this time last year. Therefore, we are doubling down on encouraging applications, and conversions from application to accepted admissions - but after that there is still the visa approval process, and the IRCC visa approval rates have dropped. First, we're not unique. You're seeing some pretty bad news stories coming out of other universities.
 - I have been doing all the interviews for our permanent VPIT & CIO, VPPC, VPAF - and very consistently, people want to come and work at UPEI because UPEI has such a great opportunity to do things differently. Because UPEI is courageously taking on very important social issues and cultural issues deeply embedded in the academy and really focusing on doing better - and putting their money, and their work, where their mouth is. That's why I'm here too. All of you are who laid that pathway - not me. So, thank you. It remains clear to me that my job is to make sure we stick to that pathway and move ourselves forward. The UPEI reports and responses clearly lay out that things must change. When times get tough, we can't regress to 'the old ways'. We know they are exclusionary- over-privilege and powerfortify entitlement, and otherwise thwart the goals of the universities - to enhance the knowledge base and support people and communities - including this community - to reach full potential.

a. Vice-President Academic and Research Report

G. Naterer reported the following:

- Thanked N. Etkin for filling in at the last meeting
- Acknowledged successes and grants that were recently received by Dominique Griffon, Krishna Thakur, Xander Wang, Yulin Hu, Stephanie Shaw and Kuljeet Grewal
- Update on Graduate English academic preparation is seeing declining enrollment, due to the changing landscape of IRCC, study permits and an increase in the applications from prospective students, who are largely now meeting English language requirements for admission. The Faculty of Graduate Studies is working with graduate coordinators and associate Deans to assess the viability of pathway agreements with reputable English language training partners and also conducting a review of current minimum English language proficiency requirements. Contact Doctor Marva Sweeney Nixon for information.
- The research process advisory group has been formed to streamline and improve the efficiency and effectiveness of research administrative processes for research and graduate studies. That plan strives to ensure end to end processes for EPI researchers are transparent. They are efficient, clearly defined and easy to understand and access.

b. Vice-President People and Culture Report

S. Connolly gave a verbal report on the following items:

- On the implementation of the action plan, things are coming along, we are working through evidence submission for years zero and one. Activities for year 2 have been assigned and we're starting to work through those with implementation leads.
- In human resources, the employee Engagement survey closed on the day of our last Senate meeting November 22nd. Overall participation rate was 36% participation rate amongst permanent and term faculty and staff was 51%. We're just starting to work through the results and able to share with the campus community in the new year.
- 2nd installment of the Cultivating a culture of reckoning, recognition and Appreciation series which was issued last week with a focus on the role of celebration at work
- In EDI and human rights. The department is working with partners across campus to finalize progress reports on our EDI strategy. The SVPRO hosted a community quilt for the 16 days of activism against gender-based violence with the student union. The resulting quilt, which is spurs of small paintings created by the participants. Will tour around campus and then be displayed in the SVPRO office. The department continues to deliver workshops and educational sessions across campus

6. Recognition of Departing Senators

W. Rodgers thanked departing Senators Alyson Campbell, Susan Brown, Shannon Murray and Amy Doyle for their participation and welcomed back Richard Raiswell, Ann Braithwaite and J McClure. Senators gave a round of applause in recognition.

7. Question Period

- K. Gottschall-Pass asked for an update on the strategic enrollment strategy. G. Naterer confirmed each unit was responsible for creating their own plan. There is a steering committee chaired by Dr. Melissa James and a couple of subcommittees, Resources (Physical, IT, personal...) chaired by Miles Turnbull and Student Experience chaired by Jonathan Hewitt. There will be broader consultation in the near future. It is anticipated that the information will be brought forward in the new year.

8. Senate Standing Committee Reports

**Senate Steering and Nominating Committee – W. Rodgers – For Information
Senate and Senate Committee Vacancies**

- *Committee for Emerita/us Status:*
One Faculty member – IKERAS
- *Senate Academic and Student Discipline Appeals:*
One graduate student appointed by the Graduate Student Association

Senate and Senate Committee Appointments

- *Senate Committee on Admissions and Degrees:* Shannon Fitzpatrick - effective January 1, 2025 until June 30, 2026

9. UPEI Action Plan Update – Kate Richard, Program Manager – For Information

Kate Richard gave a presentation to Senators on the status of the UPEI Action Plan.

Highlights from the presentation include:

- UPEI is committed to auditing the Action Plan on an annual basis.
- The implementation plans for Year 0 and Year 1 can be found on the public UPEI website.
- In consultation with the Senior Executive Team from the 24 Implementation Leads have been assigned from across Campus to define how to complete the activities in the implementation plans.
- For Year 0, the implementation plan was created retroactively. 138 activities were completed. The focus is now on gathering evidence for the audit.
- We are currently in Year 1 of the Action Plan with 226 activities to complete in support of 117 actions. Evidence is being gathered as the activities are being completed.
- There are two large priorities associated with the Action Plan: success of the project and success of the audit. The audit will hold UPEI accountable to complete the goals of the Action Plan.

W. Rodgers noted that it is important to remember why UPEI is completing the work in the Action Plan and that is to improve the culture at UPEI and complete the goals of the Action Plan.

B. Linkletter asked why the meeting material, including the draft minutes, was shared via an email with a link to the public website when the file size was only 14MB and what the limit of the file size for the VRE is? K. Porter replied the VRE only allows a 2MB file. D. Moses informed that the VRE file size can be changed. W. Rodgers indicated the SharePoint site should allow for better sharing of information.

W. Rodgers responded that the open meeting material will be available publicly and the closed meeting material will only be available for Senators.

10. UPEI Cairo Campus – Kim Critchley, Provost UPEI Cairo – For Information

Dr. Kim Critchley gave a presentation on the UPEI Cairo campus highlighting the following:

- UPEI Cairo was the first international branch campus and is in its seventh year of operations with academic programs: Faculty of Sustainable Design Engineering, the Faculty of Business and the Faculty of Science.
- UPEI is the only Canada university in Universities of Canada in Egypt (UCE) currently.
- The programs are successful due to the close relationship with the faculties here in PEI.
- The students at the Cairo campus are UPEI students and will graduate with a UPEI degree. 15% of UPEI Cairo students transfer to the main Charlottetown campus. There is a student retention rate of 95% and 75% of graduates are employed in the first three months.
- UPEI main campus is responsible for academic programs and UCE is responsible for non-academic matters.
- Student services include athletics, student engagement similar to main campus, a wellness centre and career development
- The number of students at UPEI Cairo is restricted by the number of programs offered. Future plans include adding a Faculty of Arts and a Faculty of Education.

- The hope is to have more collaboration between the two campuses.

Senators had an opportunity to ask questions and provide feedback:

- S. Fitzpatrick asked what is the turnover rate currently? In the earlier years of the agreement, the Cairo campus had a high turnover rate in the math and computer sciences program. K. Critchley responded that each faculty is different. Overall, the turnover rate has gotten better, however some areas are difficult to recruit.
- B. Whalen, asked if the enrollment and revenue generation targets have been reached? K. Critchley replied that the contract indicates that financial numbers are based on the number of students enrolled and UPEI receives a portion. The financial aspects of the contract have been fulfilled.

Action: A financial report from UPEI Cairo will be completed and shared with Senators.

T. Mady confirmed the McDougall Faculty of Business Charlottetown campus has received funding as per the contract which has allowed both the Faculty and the University to do many things that wouldn't have been possible without the funding.

- H. Wang asked why UPEI is the only university in the Canadian International College? K. Critchley responded that UPEI Cairo was the first international branch campus and has nothing to do with the Canadian International College. There are currently seven international branch campuses. International branch campuses are successful when there is support from the home institution, which UPEI has always provided support and flexible.

T. Mady noted that UPEI is the Canadian brand in UCE and there is a clause in the contract that prohibits other universities to offer competing programs.

- S. Brown asked what type of consultation has occurred with faculty members of the liberal arts program, particularly the culture curriculum portion of the program. K. Critchley responded that the President and Chair of the UCE Board visited the Charlottetown campus in November and had meetings with W. Rodgers, G. Naterer and the Deans. It was decided that the process for adding additional programs would start with the Deans, who would meet with Chairs and faculty to determine interest in programs.

K. Critchley also note, the courses being taught at UPEI Cairo are the same courses being delivered at UPEI Charlottetown campus.

- J. Sentance noted the Department of Economics has been supportive of the initiative from the beginning and requested an update on the potential program. K. Critchley reported that the proposal has been resubmitted to the Egyptian Government, as Presidential approval is required for any program that is going to be delivered in Cairo.
- S. Kresta noted the engineering education culture is different in the two countries. Traditional Egyptian education is very mathematics focused, and the program offered at Charlottetown campus is more design focused with community engagement. The UPEI Cairo campus promotes the programs well which shows when third year students transfer to Charlottetown, they integrate into the program seamlessly. This close working relationship is why the UPEI Cairo campus is successful.
- B. Linkletter noted that the Department of Chemistry receives funding from UCE as there is one chemistry course being taught there, which has benefited the Charlottetown campus.

B. Linkletter also noted, from a Faculty Association representative, there is concern regarding academic freedom in Egypt **and the requirement for the President of Egypt to approve a university program, which speaks to the level of political involvement in academic program.** It is important that all faculty, not just the Chair, should be involved with discussions if a program is being discussed for UPEI Cairo, and faculty should have the right to refuse to allow course materials to be shared in Egypt, if the course materials need to be radically changed to meet Egypt's requirements.

T. Mady noted that in the McDougall Faculty of Business, academic material is not shared with the instructors in Egypt without the consent of the faculty member; it is only the course description that is shared, with the consent of the faculty member.

K. Critchley noted that being in the seventh year of operations, UPEI Cairo has never had an issue with a faculty member and what is being taught.

- D. Moses noted that there are May-mester opportunities at UPEI Cairo.

11. Board Report to Senate

W. Waterman provided a verbal update on Board activities:

- A presentation was given by Dr. Kim Critchley on the UPEI Cairo campus. The same presentation given to Senate today.
- The Chair of the Board provided an update on activities: attended Cheryl Foy's training, involved with Cairo meetings.
- The President provided a written report and provided an update that the University Secretary will start on February 1, 2025 and the Chief of Staff will begin on December 17, 2024.
- The President of the Student Union gave a verbal report on student perspectives.
- The Board committees gave a report from each of their meetings.
- The Board approved the purchase of a 7-year CISCO Enterprise Agreement for ongoing software and hardware subscription licensing for the UPEI CISCO Network.
- The Board approved expenditures for a contract with Vision Travel DT Ontario for travel management services for a 5-year period.
- The Board approved the international student tuition deposits: Undergraduate - \$3000; Graduate - Course Based - \$3000; Graduate - Thesis Based - \$1000; and Graduate - AVC Post Graduate Training - \$1000
- The following policies were approved to be repealed: Compiling Procedures; Procedures for Meetings and Board of Governors; Residence Name Change; Advertising Policy; Sustainability Policy; Personal Information and Privacy Policy; and, AIDS Policy
- The revised Sponsored Research and Research Contracts Policy was approved.
- The Board approved the strategic planning process.

12. Ad Hoc Teaching Evaluation Committee Terms of Reference

G. Naterer reminded Senators of the motion from the October meeting that Senate create an ad hoc Senate Committee on Teaching Evaluation. Following that meeting, his office was tasked with creating a ToR. The draft was completed in consultation with Dean's Council and the manager of the Teaching and Learning Centre .

MOTION: (B. Waterman/P. Drake) that the Senate approves the Terms of Reference for the Ad Hoc Teaching Evaluation Committee as amended with the changes to the Committee membership. CARRIED.

- B. Linkletter asked why FA was tasked with the department chair rather than just a representative from the UPI Faculty Association? G. Naterer recommend a change to the FA selecting one of the three faculty members and the department chair selected another way.
- N. Etkin questioned how members are appointed in particular faculty. Should be appointed by Senate, not SSNC. W. Rodgers agreed that should be elected by Senate
- M. Buote raised that there is no representation of sessional instructors. TOR corrected to be Faculty Association Members which includes sessional instructors
- K. Mears Mentioned this was originally brought up for SOTS now this is a larger evaluation of Teaching Evaluations. Why are we recreating a committee that already exists – SCENT. G Naterer TOR mirrors the Motion passed in October. This is more focused on teaching evaluation.
- K. Gottschall-Pass commented Teaching Evaluation is broader than SOTS. Collective agreement has teaching evaluation covered in many places. G. Naterer – Exploring alternative holistic approaches. This will need to include student feedback and the question of how that intersect with SOTS remains. J. Sentance – What is in the collective agreement will stay until the collective agreement is renegotiated
- M. Buote inquired should the Teaching and Learning Centre position be listed as Manager or Coordinator – Recently changed to Manager
- S. Fitzpatrick raised that Associate Deans are excluded from committees because of the committee compositions in ToRs in general
- K. Mears discussed that under Duties and Responsibilities Bullet 3, Student feedback should be on their experience not teaching effectiveness

MOTION: (K. Gottschall-Pass/J. Sentance) to extend the Senate meeting to 5:05 pm. CARRIED.

- G. Naterer noted it is expected that the student feedback will be one of the elements that the committee will be discussing.
- N. Etkin suggested adding “on your experience” to student feedback in the Purpose and suggested that the committee not limit too far when replacing the SOTS.
- T. Mady stated this is a collaborative approach to review best practices in teaching and could inform future negotiations for the collective agreement. This is an opportunity to review other methods.
- W. Rodgers responded that the committee could be tasked with developing their scope to allow creative thinking, with a focus on student voices and their experiences with teaching.
- G. Naterer acknowledged N. Etkin’s suggestion to change the wording in the Purpose, but stated the wording in the purpose is word for word of the motion that was passed at the October Senate meeting and would like it to remain.
- G. Jiang asked if the Committee would be reviewing a way to replace the SOTS and in the future if student feedback would be included. G. Naterer confirmed this will not replace the SOTS as they are included in the collective agreement, however including SOTS in future collective agreements could be part of negotiations.
- N. Etkin suggested that recommendations from this committee could inform future negotiations.

- K. Mears commented it is hoped this committee will bring forward a replacement option for SOTS, in particular the questions that are being asked to help reduce bias and cause harm to particular groups of people. G. Naterer commented that a Questions Committee have modified the questions to help reduce bias and discrimination, however there is more work to be done in this area.

13. Adjournment

MOTION: (T. Mady) to adjourn the Senate meeting at 5:03 pm. CARRIED.

Respectfully submitted,

Andrea Trowbridge
Secretary to Senate

Placemat Questions and Responses from Fourth Meeting of Senate, December 13, 2024

Q: How does the new PAL system affect the ability of UPEI Cairo students to come to PEI?

A: UPEI Cairo students apply to come to UPEI and are processed exactly the same as all other international students. They require a PAL and must pay a tuition deposit to confirm and register.



UPEI Framework for Online and Technology-Supported Learning

Guidelines, Documentation, and Resources

Working Group for Online Learning Framework
Academic Planning and Curriculum Committee
Greg F. Naterer

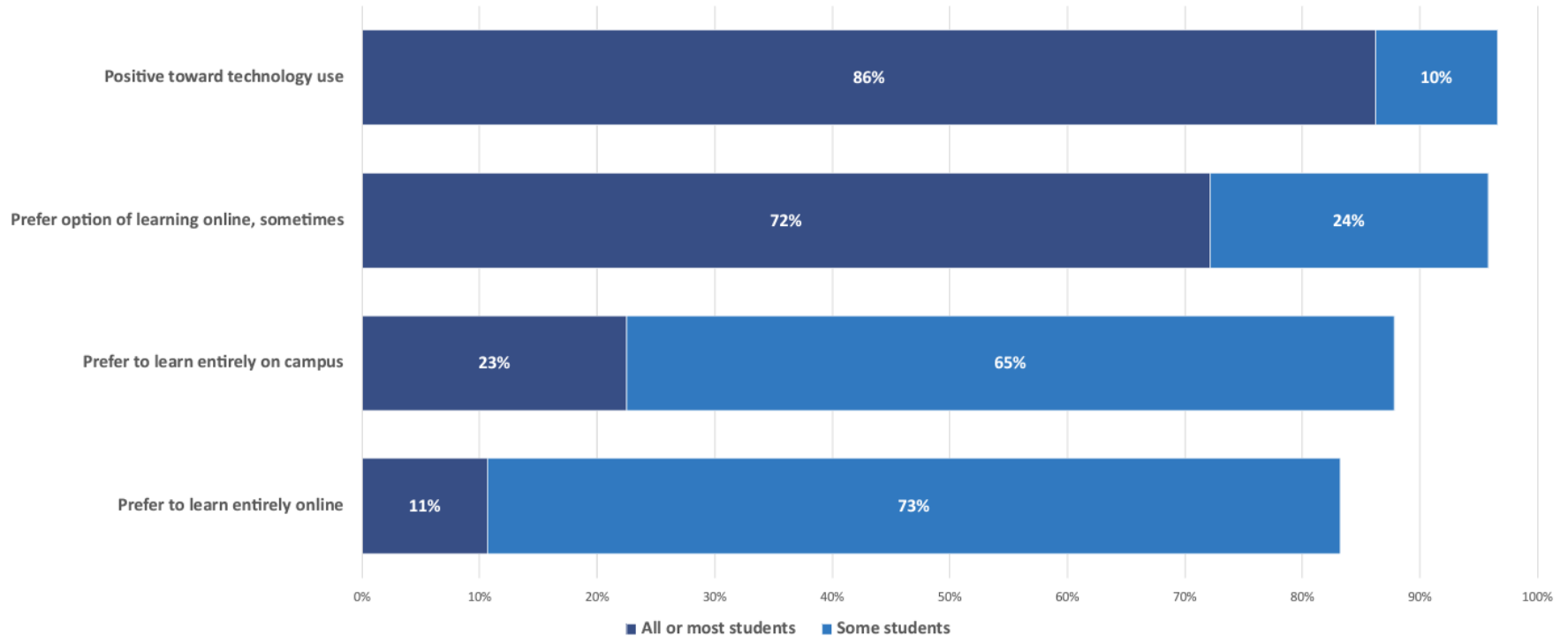
Friday January 17, 2025

Background

- Role of online learning in post-secondary education was significantly changed as a result of COVID-19
- Emergency response to alternate delivery without careful design of effective teaching and learning in a fully online environment
- After transition back to mostly in-person learning, there is an opportunity to reflect and identify what online options worked well or can be further developed

Online Learning Trends in Canada *

To what extent do you believe that students at your institution:



* Johnson, N., 2023 Pan-Canadian Report on Digital Learning Trends in Canadian Post-Secondary Education, Canadian Digital Learning Research Association

MPHEC Guidelines

- In Nov. 2022, the Maritime Provinces Higher Education Commission, announced a requirement to develop an institutional Framework for Online Learning
- MPHEC released *Guidelines for Institutional Frameworks for Online and Technology-Supported Learning* for developing and implementing online programs within a university
- Maritime universities are required to develop a framework that is aligned with these guidelines



UPEI Working Group

- Members with expertise in areas such as instructional design, faculty development, academic oversight, technology infrastructure, planning, policy, and student support services
- Since the Fall 2022, the Working Group has developed a framework to coordinate processes, policies, and resources, to develop and support online teaching and learning at UPEI

Overview of Framework

- Six overarching standards: 1) Planning and Policies; 2) Infrastructure; 3) Academic Oversight; 4) Instructional Design; 5) Instructional Support; and 6) Student Support Services
- At an institutional level - identifies strengths and weaknesses to enable plans for improvement; while at a micro level - helpful guidance for specific programs, courses, or modules
- Each standard has a subset of criteria that identify the expectations related to the standard, and parameters to meet required standard

Framework Guidelines

1. Planning and Policies		
Guideline		Documentation, Resources and Status
1(a)	(i) Online and technology-supported guidelines are in place and updated through consultation and best practices.	<ul style="list-style-type: none"> • UPEI Online and Technology-Supported Learning Framework • Schedule for review of guidelines by APCC to follow normal policy administration cycle
	(ii) Senate-adopted common definitions for delivery modes align with MPHEC definitions and are clearly shared with campus. align with MPHEC definitions and are clearly shared with campus.	<ul style="list-style-type: none"> • UPEI Academic Calendar (definitions for delivery modes to be incorporated into Academic Calendar) • MPHEC Online and Technology Supported Learning Guidelines
	(iii) Faculty, staff, and students have access to UPEI Senate policy on quality assurance of academic programming.	<ul style="list-style-type: none"> • UPEI Senate Policy on Quality Assurance of Academic Programs
1(b)	Faculty, staff, and students are provided with information on the location of resources specific to online and technology-supported learning so they can ask questions and access supports.	<ul style="list-style-type: none"> • UPEI Teaching and Learning Centre

Acknowledgements

Contributions of the Working Group members to the development of this framework are gratefully acknowledged: Charlotte McCardle; Charlene VanLeeuwen; Katelyn Browne; Blair Vessey; Sasha Nandlal; Tarek Mady; Stacey MacKinnon; Jason Hogan; Christopher Power; Rachel Hasan; Andrea Trowbridge; Lu Rao; Karen Lynn Morse; Camille Mady; and Maria Huayamave Hernandez.

Questions?

University of Prince Edward Island
Senate Academic Policy Tracking Form

- New Policy, Revised Policy, Cancellation of Existing Policy

Policy Title Scheduling Policy

In a separate document, please describe the personnel, department, and committee (if applicable) involved in drafting this document and the purpose thereof. If an amendment, please provide a highlighted copy reflecting the changes.

Originating Person/Department

1 Andrea Trowbridge, Registrar's Office

2

Originating Dept's Head recommendation for review and approval

Jan. 7, 2025
Date

JFW Watson
Signature

Reviewed by:

Secretary of Senate/ Chair of Senate
Date

Signature

University Auditor
Date

Signature

Vetted by legal counsel (Optional)

Date

Name of Legal Counsel

Authorized for Approval by the President

Date

Signature

Senate Approval

Date Approved by Senate

(Return Approved Policy to the Senate Assistant)

For Office Use

Date of Receipt of Approved Policy

Assigned Policy Number

Date of Approval of Policy Changes

Date of Posting Policy to Policy Website

Signature

Check box if not to be posted to website

Senate Academic Policy Summary Sheet

Policy Title:	
Policy Number: <i>(if new policy leave blank)</i>	
Creation Date: <i>(if new policy leave blank)</i>	
History of Amendments: <i>(if new policy leave blank)</i>	
Who amended the Policy:	
Purpose of Change(s):	
Section(s) of Policy that have been amended:	
Possible Issue(s) for Discussion:	

University of Prince Edward Island Policy	Policy No.	Revision No.
Policy Title: Scheduling Policy		Page: 1 of 6
Creation Date: April 2007		Version Date: November 2007
Authority: Vice-President, Academic and Research		Review Date: December 2024
Responsibility: Registrar		Access

1. Definitions

- A. Academic Calendar - official comprehensive reference of degree requirements, courses and programs offered at UPEI, as well as admission requirements, university regulations, dates and fees.
- B. Catalog – list of courses that may have sections scheduled in an active term, along with the requisites and restrictions of each course and section.
- C. Schedule - timetable of sections scheduled in an academic term and year, including the start and end Calendar dates, days of the week, time, delivery mode, and instructor.
- D. Faculty Member - a member of the bargaining unit who holds a tenured, probationary or term appointment at the rank of Professor, Associate Professor, Assistant Professor or Lecturer.

2. Purpose

The University Schedule is designed to deliver Academic Calendar programs to admitted and registered students in a manner that prioritizes the student learning experience and provides maximum student access to programs, while making efficient use of limited instructional and space resources. More specifically the purpose of the policy is:

- A. To ensure that courses are scheduled each semester to support the orderly delivery of all academic programs.
- B. To optimize course sequencing across semesters so that students taking a full course load can expect to complete their program within the minimum number of regular semesters consistent with the approved length of the program.
- C. To optimize flexibility for students and faculties with respect to completing program requirements, and to maximize freedom of choice within the available resources.

- D. To ensure that optimal use is made of instructional and space resources so that the maximum number of students can have access to quality learning experiences.
- E. To ensure that the delivery of courses according to the schedule remains congruent with the University's curricular goals.

3. Scope and Objectives

- A. Senate Approved Courses Only. Only courses approved by Senate may be scheduled. Exceptions may be made for non-credit courses (e.g., English Academic Preparation) upon discretion of the Registrar.
- B. Course Inclusion and Scheduling. Student program need, as outlined in the Academic Calendar, is the primary and over-riding factor that determines the inclusion and scheduling of courses and labs. A Faculty may cancel a course or lab due to unforeseen circumstances, such as the unavailability of an instructor.
- C. Facilities and Resources. The schedule will be ideally constructed so as to make optimal use of facilities and resources for the next academic year. Academic units are encouraged to develop a tentative list of courses to be scheduled over a three-year period to facilitate teaching workload planning and timely student completion of their academic program.
- D. Schedule Stability. The schedule that is distributed to students must be as close to the final version as possible.
- E. Responsibilities. The production and approval of the schedule is the responsibility of the Registrar. However, each Faculty/Department and School is responsible for submitting its necessary course and section information. All parties must fulfill their responsibilities in accordance with approved policies, procedures, and deadlines. The successful production of an effective, efficient and stable schedule relies upon a close, cooperative working relationship between the Registrar's Office and the various Faculties/Departments and Schools.

4. Reference

This policy is based on the following accepted definitions and principles.

- A. Teaching Day. Normally, no course taught by a full-time Faculty Member shall be scheduled to begin earlier than 8:30 a.m. and no course shall be scheduled to begin later than 4:30 p.m. Monday through Friday, unless the Faculty Member consents and the Chair or Dean agrees that the course may be scheduled outside of these hours. Normally, no courses taught by a Faculty Member shall be scheduled on weekends. Courses may be offered in evening and weekend time slots if taught by a Sessional Instructor or agreed upon by a Faculty Member and with the consent of the Chair or Dean.

- B. Normal Instructional Time per Semester Course. The normal instructional time is 150 minutes per week, with deviations permissible up to 100 minutes either way. Instructors may compensate for hours missed due to statutory holidays by scheduling additional teaching/class time. Instructors should ensure that such sessions are scheduled at a mutually agreeable time with students. This provision is in effect for courses for which contact hours fall below the approved minimum.
- C. Instructional Hour. There are 50 minutes of instructional time per hour of scheduled time.
- D. Instructional Hour Time Patterns.
- One hour classes: 60 minutes, consisting of 50 minutes of instructional time and a ten minute break before the end of the time slot, occurring three times per week.
 - One and a half-hour classes: 90 minutes, consisting of 75 minutes of instructional time and a 15 minute break before the end of the time slot occurring two times per week.
 - Three-hour classes: 180 minutes, consisting of 150 minutes of instructional time, a 15 minute break before the end of the time slot, and a further 15 minute break with timing at the discretion of the instructor, occurring one time per week.
- E. Reserved Times. Faculties, Departments and Schools may block time in their schedules, that will be kept free from regularly scheduled classes to allow students and faculty to attend meetings, seminars, field trips, and other extra-curricular activities.
- F. Non-Standard Patterns. It is recognized that some disciplines may require non-standard patterns for teaching. Classroom assignments for courses being offered in non-standard patterns will be assigned based on availability of space. In determining schedule and/or space allocations, the broader needs and best interests of the University will be prioritized.
- G. Required Courses/Sections. The list of required courses/sections is defined in the Academic Calendar. Every effort should be made to ensure degree requirements are available conflict free. Highly subscribed minors are included in course combinations.

5. Policy

The following guidelines govern the development and adoption of the academic schedule.

- A. Flattening of Schedule. Faculties will make every attempt to “flatten” (spread out over the day) their schedule by equalizing the number of course sections offered during each standard time slot.
- B. Space Optimization. Course sections may be relocated prior to, or at the beginning of, each term based on enrollments, i.e., to a smaller or larger room, if necessary.

- C. Summer Session Schedule. Each Department Chair / Associate Dean / Coordinator will be responsible for developing the proposed schedule for summer session courses for submission to the Dean’s Office as part of their annual schedule package by December 1st. Each Faculty or School package consists of the schedule proposal for the subsequent academic year (summer, fall, spring).
- D. Forecast Demand and Delivery Capacity. In preparation for scheduling, Faculties and Schools will use historic enrollment data to project enrolment numbers for future courses in order to guide the schedule development. In each schedule submission, Faculties and Schools will indicate the enrolment limits for courses. Each Faculty and School will provide a rationale for any shortfall between demand and delivered capacity together with suggested alternatives for students who may be affected.
- E. Deadline for Schedule Changes. January 15 of each year will normally be the last day for deletion of a course or lab, or change of day or time. Only in exceptional cases, approved by the Registrar in consultation with the appropriate Dean, will courses or sections be added, deleted or changed. Note: Exceptional cases are reviewed and approved at the discretion of the Dean.
- F. Enrollment Limits. Limits are enforced by the Registrar. Changes to approved limits, both for one semester and on a continuing basis, are initiated by a Dean and approved by the Vice-President Academic and Research. Under no circumstances will the approved capacity of a room be exceeded.
- G. Class Sizes. Scheduling and offering of courses and sections with enrolments of less than 20 students requires review and approval by the Vice-President, Academic and Research.

Appendix 1: 3x1 Time Pattern (3 times a week for 50 minutes)

	Monday	Wednesday	Friday
8:30am-9:20am	1	1	1
9:30am-10:20am	2	2	2
10:30am-11:20am	3	3	3
11:30am-12:20pm	4	4	4
12:30pm-1:20pm	5	5	5
1:30pm-2:20pm	6	6	6
2:30pm-3:20pm	7	7	7
3:30pm-4:20pm	8	8	9
4:30pm-5:20pm	9	9	9

5:30pm-6:20pm	10	10	10
6:30pm-7:20pm	11	11	11
7:30pm-8:20pm	12	12	12
8:30pm-9:20pm	13	13	13

Appendix 2: 2x1.5 Time Pattern (2 times a week for 1 hour and 15 minutes)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-9:45am	X	1	X	1	X
10:00am-11:15am	X	2	X	2	X
11:30am-12:45pm	X	3	X	3	X
1:00pm-2:15pm	X	4	X	4	X
2:30pm-3:45pm	5	6	5	6	X
4:00pm-5:15pm	7	8	7	8	X
5:30pm-6:45pm	9	10	9	10	X
7:00pm-8:15pm	11	12	11	12	X
8:30pm-9:45pm	13	14	13	14	X

Appendix 3: 1x3 Time Pattern (1 time a week for 2 hours and 45 minutes)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am -11:15am	1	2	1	2	1
11:30am-2:15pm	3	4	3	4	3
12:30pm-3:15pm	5	X	5	X	5
1:00pm-3:45pm	X	6	X	6	X
2:30pm-5:15pm	7	8	7	8	7

5:30pm-8:15pm	9	10	9	10	X
7:00pm-9:45pm	11	12	12	10	X

*As per the Faculty Collective Agreement, no course shall be scheduled to begin later than 4:30pm Monday through Friday, unless the Member consents and the Chair / Dean agree that the course may be scheduled outside of these hours. *

Appendix 4: Deadlines for Schedule Production

September 1. Scheduling software portal open for data entry of submissions.

November 15. Deadline for Faculty / Department / School submissions for Fall, Winter and Summer schedules to the Registrar's Office using the approved format.

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March 1. Fall and Winter schedules posted for students, pending registration opening.

Note: Refer to Academic Calendar dates for annual registration dates for each term.

University of Prince Edward Island Policy	Policy No.	Revision No.
Policy Title: <u>Scheduling Policy</u>		Page: 1 of 6
Creation Date: April 2007		Version Date: <u>November 2007</u>
Authority: <u>Vice-President, Academic and Research</u>		Review Date: <u>December 2024</u>
Responsibility: Registrar		Access

1. Definitions

- A.** Academic Calendar - official comprehensive reference of degree requirements, courses and programs offered at UPEI, as well as admission requirements, university regulations, dates and fees.
- B.** Catalog – list of courses that may have sections scheduled in an active term, along with the requisites and restrictions of each course and section.
- C.** Schedule - timetable of sections scheduled in an academic term and year, including the start and end Calendar dates, days of the week, time, delivery mode, and instructor.
- D.** Faculty Member - a member of the bargaining unit who holds a tenured, probationary or term appointment at the rank of Professor, Associate Professor, Assistant Professor or Lecturer.

2. Purpose

The University Schedule is designed to deliver Academic Calendar programs to admitted and registered students in a manner that prioritizes the student learning experience and provides maximum student access to programs, while making efficient use of limited instructional and space resources. More specifically the purpose of the policy is:

- A.** To ensure that courses are scheduled each semester to support the orderly delivery of all academic programs.
- B.** To optimize course sequencing across semesters so that students taking a full course load can expect to complete their program within the minimum number of regular semesters consistent with the approved length of the program.
- C.** To optimize flexibility for students and faculties with respect to completing program requirements, and to maximize freedom of choice within the available resources.

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D. To ensure that optimal use is made of instructional and space resources so that the maximum number of students can have access to quality learning experiences.

E. To ensure that the delivery of courses according to the **schedule** remains congruent with the University's curricular goals.

3. Scope and Objectives

A. **Senate Approved Courses Only.** Only courses approved by Senate may be scheduled. **Exceptions may be made for non-credit courses (e.g., English Academic Preparation) upon discretion of the Registrar.**

B. **Course Inclusion and Scheduling.** Student program need, as outlined in the Academic Calendar, is the primary and over-riding factor that determines the inclusion and scheduling of courses and labs. A Faculty may cancel a course or lab due to unforeseen circumstances, such as the unavailability of an instructor.

C. **Facilities and Resources.** The **schedule** will be ideally constructed so as to make optimal use of facilities and resources for the next academic year. **Academic units are encouraged to develop a tentative list of courses to be scheduled over a three-year period to facilitate teaching workload planning and timely student completion of their academic program.**

D. **Schedule Stability.** The **schedule** that is distributed to students must be as close to the final version as possible.

E. **Responsibilities.** The production and approval of the **schedule** is the responsibility of the Registrar. However, each Faculty/Department and School is responsible for **submitting its necessary course and section information.** All parties must **fulfill** their responsibilities in accordance with approved policies, procedures, and deadlines. The successful production of an effective, efficient and stable **schedule** **relies** upon a close, cooperative working relationship between the Registrar's Office and the various **Faculties/Departments** and Schools.

4. Reference

This policy is based on the following accepted definitions and principles.

A. **Teaching Day.** **Normally, no course taught by a full-time Faculty Member shall be scheduled to begin earlier than 8:30 a.m. and no course shall be scheduled to begin later than 4:30 p.m. Monday through Friday, unless the Faculty Member consents and the Chair or Dean agrees that the course may be scheduled outside of these hours. Normally, no courses taught by a Faculty Member shall be scheduled on weekends. Courses may be offered in evening and weekend time slots if taught by a Sessional Instructor or agreed upon by a Faculty Member and with the consent of the Chair or Dean.**

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Only those courses which are listed in the current Calendar will be timetabled. Further, each course timetabled will conform to the method and hours of delivery as described in the Calendar. This means that courses will be time tabled for the subsequent academic year only after the last Senate meeting at which curricular changes can be approved. ¶

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B. Normal Instructional Time per Semester Course. The normal instructional time is 150 minutes per week, with deviations permissible up to 100 minutes either way. Instructors may compensate for hours missed due to statutory holidays by scheduling additional teaching/class time. Instructors should ensure that such sessions are scheduled at a mutually agreeable time with students. This provision is in effect for courses for which contact hours fall below the approved minimum.

C. Instructional Hour. There are 50 minutes of instructional time per hour of scheduled time.

D. Instructional Hour Time Patterns.

- One hour classes: 60 minutes, consisting of 50 minutes of instructional time and a ten minute break before the end of the time slot, occurring three times per week.
- One and a half-hour classes: 90 minutes, consisting of 75 minutes of instructional time and a 15 minute break before the end of the time slot occurring two times per week.
- Three-hour classes: 180 minutes, consisting of 150 minutes of instructional time, a 15 minute break before the end of the time slot, and a further 15 minute break with timing at the discretion of the instructor, occurring one time per week.

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8:30am-9:20am	1	1	1
9:30am-10:20am	2	2	2
10:30am-11:20am	3	3	3
11:30am-12:20pm	4	4	4
12:30pm-1:20pm	5	5	5
1:30pm-2:20pm	6	6	6
2:30pm-3:20pm	7	7	7
3:30pm-4:20pm	8	8	9

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Commented [A61]: Have we been getting these enrollment numbers?

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4:30pm-5:20pm	9	9	9
5:30pm-6:20pm	10	10	10
6:30pm-7:20pm	11	11	11
7:30pm-8:20pm	12	12	12
8:30pm-9:20pm	13	13	13

Appendix 2: 2x1.5 Time Pattern (2 times a week for 1 hour and 15 minutes)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-9:45am	X	1	X	1	X
10:00am-11:15am	X	2	X	2	X
11:30am-12:45pm	X	3	X	3	X
1:00pm-2:15pm	X	4	X	4	X
2:30pm-3:45pm	5	6	5	6	X
4:00pm-5:15pm	7	8	7	8	X
5:30pm-6:45pm	9	10	9	10	X
7:00pm-8:15pm	11	12	11	12	X
8:30pm-9:45pm	13	14	13	14	X

Appendix 3: 1x3 Time Pattern (1 time a week for 2 hours and 45 minutes)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am -11:15am	1	2	1	2	1
11:30am-2:15pm	3	4	3	4	3
12:30pm-3:15pm	5	X	5	X	5
1:00pm-3:45pm	X	6	X	6	X
2:30pm-5:15pm	7	8	7	8	7

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5:30pm-8:15pm	9	10	9	10	X
7:00pm-9:45pm	11	12	12	10	X

As per the Faculty [Collective Agreement](#), no course shall be scheduled to begin later than 4:30pm Monday through Friday, unless the Member consents and the Chair/Dean agree that the course may be scheduled outside of these hours.

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[Note](#): Refer to Academic Calendar dates for annual registration dates for each term.

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Deleted: B. October (1st week). The Registrar's Office provides Faculties and Schools will use with historic and other data to be used in the preparation of the timetable schedule for the subsequent academic year (summer, fall and spring). These materials, developed with the advice of academic advisers, include historical enrolment statistics, enrolment projections, approved limits on courses, and information on scheduling critical courses. Faculties will use this information to anticipate demand to determine how many sections/seats will be required, schedule classes and to determine the anticipated demand capacity of these classes. ¶

C. December (1st week). The Registrar's Office provides projection refinements to Faculties and Schools. ¶
D. December 15.

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UPEI Framework for Online and Technology-Supported Learning Guidelines, Documentation, and Resources

Introduction

The role of online learning in post-secondary education was significantly changed as a result of the COVID-19 pandemic. In March 2020, many universities closed or restricted access to in-person learning on campus, while moving programs and courses online. In general, this emergency response to alternate delivery happened without careful design or preparation of effective teaching and learning in a fully online environment. Now that Canadian universities have transitioned back to mostly in-person learning, there is an opportunity to reflect on their performance during the pandemic, particularly to identify what online options they wish to retain or further develop.

In November 2022, the Maritime Provinces Higher Education Commission, MPHEC, announced a requirement to develop and submit an institutional Framework for Online Learning. To support universities in this endeavor, MPHEC released [Guidelines for Institutional Frameworks for Online and Technology-Supported Learning](#). These guidelines identify expectations for developing and implementing online programs within a university. Universities were required to develop a framework that is aligned with these guidelines. Once a university has submitted its framework and received approval by MPHEC, it is no longer required to submit a program proposal to change an existing in-person program to online delivery.

In response to this new requirement from MPHEC, a Working Group was formed to develop a new Institutional Framework for Online Learning at UPEI. The initiative would provide institutional guidance for UPEI in future development of online, technology-supported, student-focused education and learning opportunities.

The working group was comprised of members from across campus who have expertise in areas such as instructional design, faculty development, academic oversight, technology infrastructure, planning, policy, and student support services, as they relate to online learning. Over two years between the Fall 2022 and Fall 2024, the Working Group developed a framework (described herein) that improves the coordination of talent, resources, and operational processes to further develop and support online learning at UPEI.

This document provides a summary of the Working Group's development of the framework. It includes six overarching themes: Planning and Policies; Infrastructure; Academic Oversight; Instructional Design; Instructional Support; and Student Support Services. These themes cover a range of online and technology-supported issues, from whole programs to individual course components. At an institutional level, they will help to identify strengths and weaknesses to enable plans for improvement. At a micro level, they also provide helpful guidance for specific programs, courses, or modules.

Each theme presents a standard that represents a general principle or quality indicator. The standard has a subset of criteria that identify the expectations related to the standard, as well as associated parameters to meet the required standard. These standards and criteria outline the necessary institutional resources and procedures to uphold an effective online teaching and learning environment.

Definitions of Delivery Modes

The MPHEC has adopted the following definitions of delivery modes as recommended by the Canadian Digital Learning Research Association (CDLRA).

- Blended Learning: instruction that combines in-person and online learning activities.
- Online Learning: all instruction and interaction is fully online (synchronous or asynchronous).
- Hybrid Learning: a blend of online and in-person instruction (online instruction is synchronous or asynchronous).
- Hyflex Learning: instruction is available online and in-person, and students can move between online and in-person.
- In-Person Learning: all instruction takes place in an in-person setting.
- Synchronous Learning: instruction takes place in real-time and requires student presence.
- Asynchronous Learning: instruction is available for students to access at a time that works best for them.

Framework Guidelines

1. Planning and Policies		
Guideline		Documentation, Resources and Status
1(a)	(i) Online and technology-supported guidelines are in place and updated through consultation and best practices.	<ul style="list-style-type: none"> • UPEI Online and Technology-Supported Learning Framework • Schedule for review of guidelines by APCC to follow normal policy administration cycle
	(ii) Senate-adopted common definitions for delivery modes align with MPHEC definitions and are clearly shared with campus. align with MPHEC definitions and are clearly shared with campus.	<ul style="list-style-type: none"> • UPEI Academic Calendar (definitions for delivery modes to be incorporated into Academic Calendar) • MPHEC Online and Technology Supported Learning Guidelines
	(iii) Faculty, staff, and students have access to UPEI Senate policy on quality assurance of academic programming.	<ul style="list-style-type: none"> • UPEI Senate Policy on Quality Assurance of Academic Programs
1(b)	Faculty, staff, and students are provided with information on the location of resources specific to online and technology-supported learning so they can ask questions and access supports.	<ul style="list-style-type: none"> • UPEI Teaching and Learning Centre
1(c)	Safeguards to support privacy, identity, and personal information in relation to online and technology-supported learning through institutional planning, policies are in place.	<ul style="list-style-type: none"> • Student Confidentiality • Access to Information and Protection of Personal Information Policy • ITSS Retention and Removal of Digital Course Materials Standard
1(d)	(i) Data on student engagement and performance regarding student progression and retention is tracked for evidence-based decision making and continual improvement measures.	<ul style="list-style-type: none"> • Office of Institutional Research

	(ii) Best practices are considered when developing student feedback methods to inform actions related to the quality of online and technology-supported learning and student experiences in these courses/programs.	<ul style="list-style-type: none"> • UPEI Teaching and Learning Centre • Indigenous Educational Resources • Instructional Resources Hub – Gathering and Implementing Student Feedback
1(e)	Policies and processes are in place to foster academic honesty and integrity, and how to address misconduct.	<ul style="list-style-type: none"> • Academic Integrity (Undergraduate Regulation 20) • Academic Integrity (Graduate Regulation 6) • Student Code of Conduct • UPEI Robertson Library Academic Integrity Portal • UPEI Teaching and Learning Centre • UPEI Generative AI Task Force • Responsible Conduct of Research, Scholarly, and Creative Work • Instructional Resources Hub – Academic Integrity and Academic Misconduct
1(f)	Policies, processes along with instructor and student resources and supports are in place to safeguard equity, diversity, inclusion and accessibility as they relate to online and technology-supported learning.	<ul style="list-style-type: none"> • EDI Strategy • Accessibility Services • UPEI Teaching and Learning Centre • Instructional Resources Hub – Safeguarding EDI and Accessibility • Fair Treatment Policy (to be replaced by Harassment and Discrimination Policy)

2. Infrastructure

Guideline		Documentation, Resources and Status
2(a)	Mechanisms are in place to identify when to update any technologies employed, to evaluate emerging technologies, and to ensure access for students and faculty.	<ul style="list-style-type: none"> • Audio Visual Guidelines and Standards • Classroom and Lab Software
2(b)	Appropriate risk management provisions are in place (e.g., to ensure technological infrastructure and course management systems are stable, reliable, well maintained, secure, and scalable; a disaster recovery plan is available in the event that services or technologies fail; faculty and students are not adversely affected should an agreement with a partner or contractor be repealed; and faculty and students are provided with timely updates about impending changes).	<ul style="list-style-type: none"> • Retention and Removal of Digital Course Materials • Electronic Information and Systems Policy • System Maintenance Standard • Wireless Network Security Standard
2(c)	The institutional, departmental, or unit budgets account for investment, as needed, in appropriate technical and physical infrastructure (e.g., library services, laptop loan programs, computer labs and printing services, subscriptions and licenses to online educational	<ul style="list-style-type: none"> • Computer Modernization and Replacement Program • Library resource reports for new or modified courses and programs—contact the University Librarian to initiate

	resources and software, and on-campus spaces that support the use of online technology).	
3. Academic Oversight		
Guideline		Documentation, Resources and Status
3(a)	Program development committees or equivalent have members who can effectively assess the design of online and technology-supported programs or are required/encouraged to consult with appropriate professionals who can do so.	<ul style="list-style-type: none"> Revised APCC templates (for effective assessment of the design of online / tech-supported programs – under development) Consultation with TLC Instructional Designers Rubric or checklist for use during the course / program development process (under development)
3(b)	<p>APCC regularly reviews programs and courses to ensure:</p> <ul style="list-style-type: none"> appropriateness of the mode of delivery and its impact upon the pathways for students; access to and utilization of student support services, staffing and other resources; curriculum continues to be aligned with articulated learning outcomes; and consistent pathways to graduation for students. <p>Internal formative course reviews are conducted after 1-2 offerings of a newly developed online or technology-supported courses.</p>	<ul style="list-style-type: none"> UPEI Senate Policy on Quality Assurance of Academic Programs MPHEC: New Programs and Ongoing QA Regular review of programs and courses (APCC) Documentation / checklist for review processes (Office of Quality Assurance and Planning) Training and workshops (TLC)
3(c)	(i) Induction and Professional development training opportunities include both technical and pedagogical aspects of online and technology-supported learning.	<ul style="list-style-type: none"> Training to onboard instructors before teaching online (under development) Training for academic administrators and senators around how to judge the appropriateness, accessibility, and strategic fit of online courses and programs (under development) Training for academic support staff to meet the unique needs of online learners (under development)
	(ii) Academic regulations reflect needs, concerns, and issues specific to online and technology-enhanced teaching and learning.	<ul style="list-style-type: none"> UPEI Academic Regulations: Undergraduate; Graduate
4. Instructional Design		
Guideline		Documentation, Resources and Status
4(a)	The development of new and modified programs with online or other technology-supported learning is based on quality standards and sound educational principles and ensures that faculty and staff understand that program outcomes are independent of delivery mode.	<ul style="list-style-type: none"> Quality Assurance Guidelines for Academic Units Instructional Resources Hub—Quality Standards and Sound Educational Principles UPEI Office of Quality Assurance and Planning

		<ul style="list-style-type: none"> • APCC New / Revised Program Forms
4(b)	(i) Incorporate inclusive assessment design to meet the needs of diverse learners.	<ul style="list-style-type: none"> • UPEI Procedures and Guidelines on Academic Accommodations for Students with Disabilities – January 2023 • Ethics Committee documents (Research-oriented programs) • UPEI Teaching and Learning Centre • UPEI Accessibility Services • UPEI EDIHR • Teaching and Learning Guide for UPEI Instructors – Open Textbook • Accessibility Information for UPEI Faculty and Instructors • Instructional Resources Hub – Inclusive Assessment Design • UDL-IRN: UDL Resources
	(ii) Map knowledge, skills, and assessment tasks to learning outcomes.	<ul style="list-style-type: none"> • UPEI Teaching and Learning Centre • Instructional Resources Hub – Curriculum Mapping
	(iii) Develop disciplinary skills progressively.	<ul style="list-style-type: none"> • APCC guiding documents • UPEI Teaching and Learning Centre • Instructional Resources Hub – Develop Skills Progressively
	(iv) Consider the implications of cohort models and other team, collaborate, and networked learning environments.	<ul style="list-style-type: none"> • Check/Revised APCC forms • UPEI Teaching and Learning Centre • Teaching and Learning Guide for UPEI Instructors – Open Textbook • Instructional Resources Hub – Networked and Collaborative Learning Models
	(v) Facilitate interaction between support staff, faculty, and students.	<ul style="list-style-type: none"> • Faculty Association Collective Agreement: A-8.2 (Teaching and Advising); and A-9.3 (Librarians’ Professional Practice) • UPEI Teaching and Learning Centre • Library Council • Deans Council • Faculty work groups for lab instructors • Student Affairs • Instructional Resources Hub - Facilitate Interaction
5. Instructional Support		
Guidelines		Documentation, Resources and Status
5(a)	Instructors are provided with / participate in on-boarding training for online and tech-supported education.	<ul style="list-style-type: none"> • Regular offerings of Moodle Essentials workshop in-person and online • Academic Instructional Skills Program (AISP) Courses – Teaching Online, Blended Learning, Teaching with Technology, Moodle Essentials

		<ul style="list-style-type: none"> Faculty Academy for Online Educators (a variation of Sessional Faculty Academy – under development)
5(b)	Instructors are provided with resources to assist them in selecting textbooks and developing online course materials.	<ul style="list-style-type: none"> Atlantic OER OER Development Grants Online reserves at Library including a revised process to efficiently receive information about required and recommended course materials (under development) Process to review online course materials to ensure accessibility and availability (under Senate Policy for Quality Assurance of Academic Programs)
5(c)	Administrators and review committees understand and value online and technology-supported teaching and use holistic approaches in the assessment and evaluation of online and technology-supported teaching.	<ul style="list-style-type: none"> Annual training workshop for Dept. Chairs and Deans incorporates a module about online and technology-supported teaching and how to provide appropriate comments and advice as part of faculty reviews (under development, TLC / SCENT) Training for (new) DRC and URC members ensures that designated evaluators have appropriate knowledge and skills to assess online and technology-supported teaching (in progress, TLC / SCENT) Webpage on the TLC website with resources for instructors on various types of evidence of effective teaching (in progress, TLC)
5(d)	(i) Courses are scheduled and assigned with adequate time and funding for course development in the appropriate modality.	<ul style="list-style-type: none"> Course assignment and Instructor hiring practices in FA Collective Agreement Start dates for sessional contracts (Collective Agreement)
	(ii) Intellectual property rights of Subject Matter Experts (SMEs) are addressed so that online course materials can be used by other instructors to ensure continuity within online programs.	<ul style="list-style-type: none"> Collective Agreement - IP rights for SMEs engaged in the development of online and technology-enhanced courses and programs
6. Student Support and Services		
Guideline		Documentation, Resources and Status
6(a)	Clear and consistent communication about the delivery mode for a program is provided to students in program materials and for each course in a program at the point of registration.	<ul style="list-style-type: none"> Definitions of Delivery Modes MyUPEI labels (in progress) Timetable policy (pending update)
6(b)	Student orientation is provided for programs and courses with online and technology-supported learning, which includes:	<ul style="list-style-type: none"> Moodle/LMS – Welcome to Moodle video Helpdesk@upe.ca Studentsupport@upe.ca

	<ul style="list-style-type: none"> the required or available technology and materials to participate (e.g., clarification on library access, and tools, equipment, or software to be purchased or provided); the level of preparation (e.g., technical knowledge and skills); expectations of compliance with institutional policies; any additional costs associated with the mode of delivery; the kinds of support and protection available to them (e.g., intellectual property and privacy); and staff and faculty availability. 	<ul style="list-style-type: none"> Subject librarians can provide course-specific information or instruction upon request Policies: Academic Integrity, etc. UPEI policies, procedures and guidelines Student Orientation materials for online courses (to be developed) TLC instructional development course (in progress) Generative Artificial Intelligence Guidelines for Students (pending)
6(c)	A range of support services are accessible, especially for students who study fully or mostly online (e.g., accessibility services; academic advising, library services; technical support and training; career services; health services).	<ul style="list-style-type: none"> Student Services and Counselling ITSS Library Health Centre Studentsupport@upei.ca Health and Dental Coverage Career Services Website
6(d)	Online and technology-supported learning includes provisions designed to meet the needs of learners with disabilities (e.g., closed captioning, compatibility with screen readers).	<ul style="list-style-type: none"> UPEI Accessibility Services website Academic Accommodations for Students with Disabilities Policy Academic Accommodations for Students with Disabilities Guidelines Counselling Services Instructional Resources Hub – Safe-Guarding EDI and Accessibility
6(e)	Students provide feedback on support mechanisms and services provided fully or partially online.	<ul style="list-style-type: none"> Faculty/Departments Helpdesk@upei.ca Studentsupport@upei.ca Student Union Student Affairs Process for feedback through regular meetings between Student Union executive members and academic administrators
6(f)	Guidelines for online student behaviour and etiquette foster positive interaction, and chat rooms and other interactive features are moderated by staff/faculty.	<ul style="list-style-type: none"> Student Code of Conduct ITSS Use Policy Indigenous Ceremonial Practices UPEI Guidelines
6(g)	Policies determine when interventions are needed to support students at risk of failure or discontinuation of studies.	<ul style="list-style-type: none"> Academic Regulations (Academic Standing) Admissions Standards UPEI EDI Strategy Student of Concern Scholarships and Awards LMS analytics guidelines and procedures

Acknowledgements

Contributions of the Working Group in the development of this UPEI Online Learning Framework are gratefully acknowledged: Charlotte McCardle; Charlene VanLeeuwen; Katelyn Browne; Blair Vessey; Sasha Nandlal; Tarek Mady; Stacey MacKinnon; Jason Hogan; Christopher Power; Rachel Hasan; Andrea Trowbridge; Lu Rao; Karen Lynn Morse; Camille Mady; and Maria Huayamave Hernandez.

December 4, 2024

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Summary of Motions
Faculty of Arts

#	Type of Motion	Motion
1.	Course Deletion	Economics 3420
2.	New Course Proposal	English 2330
3.	Calendar Entry Change	Theatre Studies

CALENDAR & CURRICULUM CHANGE

Motion # 1

Revision is for a: **Course Deletion**

Faculty/School/Department: **Arts**

Department/Program(s)/Academic Regulations: **Economics**

MOTION: To delete EC 3420: Economic Development Policy

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>3420 ECONOMIC DEVELOPMENT POLICY This course focuses on development strategies and policies for the developing world and related controversies concerning IMF-style stabilization packages. The emphasis is on international aspects of economic development, neo-structuralist policy prescriptions, and empirical aspects of the problem of financing economic development. Selected country case studies are analyzed, particularly from Sub-Saharan Africa and Latin America. PREREQUISITE: Economics 3410 Three hours a week</p>	<p>3420 ECONOMIC DEVELOPMENT POLICY This course focuses on development strategies and policies for the developing world and related controversies concerning IMF-style stabilization packages. The emphasis is on international aspects of economic development, neo-structuralist policy prescriptions, and empirical aspects of the problem of financing economic development. Selected country case studies are analyzed, particularly from Sub-Saharan Africa and Latin America. PREREQUISITE: Economics 3410 Three hours a week</p>

Rationale for Change: Has not been offered in several years and no plans to offer it in the future.

Effective Term: FALL 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

Departmental Approval: Jason Stevens	November 7, 2024
Faculty/School Approval: Arts Curriculum Committee	November 25, 2024
Faculty Dean's Approval: Sharon Myers	November 25, 2024
Grad. Studies Dean's Approval: n/a	n/a
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2024

NEW COURSE PROPOSAL

Motion # 2

Faculty/School: **Arts**

Department/Program(s): **English**

MOTION: To have English 2330 approved as a new course

Course Number and Title	English 2330: The Beginnings of Drama
Description	This course will introduce students to early examples of plays by studying a variety of Ancient Greek, Ancient Roman, and Medieval dramas. The course will explore the plays as examples of the foundations upon which all dramatic literature is created. The course will also explore the theatre history related to the periods and its influence on the plays.
Cross-Listing	
Prerequisite/Co-Requisite	n/a
Credit(s)	3
Notation	n/a

This is: An Elective Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20-30

Is there an Enrolment Cap: No

If there is an enrolment limit, please explain.

Rationale for New Course: The Theatre Studies Minor has lost many electives. With the Classics courses on Greek and Roman Drama not being offered, this new course will offer a new elective for students in the Theatre Studies Minor. Additionally, this course will also offer students in the English Department another course in Pre-1900 literature, thereby offering them another option to meet the English Major requirements. The course will serve both English Major and Theatre Studies Minor students.

Effective Term: Fall 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Resources Required: With the proposed new recourses, supported by the Dean of Arts, and the current library holdings, the university will have the resources to support this new course. Given that the primary texts are all in the public domain, the outlined resources will be sufficient to support the course.

In offering this course will UPEI require facilities or staff at other institutions: No

If yes, please explain. Click here to enter text.



NEW COURSE PROPOSAL

Motion # 2

Authorization

Date:

Departmental Approval: Greg Doran, Chair of English and Coordinator of Theatre Studies	February 14, 2024
Faculty/School Approval: Arts Curriculum Committee.	November 25, 2024
Faculty Dean's Approval: Sharon Myers	November 25, 2024
Graduate Studies Dean's Approval: n/a	n/a
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2023

NEW COURSE PROPOSAL

Motion # 2

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

Locating all relevant items for this course is difficult based on the way library items are classified. For example, subject searches for “Greek drama” do not catch editions of Sophocles’s Oedipus cycle, which are rightly classified as being *about* Oedipus rather than *about* Greek drama. In the classical and medieval periods, literature is interfiled regardless of topic/format, so Roman plays will be shelved among political writing, poetry, and other forms of expression. To give an idea of our collections, I’ve included some sample authors and genre terms as well as broad subject terms. The numbers below should be seen as approximate, and instructors teaching this course are encouraged to communicate with the English liaison librarian about specific texts, translations, and editions they would like to make available to their students.

Existing resources:

- Collections
 - **Print books**
 - Subject term “Greek drama” - 188 titles
 - Author: Aeschylus – 37 titles
 - Author: Euripides – 69 titles
 - Author: Sophocles – 48 titles
 - Subject term “Latin drama” - 22 titles
 - Author: Plautus, Titus Maccius - 16 titles
 - Author: Seneca, Lucius Annaeus, ca. 4 B.C. - 65 A.D. – 17 titles
 - Author: Terence – 13 titles
 - Subject term “English drama–to 1500” – 31 titles
 - Subject term “French drama–to 1500” – 7 titles
 - Subject term “Mysteries and miracle plays” – 54 titles (some overlap with the above)
 - Subject term “Moralities–English” (used for morality plays) – 45 titles
 - Subject term “Morris dance” – 0 titles
 - **Ebooks–Note:** *item records may include reference book entries, book chapters, etc. Where there are substantial differences between the total number of results and the number labelled as being in English, I’ve noted both; we have records for many classical titles in their original languages through repositories such as HathiTrust, as well as translations into languages other than English.*
 - EBSCO category “DRAMA / Ancient & Classical” – 626 item records (167 in English)
 - Subject term “Greek drama” - 1,829 item records (617 in English)
 - Author: Aeschylus – 1,167 item records (246 in English)
 - Author: Euripides – 1,514 item records (306 in English)
 - Author: Sophocles – 1,692 item records (435 in English)
 - Subject term “Latin drama” - 519 item records (164 in English)
 - Author: Plautus, Titus Maccius - 858 item records (116 in English)
 - Author: Seneca, Lucius Annaeus, ca. 4 B.C. - 65 A.D. – 158 item records (26 in English)
 - Author: Terence – 306 item records (34 in English)
 - Subject term “English drama–to 1500” – 136 item records
 - Subject term “French drama–to 1500” – 40 item records (8 in English)
 - Subject term “Mysteries and miracle plays” – 325 item records (106 in English)
 - Subject term “Moralities–English” (used for morality plays)– 33 item records
 - Subject term “Morris dance” – 18 item records

NEW COURSE PROPOSAL

Motion # 2

- Fewer than 20 results each for subject terms such as “Spanish drama–to 1500” and “German drama–to 1500”
- Many of these materials are available because of our subscriptions to large ebook packages, or our participation in other programs that provide access to sizable collections of ebooks. For example, our subscription to EBSCO’s eBook Academic Collection provides access to titles in the Wisconsin Studies in Classics series, and our evidence-based acquisition program with JSTOR provides access to many titles in the Sather Classical Lectures series.
- **Subscription databases**
 - Theatre in Video (a subcollection within AVON: Academic Videos Online)
- **Freely-available online resources** (curated on the Library’s website and/or in OneSearch)
 - Feminae: Medieval Women and Gender Index
 - HathiTrust
 - Iter: Gateway to the Middle Ages & Renaissance
 - Luminarium: An Anthology of English Literature
 - Project Gutenberg
- Interdisciplinary packages that include content that support this course
 - Academic Collection Complete (ebook subscription through ProQuest)
 - Academic Search Complete
 - Dictionary of Literary Biography
 - Gale Literature: LitFinder
 - Gale Literature Resource Center
 - Gale OneFile: Fine Arts
 - JSTOR Comprehensive Collection
 - MLA Directory of Periodicals
 - MLA International Bibliography
 - Project MUSE journal collections
- Physical Space in Library (other than collections, explain)
 - The Collaboratory includes appropriate spaces and technology to view videos and listen to audio recordings in a number of formats, which could include productions of interest to this course
- Library Administrative/Research Support
 - The English liaison librarian can provide research and library-use instruction sessions for this course (when requested by the instructor)
 - The English liaison librarian can assist in locating specific versions or translations of texts, particularly when the instructor is at the syllabus-development stage. This librarian also selects new materials for the collection as funding permits.
 - The English liaison librarian can meet with students about their course-specific research needs
 - The Library’s Course Reserves service is set up to allow many students to share access to available copies of course materials (in print, physical media, or online), when initiated by a course instructor
 - The Library’s Interlibrary Loan service facilitates the borrowing of relevant materials from other libraries when they are not available at UPEI.

New resources needed to support this proposal:

- I am requesting a one-time start-up allocation of \$1,000 to do some “catch-up” collecting to be ready for the first offering of this course. While we have (often temporary) access to some relevant recent publications through our subscription packages, classical and medieval drama

NEW COURSE PROPOSAL

Motion # 2

have not been a collecting priority in recent years for exactly the reasons this course is necessary—these topics have not been the focus of study in other offered courses. \$1,000 in one-time funds would permit the purchase of 2-4 analytical/critical volumes in ebook format along (typical price \$100-300 USD per title) with a few new translations of frequently-taught plays in either print or ebook, depending on availability and pricing (typical price \$20-40 CAD for paperback, \$30-150 CAD for hardcover or ebook)

- Actual titles would be chosen in consultation with the instructor(s) of this course in its first fiscal year. Here are some possible acquisitions with typical prices:
 - *Cambridge Companion to Medieval English Theatre*, second edition, unlimited-user ebook license: \$225 USD;
 - Emma Lipton's *Cultures of Witnessing: Law and the York Plays*, unlimited-user ebook license: \$75 USD;
 - David Stuttard's *Looking at Persians*, ebook license: \$120 USD for a one-user license or \$240 USD to support unlimited simultaneous users
 - Joshua Billings's *Philosophical Stage: Drama and Dialectic in Classical Athens*, unlimited-user ebook license: \$69 USD
 - Sarah Olsen's *Queer Euripides: Re-Readings in Greek Tragedy*, unlimited-user ebook license: \$234 USD
 - Emily Wilson's translation of *Oedipus Tyrannos*: \$26 CAD in paperback;
 - a combined volume of Bryan Doerries's translation of the Oedipus trilogy: \$23 CAD in paperback or \$95 USD as a one-user ebook
 - a combined volume of Stephen Halliwell's verse translations of *Birds*, *Lysistrata*, and *The Assembly-Women*: \$13 CAD in paperback
 - a combined volume of Aaron Pochigian's translations of *Clouds*, *Birds*, *Lysistrata*, and *Women of the Assembly*: \$25 CAD in paperback
- After this catch-up period, collecting for this course can be balanced with the English department's other offerings.

Summary of additional budget allocation required:

- First year startup: **\$1,000** in first fiscal year the course/program is offered
- Additional startup years: none
- Annual: none
 - Per-year percentage increase in annual: n/a

Note that if future budget constraints require the Library to cancel interdisciplinary packages listed above, there may be a loss of resources needed for this course.

Date Received by Liaison/Collections Librarian	February 15, 2024
Name of Librarian to be Contacted with Questions	Katelyn Browne
Approved by University Librarian or Designate	Donald Moses
Date Approved by UL or Designate	March 11, 2024

CALENDAR & CURRICULUM CHANGE

Motion # 3

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Arts**

Department/Program(s)/Academic Regulations: **Theatre Studies**

MOTION: To have the calendar entry change approved as proposed.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>REQUIREMENTS FOR A MINOR IN THEATRE STUDIES A Minor in Theatre Studies consists of twenty-one (21) semester hours of credit taken from the list of approved courses. Theatre 2440, Theatre 3440, Theatre 4560, and Theatre 4440 are compulsory for the Minor. Prospective students should note, however, that Theatre 4440 requires students to make a significant contribution to a Theatre Studies production, or another production approved by the Coordinator of Theatre Studies. Theatre 4440 will, typically, be only offered in the Winter Term of the academic year. Students enrolled in Theatre 4440 will be under the direct supervision of the Coordinator of Theatre Studies, or an approved supervisor. In addition, students must select three elective courses. Students using any of the approved courses to complete the Minor in Theatre Studies may not also use them to complete a Major</p> <p>ELECTIVES NOTE: Students who are in the Majors or Honours English programs must take at least one elective outside the English Department. English English 1950 Introduction to Drama English 2220 Reading Film: Introduction to Film Studies English 2550 Introduction to Shakespeare English 2560 Shakespeare in Film and Media English 2850 Linguistics I: The Sound System of English English 3030 Contemporary Drama English 3150 English-Canadian Drama English 3410 Modern Drama English 3570 Renaissance Drama</p>	<p>REQUIREMENTS FOR A MINOR IN THEATRE STUDIES A Minor in Theatre Studies consists of twenty-one (21) semester hours of credit taken from the list of approved courses. Theatre 2440, Theatre 3440, Theatre 4560, and Theatre 4440 are compulsory for the Minor. Prospective students should note, however, that Theatre 4440 requires students to make a significant contribution to a Theatre Studies production, or another production approved by the Coordinator of Theatre Studies. Theatre 4440 will, typically, be only offered in the Winter Term of the academic year. Students enrolled in Theatre 4440 will be under the direct supervision of the Coordinator of Theatre Studies, or an approved supervisor. In addition, students must select three elective courses. Students using any of the approved courses to complete the Minor in Theatre Studies may not also use them to complete a Major.</p> <p>ELECTIVES NOTE: Students who are in the Majors or Honours English programs must take at least one elective outside the English Department. English English 1950 Introduction to Drama English 2220 Reading Film: Introduction to Film Studies <u>English 2330 The Beginnings of Drama</u> English 2550 Introduction to Shakespeare English 2560 Shakespeare in Film and Media English 2850 Linguistics I: The Sound System of English English 3030 Contemporary Drama English 3150 English-Canadian Drama English 3410 Modern Drama</p>

CALENDAR & CURRICULUM CHANGE

Motion # 3

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>English 3670 Restoration and Eighteenth-Century Drama English 4550 Advanced Studies in Early Modern Literature Theatre Studies Theatre Studies 4340: Special Topics Classics Classics 2120 Ancient Tragedy Classics 2220 Ancient Comedy</p> <p>Modern Languages (French) 3390 Théâtre Canadienne-Français 3440 XVIIe Siecle: Le Grand Siecle II</p> <p>Diversity and Social Justice Studies 3020 Constructing Difference and Identity 3110 Identity and Popular Culture DIRECTED STUDIES With the approval of the Coordinator, the Dean of Arts, and the relevant Department, a student may credit three hours of Directed Studies in any subject towards the Minor in Theatre Studies.</p>	<p>English 3570 Renaissance Drama English 3670 Restoration and Eighteenth-Century Drama English 4550 Advanced Studies in Early Modern Literature Theatre Studies Theatre Studies 4340: Special Topics Classics Classics 2120 Ancient Tragedy Classics 2220 Ancient Comedy</p> <p>Modern Languages (French) 3390 Théâtre Canadienne-Français 3440 XVIIe Siecle: Le Grand Siecle II</p> <p>Diversity and Social Justice Studies 3020 Constructing Difference and Identity 3110 Identity and Popular Culture DIRECTED STUDIES With the approval of the Coordinator, the Dean of Arts, and the relevant Department, a student may credit three hours of Directed Studies in any subject towards the Minor in Theatre Studies.</p>

Rationale for Change: English 1950 is being deleted.

Effective Term: FALL 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization	Date:
Departmental Approval: Greg Doran, Coordinator of Theatre Studies	December 12, 2023
Faculty/School Approval: Arts Curriculum Committee	November 25, 2024
Faculty Dean's Approval: Sharon Myers	November 25, 2024
Grad. Studies Dean's Approval: n/a	n/a
Registrar's Office Approval: Darcy McCardle	November 28, 2024



SUMMARY OF CHANGES FACULTY OF EDUCATION

Motion # 4

Summary of Motions

Faculty of Education

#	Type of Motion	Motion
1.	New Calendar Entry	BEEd Academic Calendar Dates 2025-2026

NEW CALENDAR ENTRY

Motion # 4

Faculty/School: **Education**

Department/Program(s): **Bachelor of Education / Bachelor of Education (français langue seconde)**

MOTION: To update Academic Dates for 2025-2026 for the Bachelor of Education programs

Proposed New Calendar Entry	
Calendar Dates 2025-2026 (Bachelor of Education)	
NB- This Calendar applies to students commencing their BEd program in 2025. For those students entering the program in 2026, please see the 2026-27 Academic Calendar.	
SUMMER SEMESTER (May-August 2025)	
FIRST SUMMER SESSION	
MAY 2025	
1 Thursday	Mandatory Program Orientation for all incoming students
5 Monday	First day of classes in First Summer Session #1
9 Friday	Last day to register late for First Summer Session courses; last day to cancel registration for full refund; last day for changing courses or sections. Note: For courses that do not follow the regularly scheduled Summer Session dates published here, please note the unique First day, Last day, Add, Drop and Discontinuation deadlines published. Tuition and fee payment deadline matches the Add/ Drop date for each course
15 Thursday	No classes (UPEI Convocation).
19 Monday	Victoria Day – No classes
21 & 23 (Wed. & Fri.)	Observation in schools (no classes on campus).
JUNE 2025	
24 Tuesday	Last day of classes in First Summer Session
25-30 (Wed-Mon.)	Study Break. No classes
SECOND SUMMER SESSION	
JULY 2025	
1 Tuesday	Canada Day. No classes
2 Wednesday	First day of Second Summer Session

NEW CALENDAR ENTRY

Motion # 4

Proposed New Calendar Entry	
9 Wednesday	Last day to register for Second Summer Session courses; last day to cancel registration for full refund; last day for changing courses or sections. Note: For courses that do not follow the regularly scheduled Summer Session dates published here, please note the unique First day, Last day, Add, Drop and Discontinuation deadlines published. Tuition and fee payment deadline matches the Add/ Drop date for each course
15 Tuesday	First Summer Session grades must be submitted to the Registrars Office by noon.
AUGUST 2025	
15 Friday	Gold Cup Day- No classes
29 Friday	Last Day of classes in Second Summer Session
FALL SEMESTER (September- December 2025)	
SEPTEMBER 2025	
1 Monday	Labour Day. No Classes
2 Tuesday	In school professional development day
3 Wednesday	First day of Fall classes
4-9 (Thur-Tues)	In-school observation days (campus classes suspended during these observation days)
8 Monday	Second Summer Session grades must be submitted to the Registrar's Office by noon.
12 Friday	Final day for registration, for cancellation of courses with full refund; All fall semester fees due
30 Tuesday	National Day for Truth and Reconciliation- No classes
OCTOBER 2025	
13 Monday	Thanksgiving Day- No classes.
15 Wednesday	Fall Practicum Preparation on campus (mandatory)
17 Friday	Fall Practicum Preparation in schools (mandatory)
20 Monday	First day of Fall Practicum
November 2025	

NEW CALENDAR ENTRY

Motion # 4

Proposed New Calendar Entry	
11 Tuesday	Remembrance Day – No classes in PEI schools**
30 Saturday	Final date to apply to graduate
DECEMBER 2025	
11 Thursday	Last day of Fall Practicum
12 Friday	Fall Practicum debriefing (Mandatory for all students)
23 Monday	End of Fall Semester. Course grades must be submitted to the Registrar's Office by noon.
WINTER SEMESTER (January- April 2026)	
JANUARY 2026	
5 Monday	First day of classes in Winter semester
23 Monday	Final day for registration, for cancellation of courses with full refund;
26 Thursday	All Winter semester fees due
FEBRUARY 2026	
9 Monday	First day of Winter Practicum**
16 Monday	Islander Day. No classes for those doing practicum in PEI schools**
MARCH 2026	
March Break (Dates to align with those in schools where practicum takes place)	
APRIL 2026	
3 Friday	Good Friday. No classes in PEI schools**
6 Monday	Easter Monday. No classes in PEI schools**
30 Thursday	Last day of Winter Practicum
MAY 2026	
1 Friday	Last day of Winter Semester; Winter Practicum debriefing (Mandatory of all students) Course grades must be submitted to the Register's Office by noon on this date
14 Thursday	CONVOCATION MORNING (Faculty of Education) No classes

NEW CALENDAR ENTRY

Motion # 4

Proposed New Calendar Entry
<p>**While in practicum in schools, students will follow the school calendars. Holidays, special days, parent-teacher interview dates and professional development days will apply to students while working in schools. These dates may differ from one school context to another.</p>

Rationale for New Calendar Entry: The above dates align with the programs schedule for 2025-2026.

Effective Term: SUMMER 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Resources Required: N/A

Authorization

Date:

Departmental Approval: Click here to enter name of approver.	Click here to select approval date.
Faculty/School Approval: Faculty of Education Council	November 22, 2024
Faculty Dean's Approval: Dr. Miles Turnbull, Dean	November 22, 2024
Graduate Studies Dean's Approval: Click here to enter name of approver.	Click here to select approval date.
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2024



Summary of Motions

Faculty of Graduate Studies

#	Type of Motion	Motion
1.	Calendar and Curriculum Change	VHM 8680
2.	Calendar and Curriculum Change	VHM 8690

CALENDAR & CURRICULUM CHANGE

Motion # 5

Revision is for a: **Pre-requisite Addition/Change**

Faculty/School/Department: **Veterinary Medicine**

Department/Program(s)/Academic Regulations: **Dept of Health Management**

MOTION: That for VHM 8680, Recent Advances in Large Animal Surgery II, the pre-requisite of ‘permission of the instructor’ and “DVM or equivalent” be removed.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>VHM 8680, Recent Advances in Large Animal Surgery II This is a lecture/seminar course designed to review recent advances in surgery, lameness and surgical diseases of large animals, at a level appropriate for the second year of a surgical MSc/MVSc – Residency program. The course will meet for one contact hour per week for the fall and winter semesters, and in the first summer session, and will involve a mix of instructor and student directed in-depth discussions of the relevant current literature or recently published texts. Considerable out-of-class preparation is required.</p> <p>Pre-requisites DVM or equivalent, VHM 8670, and permission of the instructor Hours of credit: 3</p>	<p>VHM 8680, Recent Advances in Large Animal Surgery II This is a lecture/seminar course designed to review recent advances in surgery, lameness and surgical diseases of large animals, at a level appropriate for the second year of a surgical MSc/MVSc – Residency program. The course will <u>meet for one contact hour per week for the fall and winter semesters, and in the first summer session</u> and will involve a mix of instructor and student directed in-depth discussions of the relevant current literature or recently published texts. Considerable out-of-class preparation is required.</p> <p><u>The course will meet for one contact hour per week for the fall and winter semesters and in the first summer session</u></p> <p>Pre-requisites:DVM or equivalent, VHM 8670, and permission of the instructor Hours of credit: 3</p>

Rationale for Change: VHM 8690 is the third course in a series of courses on large animal surgery, following on from VHM 8680 and VHM 8670. The pre-requisite for the introductory course VHM 8670 is ‘DVM or equivalent degree, and permission of the instructor’; it acts as the gate keeper for moving on to the other courses and so it is unnecessary to repeat the pre-requisites. This language has added difficulties for students registering in this course.

Effective Term: WINTER 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

CALENDAR & CURRICULUM CHANGE

Motion # 5

Departmental Approval: John Van Leeuwen	October 31, 2024
Faculty/School Approval: Dr. Laurie McDuffee	November 1, 2024
Faculty Dean's Approval: Dr. Dominique Griffon	November 5, 2024
Grad. Studies Dean's Approval: Dr. Marva Sweeney-Nixon	November 12, 2024
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2024

CALENDAR & CURRICULUM CHANGE

Motion # 6

Revision is for a: **Pre-requisite Addition/Change**

Faculty/School/Department: **Veterinary Medicine**

Department/Program(s)/Academic Regulations: **Dept of Health Management**

MOTION: That for VHM 8690, Recent Advances in Large Animal Surgery III, the pre-requisite of ‘permission of the instructor’ and “DVM or equivalent” be removed.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>Recent Advances in Large Animal Surgery III</p> <p>This is a lecture/seminar course designed to review recent advances in surgery, lameness and surgical diseases of large animals, at a level appropriate for the second year of a surgical MSc/MVSc – Residency program. The course will meet for one contact hour per week for the fall and winter semesters, and in the first summer session, and will involve a mix of instructor and student directed in-depth discussions of the relevant current literature or recently published texts. Considerable out-of-class preparation is required.</p> <p>Pre-requisites DVM or equivalent, VHM 8680, and permission of the instructor</p> <p>Hours of Credit 3</p>	<p>Recent Advances in Large Animal Surgery III</p> <p>This is a lecture/seminar course designed to review recent advances in surgery, lameness and surgical diseases of large animals, at a level appropriate for the second year of a surgical MSc/MVSc – Residency program. The course will meet for one contact hour per week for the fall and winter semesters, and in the first summer session, and will involve a mix of instructor and student directed in-depth discussions of the relevant current literature or recently published texts. Considerable out-of-class preparation is required.</p> <p><u>The course will meet for one contact hour per week for the fall and winter semesters, and in the first summer session.</u></p> <p>Pre-requisites DVM or equivalent VHM 8680, and permission of the instructor</p> <p>Hours of Credit 3</p>

Rationale for Change: VHM 8690 is the third course in a series of courses on large animal surgery, following on from VHM 8680 and VHM 8670. The pre-requisite for the introductory course VHM 8670 is ‘DVM or equivalent degree, and permission of the instructor’; it acts as the gate keeper for moving on to the other courses and so it is unnecessary to repeat the pre-requisites. This language has added difficulties for students registering in this course.

Effective Term: WINTER 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

CALENDAR & CURRICULUM CHANGE

Motion # 6

Departmental Approval: Jon Van Leeuwen	October 31, 2024
Faculty/School Approval: Dr. Laurie McDuffee	November 1, 2024
Faculty Dean's Approval: Dr Dominique Griffon	November 5, 2024
Grad. Studies Dean's Approval: Dr. Marva Sweeney-Nixon	November 12, 2024
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2024

Summary of Motions

Faculty of Science

#	Type of Motion	Motion
1.	Calendar Entry Change	Elective Courses in the Environmental Biology Specialization
2.	Calendar Entry Change	Life Science Specialization
3.	Course Description Change	ENV 1010 - to add a two hour tutorial every other week
4.	Calendar Entry Change	Minor in Environmental Studies
5.	Calendar Entry Change	Course Requirements for the Areas of Specialization
6.	Calendar Entry Change	BES Major - remove list of "approved Science, Business and Arts Courses"

CALENDAR & CURRICULUM CHANGE

Motion # 7

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Science**

Department/Program(s)/Academic Regulations: **Biology**

MOTION: To approve the Calendar Entry Change for the section titled “Elective Courses in the Environmental Biology Specialization”

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
ELECTIVE COURSES IN THE ENVIRONMENTAL BIOLOGY SPECIALIZATION Biology 2130-Integrated Watershed Management Biology 2630- Climate Physics *Biology 3020-Aquaculture and the Environment *Biology 3040—Vertebrate Zoology *Biology 3140—Plant Community Ecology *Biology 3270—Field Coastal Ecology *Biology 3350—Animal Behaviour *Biology 3610—Biology of Fishes *Biology 3660—Plant-Animal Interactions *Biology 3710—Life of Mammals *Biology 3910—Marine Biology *Biology 4110—Wildlife Biology *Biology 4130—Conservation Genetics *Biology 4520—Biogeography and Macroecology *Biology 4540—Biodiversity and Conservation Ecology *Biology 4620—Watershed Ecology *Biology 4650—Marine Community Ecology *Biology 4850—Environmental Toxicology	ELECTIVE COURSES IN THE ENVIRONMENTAL BIOLOGY SPECIALIZATION Biology 2130-Integrated Watershed Management Biology 2630- Climate Physics *Biology 3020-Aquaculture and the Environment *Biology 3040—Vertebrate Zoology *Biology 3140—Plant Community Ecology *Biology 3270—Field Coastal Ecology *Biology 3350—Animal Behaviour *Biology 3610—Biology of Fishes * Biology 3660—Plant-Animal Interactions *Biology 3710—Life of Mammals *Biology 3910—Marine Biology *Biology 4110—Wildlife Biology *Biology 4130—Conservation Genetics *Biology 4520—Biogeography and Macroecology *Biology 4540—Biodiversity and Conservation Ecology *Biology 4620—Watershed Ecology * Biology 4660—Plant-Animal Interactions *Biology 4650—Marine Community Ecology *Biology 4850—Environmental Toxicology

Rationale for Change: This change was intended for a previous curriculum submission.

Effective Term: FALL 2025.

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

Departmental Approval: Christian Lacroix (Chair)	October 25, 2024
Faculty/School Approval: Science Council	November 13, 2024



CALENDAR & CURRICULUM CHANGE

Motion # 7

Faculty Dean's Approval: Nola Etkin.	November 13, 2024
Grad. Studies Dean's Approval: n/a	n/a
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2023



CALENDAR & CURRICULUM CHANGE

Motion # 8

Effective Term: FALL 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

Departmental Approval: Christian Lacroix (Chair)	October 25, 2024
Faculty/School Approval: Science Council	November 13, 2024
Faculty Dean’s Approval: Nola Etkin	November 13, 2024
Grad. Studies Dean’s Approval: na/	n/a
Registrar’s Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2024

CALENDAR & CURRICULUM CHANGE

Motion # 9

Revision is for a: **Course Description Change**

Faculty/School/Department: **Science**

Department/Program(s)/Academic Regulations: **Environmental Studies**

MOTION: To approve the Course Description Change for ENV 1010 Introduction to Environmental Studies as proposed.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>1010 INTRODUCTION TO ENVIRONMENTAL STUDIES (Core Course) This course introduces students to a multidisciplinary and interdisciplinary approach to the study of environmental issues; and emphasizes the interrelationships among the various physical, biological, and human systems. It examines major contemporary environmental issues, such as global warming and land use, and focuses on how these issues are understood and addressed within the natural sciences, social sciences, and humanities. Three hours a week (some field trips may be required) Three semester hours of credit</p>	<p>1010 INTRODUCTION TO ENVIRONMENTAL STUDIES (Core Course) This course introduces students to a multidisciplinary and interdisciplinary approach to the study of environmental issues; and emphasizes the interrelationships among the various physical, biological, and human systems. It examines major contemporary environmental issues, such as <u>land use and climate change</u> global warming and land use, and focuses on how these issues are understood and addressed within the natural sciences, social sciences, and humanities. <u>These topics will be explored through lecture, discussion and field trips during the tutorials.</u> <u>Three hours lecture a week, Two-hour tutorial every other week</u> (some field trips may be required) Three semester hours of credit</p>

Rationale for Change: To add additional time for field trips and more in depth discussion on course topics.

Effective Term: FALL 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

Departmental Approval: Environmental Studies Steering committee	October 30, 2024
Faculty/School Approval: Science Council	November 13, 2024
Faculty Dean's Approval: Nola Etkin	November 13, 2024
Grad. Studies Dean's Approval: n/a	n/a
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2023

CALENDAR & CURRICULUM CHANGE

Motion # 10

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Science**

Department/Program(s)/Academic Regulations: **Environmental Studies program**

MOTION: To approve the Calendar Entry Change for the section titled “Requirements for a Minor in Environmental Studies” as proposed.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>Minor in Environmental Studies Requirements for a Minor in Environmental Studies A minor in Environmental Studies will be recognized when a student has successfully completed 21 semester hours of courses drawn from Environmental Studies courses and cross-listed courses. These courses must include:</p> <ol style="list-style-type: none"> 1) Two core introductory Environmental Studies courses (Environmental Studies 1010 and 2030) 2) A minimum of 6 semester hours in approved courses within the Faculty of Science; and 3) A minimum of 6 semester hours in approved courses within the Faculty of Arts; and 4) A minimum of 3 semester hours in Environmental Studies or approved courses within the Faculty of Arts or Faculty of Science <p>Approved Courses Environmental Studies Minor: Students who do not have the required prerequisites for particular courses that are cross-listed in the Environmental Studies Program are encouraged to consult with the instructors of these courses to seek their permission to enrol. Instructors may choose to admit students to these courses based upon alternative prerequisites that are judged to provide the student with sufficient background preparation for the course.</p> <p>Faculty of Science</p> <ul style="list-style-type: none"> • **Biology 1010 - Current Issues in Environmental Biology 	<p>Minor in Environmental Studies Requirements for a Minor in Environmental Studies A minor in Environmental Studies will be recognized when a student has successfully completed 21 semester hours of courses drawn from Environmental Studies courses and cross-listed courses. These courses must include:</p> <ol style="list-style-type: none"> 1) Two core introductory Environmental Studies courses (Environmental Studies 1010 and 2030) 2) A minimum of 6 semester hours in approved courses within the Faculty of Science; and 3) A minimum of 6 semester hours in approved courses within the Faculty of Arts; and 4) A minimum of 3 semester hours in Environmental Studies or approved courses within the Faculty of Arts or Faculty of Science <p>Approved Courses Environmental Studies Minor: Students who do not have the required prerequisites for particular courses that are cross-listed in the Environmental Studies Program are encouraged to consult with the instructors of these courses to seek their permission to enrol. Instructors may choose to admit students to these courses based upon alternative prerequisites that are judged to provide the student with sufficient background preparation for the course.</p> <p>Faculty of Science</p> <ul style="list-style-type: none"> • <u>ACC 1040 – Introduction to Climate Change</u>

CALENDAR & CURRICULUM CHANGE

Motion # 10

<ul style="list-style-type: none"> • Biology 1320 - Introduction to Organisms • Biology 2220 - Ecology • Biology 3140 - Plant Community Ecology • Biology 3270 - Field Coastal Ecology • Biology 3910 - Marine Biology • Biology 4110 - Principles of Wildlife Biology • Biology 4520 - Biogeography and Macroecology • Biology 4540 - Biodiversity and Conservation Biology • Biology 4620 - Watershed Ecology • Biology 4650 - Marine Community Ecology • Biology 4850 - Environmental Toxicology • Chemistry 2020 - Environmental Chemistry • Physics 2610 - Energy and the Environment <p>** Students may only credit either Biology 1010 or Biology 1320 toward their minor.</p> <p>Faculty of Arts</p> <ul style="list-style-type: none"> • Economics 2110 - Introduction to Resource Economics • Economics 2150 - Environmental Economics • Economics 3520 - Applied Resource Economics • English 3220 - English Canadian Poetry • English 3310 - The Literature of Atlantic Canada • English 3350 - British Romantic Literature • History 4830 - History of Environmentalism • Island Studies 2010 - Introduction to Island Studies • Philosophy 1020 - Introduction to Ethics and Social Philosophy • Philosophy 1050 - Technology, Values, and Science • Philosophy 2060 - Animal Ethics • Philosophy 2710 - Ethics of Climate Change • Philosophy 3020 - Environmental Philosophy • Philosophy 3710 - Community-Based Ethical Inquiry 	<ul style="list-style-type: none"> • <u>ACC 1010 – Introduction to PEI Living Climate Lab</u> • **Biology 1010 - Current Issues in Environmental Biology <u>OR</u> **Biology 1320 - Introduction to Organisms and Their Environment • Biology 2220 - Ecology • Biology 3140 - Plant Community Ecology • Biology 3270 - Field Coastal Ecology • Biology 3910 - Marine Biology • Biology 4110 - Principles of Wildlife Biology • Biology 4520 - Biogeography and Macroecology • Biology 4540 - Biodiversity and Conservation Biology • Biology 4620 - Watershed Ecology • Biology 4650 - Marine Community Ecology • Biology 4850 - Environmental Toxicology • Chemistry 2020 - Environmental Chemistry • Physics 2610 – Energy and the Environment <p>** Students may only credit either Biology 1010 or Biology 1320 toward their minor.</p> <p>Faculty of Arts</p> <ul style="list-style-type: none"> • Economics 2110 - Introduction to Resource Economics • Economics 2150 - Environmental Economics • Economics 3520 – Applied Resource Economics • English 3220 - English Canadian Poetry • English 3310 - The Literature of Atlantic Canada • English 3350 - British Romantic Literature • History 4830 – The History of the Environmentalism <u>Environmental</u> Movement • Island Studies 2010 - Introduction to Island Studies • Philosophy 1020 - Introduction to Ethics and Social Philosophy • Philosophy 1050 - Technology, Values, and Science • Philosophy 2060 - Animal Ethics • Philosophy 2710 - Ethics of Climate Change
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CALENDAR & CURRICULUM CHANGE

Motion # 10

<ul style="list-style-type: none"> • Psychology 3330 - Ecopsychology • Sociology 3050 - Population and Society • Sociology/Anthropology 3410 - Technology, Society and the Environment 	<ul style="list-style-type: none"> • Philosophy 3020 - Environmental Philosophy • Philosophy 3710 - Community-Based Ethical Inquiry I • Psychology 3330 - Ecopsychology • Sociology 3050 - Population and Society • Sociology/Anthropology 3410 - Technology, Society and the Environment
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Rationale for Change: The list of elective courses needs to be updated as some courses are no longer offered. There are some new courses that also fit the list in the Faculty of Science. The names of some courses have changed.

Effective Term: FALL 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization	Date:
Departmental Approval: Environmental Studies Steering committee	October 30, 2024
Faculty/School Approval: Science Council	November 13, 2024
Faculty Dean's Approval: Nola Etkin	November 13, 2024
Grad. Studies Dean's Approval: n/a	
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2023

CALENDAR & CURRICULUM CHANGE

Motion # 11

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Science**

Department/Program(s)/Academic Regulations: **Environmental Studies**

MOTION: To approve the Calendar Entry Change for the sectioned titled “Course Requirements for the Areas of Specialization”.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>COURSE REQUIREMENTS FOR THE AREAS OF SPECIALIZATION Students select a particular specialization when they apply to the Bachelor of Environmental Studies program. Students may subsequently change their specialization during their degree subject to course requirements.</p> <p>ENVIRONMENTAL INNOVATION AND CHANGE MANAGEMENT SPECIALIZATION The specialization in Environmental Innovation and Change Management focuses on learning how to live within the limits of our environment, and develop innovations to manage the interaction of human activities with and upon the environment in a positive way; to challenge the conventional and move organizations, businesses and communities to invoke positive change.</p> <p>Two Core Specialization Courses = 6 Hours Credit ENV 3320 – Environmental Innovation and Change Management Skills Either Economics 2110 – Introduction to Resource Economics OR Economics 2150 – Environmental Economics</p> <p>9 credit hours chosen from the following list OR other course with permission of Director: ENV 2240 – Field Course in Ecological Forestry ENV 2420 – Society and Natural Resources ENV 3510 – Sustainable Community Planning ENV 3540 – Environmental Valuation: Theory and Practice ENV 4330 – Environmental Communication Strategies ENV 4950 – Environmental Studies Symposium ENGN 1520 – Engineering and the Biosphere</p>	<p>COURSE REQUIREMENTS FOR THE AREAS OF SPECIALIZATION Students select a particular specialization when they apply to the Bachelor of Environmental Studies program. Students may subsequently change their specialization during their degree subject to course requirements.</p> <p>ENVIRONMENTAL INNOVATION AND CHANGE MANAGEMENT SPECIALIZATION The specialization in Environmental Innovation and Change Management focuses on learning how to live within the limits of our environment, and develop innovations to manage the interaction of human activities with and upon the environment in a positive way; to challenge the conventional and move organizations, businesses and communities to invoke positive change.</p> <p>Two Core Specialization Courses = 6 Hours Credit ENV 3320 – Environmental Innovation and Change Management Skills Either Economics 2110 – Introduction to Resource Economics OR Economics 2150 – Environmental Economics</p> <p>9 credit hours chosen from the following list OR other course with permission of Director: ENV 2240 – Field Course in Ecological Forestry ENV 2420 – Society and Natural Resources ENV 3510 – Sustainable Community Planning ENV 3540 – Environmental Valuation: Theory and Practice ENV 4330 – Environmental Communication Strategies ENV 4950 – Environmental Studies Symposium ENGN 1520 – Engineering and the Biosphere</p>

CALENDAR & CURRICULUM CHANGE

Motion # 11

<p>BUS 1410 – Marketing BUS 2650 – Introduction to Entrepreneurship and Small Business Management BUS 3730 – Tourism Management PHYS 2610 – Energy, Environment and the Economy SAN 3410 – Technology, Society and the Environment</p> <p>ENVIRONMENTAL THOUGHT AND PRACTICE SPECIALIZATION The specialization in Environmental Thought and Practice focuses on the exploration of the values, attitudes and beliefs of people in relation to the environment in order to provide answers to pressing environmental concerns.</p> <p>Two Core Specialization Courses = 6 Hours Credit Either Psychology 1010 – Introduction to Psychology I OR Psychology 3330 – Ecopsychology Sociology/Anthropology 3410 – Technology, Society and the Environment</p> <p>9 credit hours chosen from the following list OR other course with permission of Director: ENV 2420 – Society and Natural Resources ENV 2310 – Island Environmental Histories ENV 3420 – Environment and Development ENV 4110 – Environmental Governance ENV 4330 – Environmental Communication Strategies ENV 4950 – Environmental Studies Symposium ENG 3220 – English-Canadian Poetry ENG 3620 – 19th-Century American Literature 1830-1910 HIST 4830 – The History of the Environmentalist Movement PHIL 2060 – Animal Ethics PHIL 2710 – Ethics of Climate Change PHIL 3710 – Community-based Ethical Inquiry</p> <p>ISLAND ENVIRONMENTS AND SUSTAINABILITY SPECIALIZATION The Island Environments and Sustainability</p>	<p><u>ACC 3050 – Renewable Energy and Clean Technologies</u> <u>ACC 3140 – Carbon Pricing Mechanisms and Business Risk Assessments</u> BUS 1410 – Marketing BUS 2650 – Introduction to Entrepreneurship and Small Business Management BUS 3730 – Tourism Management PHYS 2610 – Energy, Environment and the Economy SAN 3410 – Technology, Society and the Environment</p> <p>ENVIRONMENTAL THOUGHT AND PRACTICE SPECIALIZATION The specialization in Environmental Thought and Practice focuses on the exploration of the values, attitudes and beliefs of people in relation to the environment in order to provide answers to pressing environmental concerns.</p> <p>Two Core Specialization Courses = 6 Hours Credit Either Psychology 1010 – Introduction to Psychology I OR Psychology 3330 – Ecopsychology Sociology/Anthropology 3410 – Technology, Society and the Environment</p> <p>9 credit hours chosen from the following list OR other course with permission of Director: ENV 2420 – Society and Natural Resources ENV 2310 – Island Environmental Histories ENV 3420 – Environment and Development ENV 4110 – Environmental Governance ENV 4330 – Environmental Communication Strategies ENV 4950 – Environmental Studies Symposium ENG 3220 – English-Canadian Poetry ENG 3620 – 19th-Century American Literature 1830-1910 HIST 4830 – The History of the Environmentalist Movement PHIL 2060 – Animal Ethics PHIL 2710 – Ethics of Climate Change PHIL 3710 – Community-based Ethical Inquiry</p> <p>ISLAND ENVIRONMENTS AND SUSTAINABILITY SPECIALIZATION The Island Environments and Sustainability specialization focuses on the diverse</p>
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CALENDAR & CURRICULUM CHANGE

Motion # 11

<p>specialization focuses on the diverse characteristics of islands and islanders' interaction with the environment in order to gain an understanding of lessons for sustainability in all places.</p> <p>Two Core Specialization Courses = 6 Hours Credit IST 2010 – Introduction to Island Studies Either POLS 2330 – Political Geography OR ENV 3340 – Environmental Stresses on Island Communities</p> <p>9 credit hours from the following list OR other course with permission of Director: ENV 2120 – Earth's Physical Environment ENV 2310 – Island Environmental Histories ENV 3110 – Understanding Climate Change ENV 3210 – Natural Hazards ENV 3510 – Sustainable Community Planning ENV 4110 – Environmental Governance BIO 2220 – Ecology BIO 3270 – Field Coastal Ecology BIO 3910 – Marine Biology BIO 4520 – Biogeography and Macroecology BIO 4620 – Watershed Ecology SOC 3050 – Population and Society</p>	<p>characteristics of islands and islanders' interaction with the environment in order to gain an understanding of lessons for sustainability in all places.</p> <p>Two Core Specialization Courses = 6 Hours Credit IST 2010 – Introduction to Island Studies Either POLS 2330 – Political Geography OR ENV 3340 – Environmental Stresses on Island Communities</p> <p>9 credit hours from the following list OR other course with permission of Director: ENV 2120 – Earth's Physical Environment ENV 2310 – Island Environmental Histories ENV 3110 – Understanding Climate Change ENV 3210 – Natural Hazards ENV 3510 – Sustainable Community Planning ENV 4110 – Environmental Governance BIO 2220 – Ecology BIO 3270 – Field Coastal Ecology BIO 3910 – Marine Biology BIO 4520 – Biogeography and Macroecology BIO 4620 – Watershed Ecology SOC 3050 – Population and Society <u>IST 2110 – Island Tourism</u></p>
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Rationale for Change: Some courses are no longer offered. The name of one course has been updated.

Effective Term: FALL 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: It will provide more options for students to take in a specialization.

Authorization	Date:
Departmental Approval: Environmental Studies Steering committee	October 30, 2024
Faculty/School Approval: Science Council	November 13, 2024
Faculty Dean's Approval: Nola Etkin	November 13, 2024
Grad. Studies Dean's Approval: n/a	n/a
Registrar's Office Approval:	

Form Version: September 2023

CALENDAR & CURRICULUM CHANGE

Motion # 12

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Science**

Department/Program(s)/Academic Regulations: **Environmental Studies**

MOTION: To have the deletion of the list of “Approved Science, Business and Arts Courses” for the BES Major be approved as proposed

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>(APPROVED LIST OF SCIENCE, BUSINESS AND ARTS COURSES)</p> <p>Applied Human Sciences: Foods and Nutrition 2230 – Nutrition and Dietary Behaviour</p> <p>Biology: (please note that Biology 1310-1320 are required as prerequisites for the other Biology courses below) 1310 – Genes, Cells & Macromolecules 1320 – Organisms and Their Environment 2220 – Ecology 2020 – Botany 2040 – Zoology 3110 – Plants and People 3140 – Plant Community Ecology 3270 – Field Coastal Ecology 3510 – Ornithology 3710 – Life of Mammals 3910 – Marine Biology 4520 – Biogeography and Macroecology 4540 – Biodiversity and Conservation Biology 4620 – Watershed Ecology 4650 – Marine Community Ecology 4850 – Environmental Toxicology</p> <p>Chemistry: (please note that Chemistry 1110-1120 are required as prerequisites for the other Chemistry courses below) 1110 – General Chemistry I 1120 – General Chemistry II 2020 – Environmental Chemistry</p>	<p>(APPROVED LIST OF SCIENCE, BUSINESS AND ARTS COURSES)</p> <p>Applied Human Sciences: Foods and Nutrition 2230 – Nutrition and Dietary Behaviour</p> <p>Biology: (please note that Biology 1310-1320 are required as prerequisites for the other Biology courses below) 1310 – Genes, Cells & Macromolecules 1320 – Organisms and Their Environment 2220 – Ecology 2020 – Botany 2040 – Zoology 3110 – Plants and People 3140 – Plant Community Ecology 3270 – Field Coastal Ecology 3510 – Ornithology 3710 – Life of Mammals 3910 – Marine Biology 4520 – Biogeography and Macroecology 4540 – Biodiversity and Conservation Biology 4620 – Watershed Ecology 4650 – Marine Community Ecology 4850 – Environmental Toxicology</p> <p>Chemistry: (please note that Chemistry 1110-1120 are required as prerequisites for the other Chemistry courses below) 1110 – General Chemistry I 1120 – General Chemistry II 2020 – Environmental Chemistry</p>

CALENDAR & CURRICULUM CHANGE

Motion # 12

<p>2430 – Organic Chemistry for the Life Sciences</p> <p>Physics: 2610 – Energy, Environment and the Economy 2630 – Atmospheric and Ocean Physics</p> <p>Business: 1010 – Introduction to Business 1410 – Marketing 1710 – Organizational Behaviour 2120 – Business Presentations and Communications 2510 – Introduction to Management Science 2650 – Introduction to Entrepreneurship and Small Business Management 2750 – Introduction to Biotechnology 3730 – Tourism Management</p> <p>Arts: Economics: 2110 – Introduction to Resource Economics 2150 – Environmental Economics 2830 – Agricultural Economics English: 3220 – English Canadian Poetry 3310 – The Literature of Atlantic Canada 3350 – British Romantic Literature 3620 – 19th century American literature, 1830-1910</p> <p>History: 2310 – The Atlantic Region 3310 – History of Prince Edward Island: Pre-Confederation 3320 – History of Prince Edward Island: Post-Confederation 4830 – History of the Environmentalism</p> <p>International Development Studies: 2010 – Introduction to International Development Studies Modern Languages: 2110 – Latin American Studies: South America</p> <p>Philosophy: 1020 – Introduction to Ethics and Social</p> <p>Philosophy 1050 – Technology, Values, and Science</p>	<p>2430 – Organic Chemistry for the Life Sciences</p> <p>Physics: 2610 – Energy, Environment and the Economy 2630 – Atmospheric and Ocean Physics</p> <p>Business: 1010 – Introduction to Business 1410 – Marketing 1710 – Organizational Behaviour 2120 – Business Presentations and Communications 2510 – Introduction to Management Science 2650 – Introduction to Entrepreneurship and Small Business Management 2750 – Introduction to Biotechnology 3730 – Tourism Management</p> <p>Arts: Economics: 2110 – Introduction to Resource Economics 2150 – Environmental Economics 2830 – Agricultural Economics English: 3220 – English Canadian Poetry 3310 – The Literature of Atlantic Canada 3350 – British Romantic Literature 3620 – 19th century American literature, 1830-1910</p> <p>History: 2310 – The Atlantic Region 3310 – History of Prince Edward Island: Pre-Confederation 3320 – History of Prince Edward Island: Post-Confederation 4830 – History of the Environmentalism</p> <p>International Development Studies: 2010 – Introduction to International Development Studies Modern Languages: 2110 – Latin American Studies: South America</p> <p>Philosophy: 1020 – Introduction to Ethics and Social</p> <p>Philosophy 1050 – Technology, Values, and Science</p>
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CALENDAR & CURRICULUM CHANGE

Motion # 12

<p>1110 – Critical Thinking 2060 – Animal Ethics 3010 – Philosophy of Science 3710 – Community-Based Ethical Inquiry</p> <p>Political Science: 1010 – Introductory Politics I: Government and Politics in Liberal Democracies 1020 – Introductory Politics II: Political Ideologies in Liberal Democracies 2530 – Introduction to Political Theory</p> <p>Psychology: 1010 – Introduction to Psychology: Part I 2420 – Introduction to Social Psychology 3330 – Ecopsychology 3620 – Ergonomics</p>	<p>1110 – Critical Thinking 2060 – Animal Ethics 3010 – Philosophy of Science 3710 – Community-Based Ethical Inquiry</p> <p>Political Science: 1010 – Introductory Politics I: Government and Politics in Liberal Democracies 1020 – Introductory Politics II: Political Ideologies in Liberal Democracies 2530 – Introduction to Political Theory</p> <p>Psychology: 1010 – Introduction to Psychology: Part I 2420 – Introduction to Social Psychology 3330 – Ecopsychology 3620 – Ergonomics</p>
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Rationale for Change: Since 2017, BES students have not been required to choose Foundational courses from an Approved list. We are formally requesting that it be deleted.

Effective Term: FALL 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

Departmental Approval: Environmental Studies Steering Ctte	March 26, 2021
Faculty/School Approval: Science Council	October 30, 2024
Faculty Dean’s Approval: Nola Etkin	October 30, 2024
Grad. Studies Dean’s Approval: n/a	n/a
Registrar’s Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2023

SUMMARY OF CHANGES FACULTY OF VETERINARY MEDICINE Motion #'s 13-14

Summary of Motions

Faculty of Veterinary Medicine

#	Type of Motion	Motion
1.	New Calendar Entry	2025-2026 Academic Calendar Dates
2.	New Calendar Entry	2026-2027 Academic Calendar Dates

CALENDAR & CURRICULUM CHANGE

Motion # 13

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Veterinary Medicine**

Department/Program(s)/Academic Regulations: **2025-2026 Academic Calendar Dates-AVC**

MOTION: To have the 2025-2026 Academic Calendar Dates for the Veterinary Medicine Program approved as proposed.

1st Academic Semester (May-December 2025)
(66 Teaching Days)

May 2025

5 Monday First day of Fourth Year Rotations - Summer Semester
19 Monday *Victoria Day - no classes*

August 2025

11 Monday First day of Fourth Year Rotations - Fall Semester
21 Thursday First Year Orientation
25 Monday Pre-Clinical Classes begin

September 2025

1 Monday *Labour Day - no classes*
30 Tuesday *National Day for Truth and Reconciliation - No classes*

October 2025

13 Monday *Thanksgiving Day – No classes*

November 2025

11 Tuesday *Remembrance Day - No classes*
28 Friday Final Day of Fall Semester Classes
29-Dec 13(Sat-Sat) Final Examinations
30 Sunday Final date to apply to graduate

December 2025

23 Tuesday End of First Semester. Course grades to be submitted to the Registrar's Office by noon on this date.

NOTE: The North American Veterinary Licensing Examination (NAVLE®) is available during a six week testing window in November-December. For further information, please refer to www.icva.net/navle

2nd Academic Semester (January-May 2026)
(70 Teaching Days)

January 2026

5 Monday First day of Fourth Year Rotations - Winter Semester
5 Monday Pre-Clinical Classes begin - Winter Semester

February 2026

CALENDAR & CURRICULUM CHANGE

Motion # 13

12-13 (Thurs-Fri)	Mid-semester break (except 4 th year rotations)
16 Monday	Islander Day. No classes.
April 2026	
3 Friday	Good Friday. No classes
6 Monday	Easter Monday. No classes
17 Friday	Final day of Winter semester classes
19 Sunday	Final day of fourth year rotations
18-April-May 1(Sat-Fri)	Final Exams
30 Thursday	End of second semester. Course grades for 4 th year students to be submitted to Registrar's office by noon
May 2026	
4 Monday	Course grades for 1 st , 2 nd , and 3 rd year students to be submitted to Registrar's Office by noon on this date.
4 Monday	First day of Fourth Year Rotation – Summer Semester
12 Tuesday	Convocation

NOTE: The North American Veterinary Licensing Examination (NAVLE®) dates are in March. Please refer to www.icva.net/navle

Rationale for Change: To update Academic Calendar dates for 2025-2026

Effective Term: WINTER 2025

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: AVC Curriculum Committee	September 16, 2024
Faculty Dean's Approval: Dr. Dominique Griffon	November 12, 2024
Grad. Studies Dean's Approval: N/A	Click here to select approval date.
Registrar's Office Approval: Darcy McCardle	November 28, 2024

CALENDAR & CURRICULUM CHANGE

Motion # 14

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Veterinary Medicine**

Department/Program(s)/Academic Regulations: **2026-2027 Academic Calendar Dates-AVC**

MOTION: To have the 2026-2027 Academic Calendar Dates for the Veterinary Medicine Program approved as proposed.

1st Academic Semester (May-December 2026)
(66 Teaching Days)

May 2026

4 Monday First day of Fourth Year Rotations - Summer Semester
18 Monday *Victoria Day - no classes*

August 2026

17 Monday First day of Fourth Year Rotations - Fall Semester
27 Thursday First Year Orientation
31 Monday Pre-Clinical Classes begin

September 2026

7 Monday *Labour Day - no classes*
30 Wednesday *National Day for Truth and Reconciliation - No classes*

October 2026

12 Monday *Thanksgiving Day – No classes*

November 2026

11 Wednesday *Remembrance Day - No classes*
30 Monday Final date to apply to graduate

December 2026

4 Friday Final Day of Fall Semester Classes
5-19(Sat-Sat) Final Examinations
23 Tuesday End of First Semester. Course grades to be submitted to the Registrar's Office by noon on this date.

2nd Academic Semester (January-May 2027)
(70 Teaching Days)

January 2027

4 Monday First day of Fourth Year Rotations - Winter Semester
4 Monday Pre-Clinical Classes begin - Winter Semester

February 2027

11-12 (Thurs-Fri) Mid-semester break (except 4th year rotations)
15 Monday *Islander Day. No classes.*

March 2027

26 Friday *Good Friday. No classes*
29 Monday *Easter Monday. No classes*

CALENDAR & CURRICULUM CHANGE

Motion # 14

April 2027

16 Friday Final day of Winter semester classes
 18 Sunday Final day of fourth year rotations
 17-April-May 1(Sat-Sat) Final Exams
 29 Thursday End of second semester. Course grades for 4th year students to be submitted to Registrar's office by noon

May 2027

3 Monday First day of Fourth Year Rotation – Summer Semester
 6 Thursday Course grades for 1st, 2nd, and 3rd year students to be submitted to Registrar's Office by noon on this date
 11 Tuesday Convocation

Rationale for Change: To update Academic Calendar dates for 2026-2027

Effective Term: Winter 2026

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: AVC Curriculum Committee	November 7, 2024
Faculty Dean's Approval: Dr. Dominique Griffon	November 12, 2024
Grad. Studies Dean's Approval: N/A	Click here to select approval date.
Registrar's Office Approval: Darcy McCardle	November 28, 2024

Form Version: September 2024