Agenda of the meeting Senate of the University of Prince Edward Island held on Friday, January 30, 2026, at 3:00 p.m. at Alumni Hall in Room 102.

Number	Title	Lead/Support	Type	Time
1.	Call to Order, Welcome, Land Acknowledgement and Opening Remark from Chair and Vice-Chair	W. Rodgers	Procedure	3:00 – 3:02pm
2.	Approval of Agenda *MOTION: That the agenda of Senate for January 30, 2026, be approved*	W. Rodgers	Decision	3:02 – 3:03pm
3.	Approval of minutes of December 19, 2025 *MOTION: That Senate approve the open minutes of December 19, 2025, as circulated.*	W. Rodgers	Decision	3:03 – 3:05pm
4.	Business Arising from the Minutes on December 19, 2025 • Update on the property on Belvedere Avenue	W. Rodgers	Discussion	3:05 – 3:08pm
5.	Senior Administration Reports a. President's Report b. Vice-President Academic and Research Report c. Vice-President People and Culture Report	a) W. Rodgers b) G. Naterer c) J. Ngobia	Information	3:08 – 3:28pm
6.	Question Period a. Questions and Answers Received from Placemats b. Questions Received in Advance c. Questions Received from the Floor	W. Rodgers	Discussion	3:28 – 3:43pm
7.	Policy on the Sale of Course Materials	G. Naterer	Information	3:45 – 3:53pm

8.	Reports from Standing Committees
	a. Senate Steering and Nominating Committee
	  i. SSNC Report
	  ii. Working Group Report on Senate Composition
	MOTION 1 - That the number of seats to be added to the Senate be reconsidered.
	MOTION 2 - That all additional added to Senate be codified under section 3.2 of the Processes and Procedures of Senate.
	MOTION 3 - That the launch of the annual election of Senators be postponed until the first week of March.
	
	b. Academic Planning and Curriculum Committee
	
	MOTION 1 - (For the Faculty of Arts) that new courses and changes to course descriptions, cross-
		a) W. Rodgers
		
		b) G. Naterer
			Decision	3:53 – 4:25pm

	listing of courses be approved. *MOTION 2 - (For the Faculty of IKERAS) that the cross-listing of IKE3250 be approved.* *MOTION 3 - (For the Faculty of Nursing) that a course description and a cross-listing be approved.* *MOTION 4 - (For the Faculty of Science) that new courses, course descriptions and pre-requisites be approved.* *MOTION 5 – That two calendar entries be approved.* c. Committee on Scholarships and Awards	c) A. Trowbridge		
9.	Shout outs	W. Rodgers	Discussion	4:25 – 4:30pm
10.	Closed Session[1] *MOTION: That Senate move to a closed session* *MOTION: That degrees be conferred as recommended* *MOTION: That Senate move to an open session*	W. Rodgers	Decision	4:30 – 4:40pm
11.	Adjournment	W. Rodgers	Procedure	5:00pm

Circulated to Senators on January 23, 2026

Pascal Robichaud,
Secretary of Senate

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[1] The recommendation to confer degrees is confidential. Documents are distributed at the meeting and collected at the end of the closed session.

Minutes of the Academic Senate of the University of Prince Edward Island

Friday, December 19, 2025, 3:00 – 5:00pm

Alumni Hall and via Zoom

Present: W. Rodgers (Chair), K. Mears (Vice-Chair), A. Trowbridge (Secretary to Senate), A. Hsiao, A. Weenie, A. Braithwaite, B. Linkletter, C. Campeanu, C. Chike, D. Magbanua, E. Reid, G. Naterer, H. Sulman, H. Mady, I. Bhalesha, J. Sentance, L. Paredes, M. Arfken, M. von Eccher, M. Clapson, M. Sweeney-Nixon, M. McMahon, M. Turnbull, N. Clark, N. Etkin, P. Drake, P. Bernard, P. Foley, R. Hoersting, R. (Bob) Deziel, R. Dalton, S. Myers, S. Lloyd, S. Hamilton, S. Kresta, T. Mady, T. Jackson, W. Montelpare, W. Whelan, Y. Rashchupkina

Regrets: D. Griffon, J. T. McClure, J. Ngobia, J. McIntyre, M. Buote, <mark>P. Robichaud,</mark> P. Smith, S. Cassidy, T. Walker

Guests: None

Secretariat: R. Ansar, K. Porter, G. Tsoi

OPEN SESSION

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

   W. Rodgers called the meeting to order at 3:01 pm, welcomed members, and acknowledged the land.

2. **Approval of Agenda**

   MOTION: MOVED by W. Montelpare and J. Sentance that the agenda of Senate of December 19, 2025, be approved.

3. **Approval of minutes of November 21, 2025.**

   MOTION: MOVED by T. Jackson and K. Mears that Senate approve the minutes of November 21, 2025, as circulated.

4. **Business Arising from the minutes of November 21, 2025**
   None

5. **Senior Administration Reports**

a) President's Report

The President delivers her report to Senate.

b) Vice-President Academic and Research Report – 3:19

The Vice President Academic presents his report to Senate.

c) Vice-President People and Culture Report

No report as VPPC is away.

6. **Question Period**

a) Questions and Answers Received from Placemats
Placemat questions were submitted at the November 21 meeting of Senate. Those questions and answers provided by management were distributed as part of the meeting materials.

The Chair asks if there are any further questions arising from the Placemat Questions and Answers. No.

b) Questions Received in Advance
No questions were received in advance of the meeting.

c) Question Received from the floor
Q1. On "UPEI by the numbers" the data on the granting of scholarships seems to indicate that UPEI doubling up the awards to students. The number of unique recipients is half of that of awards granted. Are students getting two? **A1.** Some students apply for more than one award, and there are many scholarships with multiple awards. **Q2:** Are we targeting a small number of students or is it open to many? Can we have a breakdown of awards? **A2:** We will provide feedback to the Senate Committee on Scholarships and Awards on how scholarships are broken down. The Committee should have a report at the January meeting of Senate.

7. **Reports from Standing Committees**

a) Senate Steering and Nominating Committee

The Chair presents the report of the *Senate Steering and Nominating Committee*. She notes that, following discussions at the last meeting of Senate, the Committee analyzed the current composition of Senate and confirmed that there are too few seats at Senate to meet the requirement under the Act that Senate be composed of at least 50% of full-time faculty. The Committee recommends that four (4) seats be added to Senate to bring its composition

in compliance with the Act. As there wasn't time to develop a formula for the allocation of additional seats, the Committee recommends that the four (4) seats be filled at large for now. The Committee intends to come back to Senate with a proposal for a formula to allocate the seats.

MOTION: MOVED by S. Kresta and W. Montelpare to make an amendment to the motion that four members are to be added to Senate which will conclude when the Working Group has implemented its recommendation, for a term not to exceed three years. MOTION DEFEATED.

MOTION: MOVED by T. Mady and SECONDED By C. Campeanu that Senate approve a modification to section 3.2 of the Processes and Procedures of Senate adding a line that reads: Four members at Large: Non designated, to be elected at large among all full-time faculty, for a term ending June 30, 2027. CARRIED.

Members noted that some faculty seats remain vacant, including some for the Faculty of Arts.

A discussion ensues regarding the length of term to be granted to those Senators to be appointed to fill the new seats, with some members suggesting that the terms should be only for one year, giving the working group time to present its recommendations without locking in the seats for a full three-year term.

MOTION: Moved by N. Etkins and SECONDED by X that the term of Senators appointed at large to fill the new seats be to June 30, 2027. CARRIED.

The Committee also recommends that the recommendation of allocation formula be developed via a Working Group of SSNC co-chaired by the Vice Chair of Senate and the University Secretary and two Senators.

MOTION: MOVED by K. Mears and SECONDED by M. Turnbull that two Senators, be elected to a Working Group of SSNC on the review of the Composition of Senate. CARRIED.

MOTION: MOVED by P. Drake and SECONDED By T. Jackson that the following Senators, J. Sentance, R. Avoine-Dalton, B. Linkletter, and S. Kresta, be appointed to a Working Group of SSNC on the review of the Composition of Senate. CARRIED.

b) Academic Planning and Curriculum Committee

The VPAR presents the fourth report of the *Academic Planning and Curriculum Committee*, which bares recommendations for modifications to courses at the Faculty of Arts and the Faculty of Science.

MOTION: (For the Faculty of Arts) MOVED by G. Naterer and SECONDED by M. Clapson that change in prerequisite for POLS4020 be approved. CARRIED.

MOTION: (For the Faculty of Science) MOVED by G. Naterer and SECONDED by M. Clapson that course descriptions, changes to prerequisites, changes to course title and description be approved. CARRIED.

8.   Report of Board of Governors to Senate

W. Montlepare delivered the report of the Board of Governors to Senate.

Q1. As per the consideration of a purchase of Land, which land was it? **A1.** Blaze Pizza.

Q2. What occurs when students bring concerns to the Board? **A2**. Typically, the VPAR and the AVP Students will work on solutions for the students' concerns.

Q3. What are the plans for the mansion location? **A3.** W. Montlepare indicated he is in conflict of on this matter and must recuse himself from the response. The Vice President Finance and Administration will provide an update at the next Senate meeting.

Q4. What was the reason to buy this property. What are the plans? **A4.** Purchasing this property will expand the campus to the corner.

9.   Shout outs

The Chairs asks Senators if they wish to send a shout out to members of the University Community.

1. M. Sweeney-Nixon to Dr Malcolm Murray - for participating in Research on Tap on a snowy night.

2. B. Linkletter to Dr. Brian Wagner for being among the top 2% list of researchers.

3. G. Naterer to student athletes who made the University Sports all Canadian, 113 from UPEI.

4. S. Kresta to Lily O'Reilly for grant to get 50 toys to be used by disability kids, lovely participation.

5. S. Lloyd to Information Technology Services for their work on the project with the library.

6. D. Hardy-Cox – to the Student Union for their interesting partnership for the Panthers.

7. R. Deziel to Noel Paul and Christian Lacroix for the artwork at the Duffy Science Centre "Moose Head found".

8. To Corinne Chappell for her book being selected as one of the best books for teens.

9. I. Bhalesha to campus advisors for the work they do.

The Chairs offers the Senate's Thanks to Raisa for her support over the last few months. Willow Anderson returns in the new year.

10.   Adjournment

There being no further business; the Chair calls the meeting to an end at 4:22 pm.

Purpose:	INFORMATION
Subject:	**PID 373118 (99 Belvedere Avenue)**
Prepared by:	Tim J. Walker, Vice-President Administration and Finance
Prepared for:	**UPEI Senate**
Date:	January 22, 2026

ISSUE

What is the current status and UPEI plan regarding property located at PID 373118 (99 Belvedere Avenue)?

BACKGROUND

At a previous meeting of Senate, a Senator posed a question regarding the current status and UPEI plan regarding property located at PID 373118 (99 Belvedere Avenue).

OTHER IMPORTANT INFORMATION

UPEI purchased the above-noted property effective August 29, 2025. In that the owner approached the University directly to initiate a private sale; this was not an expected acquisition.

Nevertheless, UPEI's Campus Plan Update (dated January 2019) forms the basis, and a common understanding with our UPEI community, of capital and space planning at the institution. This plan ultimately envisioned UPEI's acquisition (or partnership to develop) of all privately-owned properties on the south end of Campus including those located along Belvedere Avenue and of which this property is one.

Located in a 'South Campus' zone (as defined by the plan), this property would be "*residential in character*" and *"focused on creating a vibrant space for students to live."* Supporting drawings[1] which accompany the Campus Plan Update suggest green space along almost all properties adjacent to Belvedere.

In fact, UPEI's parking challenges have resulted in the construction of Lot A Annex and Lot A New in previously acquired space along Belvedere.

INFORMATION: ACTION TAKEN

Having unexpectedly acquired this property, UPEI has not yet defined a final use or plan for this space.

UPEI has initiated a competitive process to purchase and move the existing home from the property. Lacking any interest, UPEI will have the home removed. UPEI will then reinstate the property to baseline levels e.g., grade and gravel.

In the short / medium term, it will likely be used as additional parking for students and/or employees while longer term plans are considered.

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[1] Page 11 and 12

INFORMATION: CONCLUSION

UPEI has not developed long-term plans for this recently acquired space. Long-term plans will be considered in the context of our strategic goals and operational plans as well as the Campus Plan Update.

APPENDICES

Not applicable

Consultation of Senate on values and engagement

November 21, 2025

On November 21, the President asked Senators to identify one value or one behaviour in which Senators can engage. The following is the breakdown of Senators' submissions.

Accountability & Integrity

- More transparency in votes (can't read)
- Due diligence transparency
- Communication with appropriate documentation
- Truthfulness, even when messy or not popular
- Practicing honesty and openness
- Do what is right, do not act in personal interest
- Be willing document and explain/rationale your votes, decisions, opinions – due diligence
- Improving awareness and training
    - Do this by engaging UPEI community
    - Peaking out during senate
- Accountability and integrity
- Through its previous documentation and commentaries
- Disclose conflicts and read university act, best int. UPEI
- Say what you do and do what you say
- Due diligence, prepare for meetings defend our views
- Integrity

Academic Freedom

- Grow consultation
- Guard it with my vote
- Engagement & recognition of our relative strengths and expertise
- Academic freedom

Pursuit of Excellence

- Be prepared for senate and engage thoughtfully during senate
- Encourage questions in class – things we can do in Senate to meet that
- Due diligence

Reconciliation

- Ensure changes to and new programs ae made through lens of reconciliation and EDI
- Values – senators – living
- Senators need to take a point of view based in relationality and always consider how our votes ae impacting the wider UPEI community

EDI & sense of belonging

- Ensure Senate/senators are aware of implications of consequences of our talk and decisions = speaking out integrity, etc.
- Considerations of other minority groups in any decisions made
- Engagement – active engagement within community & a willingness to understand and have conversations with people having different perspectives

All values need us all: (1) to have courage and compassion/ care for us all (2) to hold values closely, don't waffle on them.

Additional comments:

- Transparency
- Transparency
- Engaged

Pillars
Thriving people and communities: - Review and promote the review of all policies & procedures incorporating an EDI-AR lens – thriving people and communities - Behaviour – follow (consider?) rules and regulations with care and due diligence

Senators submitted on sticky notes their wishes for:

- Peace fulfillment happiness – stewards.
- Continued growth in the stability, predictability, and collegiality that come with good governance.
- Assumption of good intent (trust building!) I will model and help build trust.
- Grace – encourage seeing an issue from the others viewpoint or position.
- For the world – to have peace – demonstrate it – believe in it – I will be patient – practice patience.
- That the institution put a big focus on student success in the classroom – teaching.
- EQUITY – action – Education (of myself).
- Engagement with the world around us – following through with ideas – action.
- Understanding and acceptance – be open to different approaches to achieve a common goal.
- To slow down and be present - my contribution slow down myself – model work life balance.
- Kindness – student spaces – community among peers.
- Starting with curiosity – ask why.
- Kindness.
- Respect – calling out disrespectful behaviour.
- Peace & rest not just at Christmas but carried into the year.
- Peace – empathy driven decision making.
- Communication.
- Student centred.
- Respectful environments, professionalism and emotional control in uncomfortable situations.
- That we were more collaborative and supportive in innovation and inclusion, working towards a sustainable future for all.
- Develop a thinking world – patience.
- For the world - abundance in every aspect of people's lives – one word: care in every interaction.
- Make sure student voices are heard and enjoy their time at university (determination) (focus) – will do so by bringing up suggestions to improve student life.
- Thoughtful wish for the world to have consideration and awareness in decision making.

BRIEFING NOTE

Subject:	**Revised Sale of Course Materials Policy**
Prepared by:	Greg F. Naterer, Vice-President Academic and Research
Prepared for:	**Senate**
Date:	January 21, 2026

ISSUE

A Review Committee has further modified a revised Sale of Course Materials Policy (a Board policy) based on feedback from two previous Senate meetings and consultation with the university community. This 2nd revision is presented to Senate for information and subsequently the Board for review / approval.

BACKGROUND

The Sale of Course Materials Policy was created in 2002 and due for review in 2007. This review was long overdue so a committee was formed in March 2024 to review and recommend updates to the policy. The committee consisted of Dr. John McIntyre (Chair, English), Katelyn Brown (Library), Dr. Bill Montelpare (AHS), Whitney Jenkins (Bookstore), Dr. Sharon Myers (Dean of Arts), and initially Adam MacKenzie (student), replaced by Noah Mannholland (student) after Adam's convocation in 2025.

The review committee completed its proposed policy revision in February 2025. This revision was presented at the April 2025 meeting of Senate. At the meeting, substantial feedback and suggestions were provided. Further consultation with the university community provided additional feedback. The committee considered that feedback to make additional substantive revisions of the policy over the summer 2025.

A revised version was then presented at the October 2025 meeting of Senate after which further feedback was received. The committee again reconvened to discuss this additional feedback and prepared a 2nd major revision.

Numerous changes were made to the policy since the initial proposed revision. A point of confusion that has arisen is a misunderstanding about "free course materials" and "the instructor selecting course materials". It has been clarified in the scope of the revised policy (Section 3) that the policy "pertains to the financial matters of course and assessment materials - not the selection or content of those materials - which lies under the purview of academic freedom of instructors as pursuant to the Faculty Collective Agreement".

Another concern has been the principle of "assessment materials free of charge". The feedback has been that bundling of assessment and course materials through software may not allow free grading materials.

The committee has reviewed this matter and recommended alternative ways for the student to access an assessment (such as a free access code obtained from the publisher, a free centralized platform for secure sharing, or OER) or an alternative way for a student to demonstrate proficiency of the relevant course material. The committee's perspective has been a student-centered approach.

Given the further feedback from the October 2025 Senate meeting, the committee reconvened and considered the matter again. Two options were explored:

1) Retain the core principle, "assessments free of charge", while allowing alternative options available to the instructor where there is bundling of course and assessment materials; and

2) Create a review process in those difficult cases with bundling of course and assessment materials while retaining a student-centered perspective.

RECOMMENDATION

Add a new Section 5.7 to the revised Sale of Course Materials Policy as follows.

- Where an instructor suggests that no assessment alternative is possible, free of charge, the instructor may request an exception, with their rationale explained in a letter to a review committee sufficiently in advance of the start of the semester. The committee consists of two (2) faculty members / librarians, two (2) students, and a faculty member / librarian appointed by the Board as the committee chair. The committee shall set its own procedures to conduct an investigation and issue its determination of whether there is any viable alternative way for the student to access the assessment materials.

RATIONALE

Although Option #1 has been the previous preference of the review committee, they have further considered the feedback and support a new option (#2).

In a previous version of the revised policy, a clause was included about exceptions.

- 8.8 An exception under Section 8.7 may exist in cases where a subscription, device, or other item necessary to full participation in the course and its methods of assessment is bundled for sale with a textbook by its publisher. Any exceptions must be identified, with their necessity explained in a letter to the Dean, approved by the Dean, and listed in the course outline.

Option #2 is a variation of this previously discussed process of exceptions. However, instead of the Dean making a determination, a review committee would investigate the matter through balanced representation of both faculty members / librarians and students on the committee. In those cases where alternatives to assessments, free of charge, are indeed challenging, a committee would be able to give due consideration to the circumstances when making its determination.

Sale of Course Materials Policy

UPEI Board of Governors Policy

Policy Review Committee
Chair: Dr. John McIntyre

Friday January 30, 2026

Background

- Sale of Course Materials policy created in 2002 and due for review in 2007, so outdated by over two decades

- Review committee formed in April 2024 with representation from faculty, Library, Bookstore, students and administration

- Environmental scan of practices at other Canadian universities

- Consultation and feedback from the university community (May, 2025), and Senate (May and October, 2025)

- Discussion, reconsideration and subsequent revisions by the committee following each stage of feedback

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Clauses 5.6 and 5.7

- 5.6 In cases where students are required to purchase or license a Course Material to access an assessment ... an alternative way for the student to access the assessment ... or an alternative way for a student to demonstrate proficiency of the relevant course material

- 5.7 Where an instructor suggests that no assessment alternative is possible, free of charge, they may request an exception ... to a review committee ... two (2) faculty members / librarians, two (2) students, and a faculty member / librarian appointed by the Board as the committee chair

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Core Principles of 5.6 and 5.7

- Eliminate hidden mandatory fees – course materials have costs, but assessment materials should be free of charge, or else an alternative way for students to demonstrate proficiency

- Pertains to the cost of taking a particular course – not the selection or content of course materials, which lies under the purview of academic freedom of instructors

- University supports and encourages the creation and adoption of Open Educational Resources including open-access assessments

- Where an instructor suggests this is not possible, they may request an exception to a Board committee with balanced representation of faculty / librarians and students

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Student Perspectives

- Hidden mandatory fees are unfair to students because they impose surprise costs beyond advertised tuition, and erode transparency, trapping students after they enroll but cannot access required evaluations without payment

- "Pay-to-pass" model prioritizes publisher profits and predatory digital learning resources over student learning access

- UPEI aims to be a student-centered university that supports student equity and enhanced learning outcomes

- Equitable access to assessments encourages deeper engagement, and reduces barriers to learning and anxiety among students, which improves student retention

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Acknowledgements

Policy Review Committee

- Katelyn Browne (Librarian)

- Dr. Bill Montelpare (AHS)

- Whitney Jenkins (Bookstore)

- Noah Mannholland (Student)

- Dr. Sharon Myers (Dean of Arts)

- Dr. John McIntyre (Committee Chair)

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Questions?

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University of Prince Edward Island Policy		Policy No. admfingnl0003	Revision No. 0
Policy Title Course Materials, Sale Of			**Page 1 of 1**
Creation Date February 6, 2002	**Version Date** January 22, 2026		
Authority Board of Governors	**Review Date** January 22, 2031		
Responsibility Vice-President, Academic and Research		**Access** W	

Current Policy (2002)	Proposed Revision (2025)
1 Purpose The purpose of this policy is to establish rules governing the sale of course materials to students and any associated reimbursement of costs to faculty. **2 Scope** This policy applies to University faculty, instructors and staff. **3 Policy** 3.1 Responsibility for establishment and amendment of this policy rests with the Senior Management Group. 3.2 Responsibility for enforcement of this policy within each Faculty rests with the dean of that Faculty. 3.3 General responsibility for enforcement of this policy rests with the Vice President Finance & Facilities and the Comptroller. **4 Policy on the sale of course**	**1 Purpose** The purpose of this policy is to establish rules governing the sale of course materials to students and any associated reimbursement of costs to faculty. **2 Definitions** 2.1 **Closely Associated Person** and **University Member** have the definitions established in the Conflict of Interest Policy. 2.2 **Course Materials** are physical items, digital materials, and subscriptions that students are required or encouraged to use in a course and include books and other published materials, photocopies, compiled manuals, supplies, software, recordings, and access to online websites or courseware. 2.3 **Open Educational Resources** (OER) means learning, teaching and research materials in any format or medium that reside in the public domain, or under copyright, that have been released under an open license, and that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others. **3 Scope** This policy applies to University faculty, instructors and staff. It pertains to the financial matters of course and assessment materials – not the selection or content of

materials to students: Sale of course materials to students shall be handled through the University Bookstore; or, in the case of incidental cost recovery of photocopied or other materials, by or on behalf of the University department or School. In no case is a faculty member permitted to collect and keep fees for course materials. Course materials include published materials, photocopies, compiled manuals, tapes, CD ROMs and access to on-line web sites. Reimbursement for course material costs incurred by a faculty member (or individuals or companies related to that faculty member) must be approved by the Dean and must be on a cost recovery basis only. For further clarity, cost recovery does not include development time of the faculty member. Only direct out of pocket expenses may be claimed and these must be supported by receipts submitted to the University Accounting department.	those materials – which lies under the purview of academic freedom of instructors as pursuant to the Faculty Collective Agreement. **4 Administration** 4.1 The Vice-President, Academic and Research is responsible for the administration of this policy. **5 Policy** 5.1 Sale of Course Materials to students shall be handled through the University Bookstore; or, in the case of incidental cost recovery of photocopied or other materials, by or on behalf of the University department or School. In no case is a faculty member permitted to collect and keep fees for Course Materials. Course materials shall be made available for purchase by students through the University Bookstore. 5.2 Reimbursement for Course Material costs incurred by a faculty member (or individuals or companies related to that faculty member) must be approved by the Dean and must be on a cost recovery basis only. For further clarity, cost recovery does not include development time of the faculty member. Only direct out of pocket expenses may be claimed and these must be supported by receipts submitted to the University Accounting department. 5.3 In cases where a University Member or Closely Associated Person assigns a Course Material from which one or the other will receive a royalty payment or sales revenue, whether personally or to a

corporate or investment fund, a declaration shall be made as per the Conflict of Interest Policy.

5.4   The University encourages the creation and adoption of Open Educational Resources where possible and reasonable. It further supports instructors in securing or developing open-access assessment materials and tools.

5.5   Instructors must include a list in the syllabus or course outline of all required Course Materials, including costs and whether they include assessments that will be part of a student's grade in the course (such as simulations, online quizzes, tests or assignments). The University Bookstore shall compile a list of courses requiring additional fees for assessments and make that list publicly available. If an instructor's role in authoring, editing, publishing, or distributing a Course Material with required costs is not listed on the Course Material itself, that role must also be disclosed in the syllabus.

5.6   In cases where students are required to purchase or license a Course Material to access an assessment, the instructor must either provide an alternative way for the student to access the assessment (such as a free access code obtained from the publisher, a free centralized platform for secure sharing, or OER) or an alternative way for a student to demonstrate proficiency of the relevant course material, provided that the student makes such a request within the first week of the

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semester.

5.7   Where an instructor suggests that no assessment alternative is possible, free of charge, they may request an exception, with their rationale explained in a letter to a review committee sufficiently in advance of the start of the semester. The committee consists of two (2) faculty members / librarians, two (2) students, and a faculty member / librarian appointed by the Board as the committee chair. The committee shall set its own procedures to conduct an investigation and issue its determination of whether there is any viable alternative way for the student to access the assessment materials.

University of Prince Edward Island Policy	Policy No. admfingnl0003	Revision No. 0
Policy Title Course Materials, Sale Of		Page 1 of 1
Creation Date February 6, 2002	Version Date January 22, 2026	
Authority Board of Governors	Review Date January 22, 2031	
Responsibility Vice-President, Academic and Research	Access	W

Deleted: February 6, 2002

Deleted: February 6, 2007

Deleted: Deans, VP Finance & Facilities, Comptroller

1   Purpose

The purpose of this policy is to establish rules governing the sale of course materials to students and any associated reimbursement of costs to faculty.

2   Definitions

2.1   **Closely Associated Person** and **University Member** have the definitions established in the Conflict of Interest Policy.

2.2   **Course Materials** are physical items, digital materials, and subscriptions that students are required or encouraged to use in a course and include books and other published materials, photocopies, compiled manuals, supplies, software, recordings, and access to online websites or courseware.

2.3   **Open Educational Resources** (OER) means learning, teaching and research materials in any format or medium that reside in the public domain, or under copyright, that have been released under an open license, and that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

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3   Scope

This policy applies to University faculty, instructors and staff. It pertains to the financial matters of course and assessment materials – not the selection or content of those materials – which lies under the purview of academic freedom of instructors as pursuant to the Faculty Collective Agreement.

4   Administration

4.1   The Vice-President, Academic and Research is responsible for the administration of this policy.

5   Policy

5.1   Sale of Course Materials to students shall be handled through the University Bookstore; or, in the case of incidental cost recovery of photocopied or other materials, by or on behalf of the University department or School. In no case is a faculty member permitted to collect and keep fees for Course Materials. Course

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¶
General responsibility for enforcement of this policy rests with the Vice President Finance & Facilities and the Comptroller.¶
¶
4

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materials shall be made available for purchase by students through the University Bookstore.

5.2   Reimbursement for Course Material costs incurred by a faculty member (or individuals or companies related to that faculty member) must be approved by the Dean and must be on a cost recovery basis only. For further clarity, cost recovery does not include development time of the faculty member. Only direct out of pocket expenses may be claimed and these must be supported by receipts submitted to the University Accounting department.

5.3   In cases where a University Member or Closely Associated Person assigns a Course Material from which one or the other will receive a royalty payment or sales revenue, whether personally or to a corporate or investment fund, a declaration shall be made as per the Conflict of Interest Policy.

5.4   The University encourages the creation and adoption of Open Educational Resources where possible and reasonable. It further supports instructors in securing or developing open-access assessment materials and tools.

5.5   Instructors must include a list in the syllabus or course outline of all required Course Materials, including costs and whether they include assessments that will be part of a student's grade in the course (such as simulations, online quizzes, tests or assignments). The University Bookstore shall compile a list of courses requiring additional fees for assessments and make that list publicly available. If an instructor's role in authoring, editing, publishing, or distributing a Course Material with required costs is not listed on the Course Material itself, that role must also be disclosed in the syllabus.

5.6   In cases where students are required to purchase or license a Course Material to access an assessment, the instructor must either provide an alternative way for the student to access the assessment (such as a free access code obtained from the publisher, a free centralized platform for secure sharing, or OER) or an alternative way for a student to demonstrate proficiency of the relevant course material, provided that the student makes such a request within the first week of the semester.

5.7   Where an instructor suggests that no assessment alternative is possible, free of charge, they may request an exception, with their rationale explained in a letter to a review committee sufficiently in advance of the start of the semester. The committee consists of two (2) faculty members / librarians, two (2) students, and a faculty member / librarian appointed by the Board as the committee chair. The committee shall set its own procedures to conduct an investigation and issue its determination of whether there is any viable alternative way for the student to access the assessment materials.

Deleted: Course materials include published materials, photocopies, compiled manuals, tapes, CD ROMs and access to on-line web sites.

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Committee Report to Senate

Committee Name: Senate Steering and Nominating Committee

Committee Meeting Date: 12/11/2025

Attendance: Wendy Rodgers, Kim Mears, Erin Reid, Andrea Trowbridge, Lucianna Quiroa Paredes, Pascal Robichaud

Regrets: None

Senate Meeting Date: 1/30/2026

Items Discussed

- The Committee considered the possibility of not convening a meeting of Senate in December, as attendance might light and there may not be important topics for discussion. As there is a need to resolve the question of the composition of Senate without delay, it is felt that a meeting is warranted.
- The Committee reviewed the draft agenda of Senate.
- The Fourth Curriculum Report was received, with no alterations recommended.
- The Committee discussed the matter of the composition of Senate. There is currently concern at Senate that its composition might be imbalanced or non-compliant with the Act. The Secretary prepared a report indicating that, according to faculty seats granted under the Act and those added by Senate under section 3.2 of the Processes and Procedures of Senate, there would be need to add four seats to Senate to ensure that it has at least 50% of faculty members.
- The Committee discussed it operations with a will to more thoroughly engage members. It is suggested that there be a shared folder on SharePoint that could allow members to contribute to the production and review of documents.
- The Committee noted that the initial call for the election of members to the Senate Integrity Committee was problematic and needs to be redone. The call will be relaunched early in the new year.

- The Secretary suggested that there should be drafting standards for the agenda and minutes of Senate to help the Committee deliver on its role to approve the agenda of Senate and review the minutes before they are provided to members.
- The Committee discussed some challenges in the management of the membership of Senate in part due to lack of information about sabbaticals. The Secretariat sometimes finds out about sabbaticals after they've started. The Processes and Procedures of Senate are also silent as to the way to handle sabbaticals.

Decisions Taken

- Senate will meet in December as there are important matters to resolve.
- Recommend to Senate the addition of four seats for full-time faculty and that those seats be filled at-large while Senate awaits recommendations from a Working Group on the Composition of Senate. The Working Group would be co-chaired by the Vice Chair of Senate and the University Secretary, to whom would be added to Senators chosen by Senate. While the Working Group is operational, a standing item of business for its report will be added to the agenda of SSNC.
- That drafting standards for the drafting of minutes and agendas of Senate be developed.

Recommendations to Senate

- Agenda of Senate
- Addition of Seats to Senate
- Creation of a Working Group on the Composition of Senate

Purpose:	DECISION
Subject:	**Composition of Senate**
Prepared by:	Pascal Robichaud, University Secretary
Prepared for:	**Senate Steering and Nominations Committee**
Date:	January 22, 2025

ACTION

Recommend to Senate a modification to the number of seats to be added to Senate and the delay of annual election of Senators.

BACKGROUND

First meeting of the Working Group

The *Working Group on the Composition of Senate* met for the first time on January 16 and agreed a timeline for its work and recommendations to Senate as follows:

- January 16 - First Meeting of the WG - 10:30am-12pm, KMB205A
- January 22 - Discussion at SSNC with report to be added to Senate agenda
- January 30 - Report to Senate with recommendation on elections
- February 9 - Second Meeting to resolve recommendations
- February 19 - Discussion at SSNC with recommendations to be added to the agenda of Senate
- February 27 - Presentation of recommendation to Senate.

Composition of Senate

The University Act allots 19 seats at Senate for faculty, i.e.: 8 for the Faculty of Arts, 4 for the Faculty of Science, 4 for the Faculty of Veterinary Medicine, 1 for the Faculty of Education, 1 for the Faculty of Business Administration and one for the Faculty of Nursing[1]. The Act also prescribes that faculty "shall constitute not less than one-half of the total membership of the Senate." To ensure that Senate's composition always respects that rule knowing that the number of managers of the University who automatically become members of Senate can vary, the Act enables Senate to add seats for full-time faculty. Senate added three seats under section 3.2 of its *Processes and Procedures*[2]: 1 for IKERAS, 1 for Engineering and 1 for the Library. This is the calculation that was brought to Senate in December to support a recommendation that four seats be added to Senate to ensure that faculty constitute at least 50% of Senate.

Following the December 19 meeting of Senate, it was revealed that three seats have been added to Senate for which there is no recorded decision of Senate. However, the seats are present in the Senate and have been filled via elections. With those seats added to those prescribed under the Act and those added by Senate the *Processes and Procedures of Senate*, the number of Seats to be added to Senate to ensure that it be composed of at least 50% of faculty is not four, as previously recommended, but one to counterbalance the resumption of a seat by the Associate Vice President Students (AVPS). Therefore, the *Working Group on the Composition of Senate*[3] and the *Senate Steering and Nominating Committee* believe that Senate should reconsider the number of seats to be added.

It is important to note that the decision as per the number of seats at Senate should be based on considerations of composition, not complement. Composition means that number and category of seats, while complement means those individuals who hold a seat.

The composition of Senate, before the December 19 decision, stands as follows:

Non-Faculty President (1), Vice Presidents (3), Registrar (1), Deans (11), AVPS (1), Alumni (1), Board (1), students (7)	26
Faculty seats under the Act	19
Faculty seats added under section 3.2	3
Other seats added	3

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[1] See article 22, paragraph (1), section (k) of the University Act.
https://www.princeedwardisland.ca/sites/default/files/legislation/u-04-university_act.pdf

[2] See section 3.2, page 3 of the Processes and Procedures of Senate
https://files.upei.ca/policy/senate_processes_and_procedures_govsen_gnl0004.pdf

[3]

Total faculty Seats	25
Faculty seats to add to balance	1

Modification of the Processes and Procedures of Senate

No matter the decision of Senate as per the number of Seats, all seats added to Senate should be codified under section 3.2. the *Processes and Procedures of Senate.*

Timeline and Annual Elections

As the *Working Group on the Composition of Senate* will need time to prepare recommendations for the allocation of additional seats and to ensure that elections are carried out at the same time for all seats to be filled, it is recommended that the annual elections be delayed. Under the *Processes and Procedures of Senate*, the electoral process should start on February 10. The Working Group recommends that this be postponed until the first week of March. There would still be more the enough time to resolve the election of senators before the start of the next term of office on July 1, 2026.

RECOMMENDATIONS

1. **That the number of seats to be added to Senate be reconsidered.**
2. **That all additional seats added to Senate be codified under section 3.2 of the *Processes and Procedures of Senate*.**
3. **That the launch of the annual election of Senators be postponed until the first week of March.**

Non-Faculty	Faculty
1. Wendy Rodgers	1. Ann Braithwaite, DSJS
2. Andrea Trowbridge	2. James Sentance, Economics
3. Donna Hardy Cox	3. John McIntyre, English
4. Tim Walker	4. Magdalena von Eccher, Music
5. Greg Naterer	5. Yuliya Rashchupkina, Political Science
6. Jane Ngobia	6. Raquel Hoersting, Psychology
7. Simon Lloyd	7. Vacant , Arts
8. Nola Etkin	8. Vacant, Arts
9. Dominique Griffon	9. Paul Bernard, AVC
10. Suzanne Kresta	10. Peter Foley, AVC
11. Tarek Mady	11. J Trenton McClure, AVC
12. Patrice Drake	12. Melanie Buote, AVC
13. Sharon Myers	13. Terri Jackson, Education
14. Preston Smith	14. Erin Reid, FAL-IKERAS
15. Marva Sweeney-Nixon	15. Kim Mears, FAL -Library
16. Miles Turnbull	16. Scott Cassidy, Business
17. Angelina Weenie	17. Nancy Clark, Nursing
18. Inara Bhalesha	18. William Montelpare, AHS
19. Mary Anne McMahon	19. Robert (Bob) Deziel, Biology
20. Luciana Paredes	20. Marissa Clapson, Chemistry
21. Deanelle Magbanua	21. Barry Linkletter, Chemistry
22. Rose-Avoine Dalton	22. Amy Hsiao, Engineering
23. Hadiqa Sulman	23. Stephanie Hamilton, FAL
24. Hasna Mady	24. Cezar Campeanu, FAL
25. Chikeruba Chika	25. William Whelan, FAL
26. Vacant, Mature Student	26. NEW FAL (as of December 2025)

Non Voting Guests

Pascal Robichaud, Secretary

Andrea Bourque, Representative of the UPEI Faculty Association

APPENDIX B

Possible codification of additional seats under section 3.2 of the Processes and Procedures of Senate

Current section

3.2 Members at Large

Faculty Members at Large enumerated below are elected from among and by faculty to ensure members of the faculty shall constitute not less than one-half of the total membership of the Senate: Member at Large Designated to the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies Member at Large Designated to the Faculty of Sustainable Design Engineering Member at Large Designated to the Library

Amended section

3.2 Additional Seats

Pursuant to article 22, paragraph (2) of the University Act, the following seats are added to Senate above and beyond those established under the Act to ensure that faculty constitutes not less than one-half of the total membership of the Senate:

- One seat for the *Faculty of Indigenous Knowledge, Education, Research and Applied Studies*
- One seat for the *Faculty of Sustainable Design Engineering*
- One seat for the Library
- One seat for the *Faculty of Medicine*
- three seats for the elected from and among all full-time faculty of the University[4]

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[4] Assuming that Senate will add one seat. Number would be revised if Senate chooses to add more.

Fifth Curriculum Report
January 6, 2026 (APCC)
January 30, 2026 (Senate)

SUMMARY OF CHANGES

SUMMARY OF CHANGES

Faculty of Science

Summary of Motions

Faculty of Arts

#	Type of Motion	Motion
1.	New Course Proposal	HIST 1160
2.	New Course Proposal	HIST 2120
3.	Course Description Change	HIST 2610
4.	Course Description Change	HIST 2620
5.	New Course Proposal	HIST 3112
6.	Course Description Change	HIST 3710
7.	Course Description Change	HIST 3720
8.	Course Description Change	HIST 3950
9.	Course Description Change	HIST 4320
10.	New Course Proposal	POLS 3210
11.	New Course Proposal	RS 1160
12.	Cross-Listing Change	RS 3112

CALENDAR & CURRICULUM CHANGE   Motion # 1

Revision is for a: Cross-listing Change

Faculty/School/Department: Arts

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

MOTION: ☐ That the course listed below be cross-listed with Religious Studies

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
1160 THE DEVIL IN WESTERN SOCIETY: HISTORICAL THEMES From Megiddo and Patmos, through the sewers of nineteenth-century Paris and into the studios of America's televangelists, this course will examine how the figure of the devil has been made and remade over the centuries in response to broader historical trends. Topics may include: the ancient combat myth; the devil in the Christian scriptures; Satan and Lucifer; the devil and the saints; the idea of hell; monks and demons; demonic witchcraft; the development of exorcism; Protestant devils; the devil in art, literature and film; the demonization of outsiders; devils and the New World and Old; comedic devils; and the devil in the modern American consciousness. Three credit hours	1160 THE DEVIL IN WESTERN SOCIETY: HISTORICAL THEMES From Megiddo and Patmos, through the sewers of nineteenth-century Paris and into the studios of America's televangelists, this course will examine how the figure of the devil has been made and remade over the centuries in response to broader historical trends. Topics may include: the ancient combat myth; the devil in the Christian scriptures; Satan and Lucifer; the devil and the saints; the idea of hell; monks and demons; demonic witchcraft; the development of exorcism; Protestant devils; the devil in art, literature and film; the demonization of outsiders; devils and the New World and Old; comedic devils; and the devil in the modern American consciousness. Cross-listed with Religious Studies 1160 Three credit hours

Rationale for Change: Improve student options

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

Authorization	*Date:*
Departmental Approval: Richard Raiswell	November 18, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2024

NEW COURSE PROPOSAL

Motion # 2

Faculty/School: **Arts**

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

MOTION: **That the course described below be added to the offerings of the History Department**

Course Number and Title	HIST2120: History in Action: Experiencing the Past through Roleplay
Description	History is about far more than names and dates. It is about understanding why events unfolded as they did and assessing their consequences. In this course, students go beyond the usual lectures to engage with the past as it was experienced by people at the time through an immersive role-playing game. Students take on historical characters, and through debates, discussions and negotiations with other characters and factions, they work their way through an actual historical event. This active-learning approach allows students to grasp the forces and ideas that shaped historical decisions, and to understand why events turned out the way they did. Games will vary from year to year but students can only take this course for credit once.
Cross-Listing	None
Prerequisite/Co-Requisite	None
Credit(s)	3
Notation	

This is: An Elective Course   **Grade Mode:** Numeric (Standard)

Anticipated Enrolment: 25

Rationale for New Course: This course employs the award-winning, active-learning, role-playing pedagogy developed by the *Reacting to the Past* Consortium at Barnard College in the United States. In *Reacting* games, students assume the roles of historical figures and work their way through carefully constructed, historically accurate scenarios that help them understand why events unfolded as they did. Students learn through engagement—communicating, collaborating, and competing with peers to advance their characters' objectives, informed by close readings of contemporary documents and other primary sources. Because the knowledge they acquire is immediately useful, these courses also encourage substantial independent research. The games promote critical analysis, intellectual risk-taking, imaginative problem-solving, and leadership as students work together to find solutions to complex historical issues. Not only do students in *Reacting* classes develop a far more sophisticated understanding of historical events than an ordinary lecture course, they also learn historical empathy—that is, the capacity to understand and take seriously perspectives at odds with their own, without condescension or anachronistic judgment. Beyond these academic benefits, research shows that students who participate in *Reacting* courses early in their university careers report a more positive overall university experience. Assuming the role of a historical figure reduces the perceived social cost of

NEW COURSE PROPOSAL   Motion # 2

speaking in class—an effect that carries forward into subsequent studies. Moreover, because gameplay requires collaboration amongst students who may not previously know one another, the experience helps break down existing social cliques and fosters stronger classroom communities. In this way, *Reacting* courses enhance engagement, improve attendance and contribute positively to student retention. For an introduction to the scholarly literature on this pedagogy, see Mark Carnes, *Minds on Fire: How Role-Immersion Games Transform College* (Harvard, 2014), and visit the *Reacting Consortium*'s website: https://reactingconsortium.org/. The *Reacting Consortium* has developed and peer-reviewed more than 40 games. This course would draw from these, rotating titles each year to ensure variety and to prevent the sharing of "game secrets" between cohorts. While the course content will vary, the pedagogical advantages will remain the same. I have run this course as a special topics at the 2nd-year level and have a *Reacting to the Past* component integrated into my HIST4165. The SOTS from both these classes are overwhelmingly enthusiastic. Many students note that on reflection they did far more work than they would normally have done in a class—although they did not notice that that was the case at the time! [This was written nicely paragraphed; however, this form won't accommodate new paragraphs].

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: none

Resources Required: None

In offering this course will UPEI require facilities or staff at other institutions: No
If yes, please explain.

Authorization	Date:
Departmental Approval: Richard Raiswell	October 29, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Graduate Studies Dean's Approval: n/a	n/a.
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

NEW COURSE PROPOSAL   **Motion # 2**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

To be completed by the liaison and/or collections librarian.
Note that the submitting program is required to allow the library staff two weeks to complete this.

Existing resources:
- Collections – Print books, Ebooks, other physical media, other online media, subscriptions, other
  - **Books, e-books, and articles:**
    Relevant subject headings include:
    - Canadian History ([53,591](#))
    - American History ([835,707](#))
    - British History ([108,742](#))
    - Irish History ([39,574](#))
    - European History ([157,496](#))
    - Asian History ([43,075](#))
    - Southeast Asian History ([7,667](#))
    - Chinese History ([87,736](#))
    - Japanese History ([39,341](#))
    - Russian History ([57,120](#))
    - Scandinavian History ([1,553](#))
    - Indigenous History ([7,281](#))
    - Women's history ([122,675](#))
    - Historical figures ([7,249](#))
    - Historical events ([35,195](#))
    - Historical learning ([1,136](#))
    - Historical debate ([1,753](#))

  - **Databases:**
    - Academic Collection Complete (Proquest)
    - Academic Search Complete
    - American Decades, 1900-2000
    - ACUP/Ebound through ScholarsPortal
    - America: History and Life
    - American History Primary Sources through 2009
    - American Indian History Collection
    - Bibliography of Indigenous Peoples in North America
    - Biography and Genealogy Master Index
    - Blackpast
    - Canada Commons
    - Canadian Census Analyzer (via CHASS)
    - Canadiana Online
    - Canadian Business & Current Affairs
    - China: Trade, Politics and Culture, 1793-1980 (Adam Matthew Digital)
    - Contemporary Black Biography
    - Early Canadiana Online
    - Early Encounters in North America
    - Eighteenth Century Journals I & II (Adam Matthew Digital)
    - Empire Online (Adam Matthew Digital)
    - English Historical Documents

NEW COURSE PROPOSAL   **Motion # 2**

- Exploring Race in Society
- Feminae: Medieval Women and Gender Index
- Frontier Life: Borderlands, Settlement & Colonial Encounters
- Gale In Context: U.S. History
- Gale In Context: World History
- Gale OneFile: U.S. History
- Gale OneFile: World History
- Gale Virtual Reference Library
- Heritage Project (Canadiana)
- Historical Abstracts (European and World history)
- Indigenous Peoples of North America
- Ingenta
- iPortal
- Iter Bibliography
- Medieval Travel Writing (Adam Matthew Digital)
- Military & Government Collection
- North American Immigrant Letters, Diaries, and Oral Histories
- North American Indian Thought and Culture
- North American Women's Letters and Diaries
- Our Roots / Nos Racines
- Mass Observation Online (Adam Matthew Digital)
- Slavery, Abolition and Social Justice, 1490-2007 (Adam Matthew Digital)
- South Asia Open Archives (SAOA)
- ViVa: A Bibliography of Womens History in Historical and Womens Studies Journals
- Women and Social Movements in the United States,1600-2000

- **Journals (Peer Reviewed):**
  - Subject: History (General) = 318 Peer-reviewed journals
  - Subject: History (Africa) = 86 Peer-reviewed journals
  - Subject: History (Asia) = 271 Peer-reviewed journals
  - Subject: History (Central Europe) = 13 Peer-reviewed journals
  - Subject: History (Eastern Europe) = 23 Peer-reviewed journals
  - Subject: History (France) = 22 Peer-reviewed journals
  - Subject: History (Germany) = 15 Peer-reviewed journals
  - Subject: History (Great Britain) = 51 Peer-reviewed journals
  - Subject: History (Greece) = 12 Peer-reviewed journals
  - Subject: History (Italy) = 19 Peer-reviewed journals
  - Subject: History (Northern Europe. Scandinavia) = 15 Peer-reviewed journals
  - Subject: History (Russia. Soviet Union. Former Soviet Republics) = 37
  - Subject: History (Spain) = 26 Peer-reviewed journals
  - Subject: History (Greco-Roman world) = 40 Peer-reviewed journals
  - Subject: History (America) = 40 Peer-reviewed journals
  - Subject: History (British America) = 22 Peer-reviewed journals
  - Subject: History (Latin America. Spanish America) = 142 Peer-reviewed journals
  - Subject: History (United States) = 80 Peer-reviewed journals
  - Subject: History (United States local history) = 48 Peer-reviewed journals

- **Other online media:**

NEW COURSE PROPOSAL   Motion # 2

Digital Newspapers Collections:
- Chronicling America (Library of Congress historical newspapers)
- Eureka
- Globe & Mail: Canada's Heritage 1844-2019
- Independent Voices
- Islandnewspapers.ca
- Newsbank Access World News Canada
- New York Times
- Times Digital Archive 1785-2014

- Interdisciplinary packages that include content that support this course:
    o The library subscribes to interdisciplinary journal packages with Wiley, Springer, Oxford, Sage, Taylor and Francis, and Project Muse
    o The library subscribes to interdisciplinary ebook packages with Ebsco, Proquest, JStor, Wiley, Cambridge, Elsevier, and Project Muse.

- Physical Space in Library (other than collections, explain): N/A

- Library Administrative/Research Support:
  The History, Political Science, and Island Studies liaison librarian provides research assistance to both students and faculty as needed.

New resources needed to support this proposal:
- Collections:
    o Monographs **– None.**
    o Subscriptions/Databases **– None.**
    o Other including potential Open Educational Resources (OERs) **– None.**
- Physical Space in Library (other than collections, explain) **– None.**
- Library Administrative/Research Support **– None.**
- Other One-Time or Ongoing Library expenses (e.g. software licenses, explain) **– None.**

Summary of additional budget allocation required:
- First year startup: $ _____ in first fiscal year the course/program is offered **– N/A**
- Additional startup years: $_____ in second year, $_____ in third year…. **– N/A**
- Annual: $_____ in addition to the startup figure(s) above starting in the fiscal year **– N/A**
  AFTER the year the course is first offered
    o 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	October 29, 2025
Name of Librarian to be Contacted with Questions	Juanita Rossiter
Approved by University Librarian or Designate	Simon Lloyd
Date Approved by UL or Designate	November 13, 2025

CALENDAR & CURRICULUM CHANGE   Motion # 3

Revision is for a: Course Description Change

Faculty/School/Department: Arts

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

<u>**MOTION:**</u> ⬚ That the change indicated below be made to the course description of HIST 2610.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
2610 BRITAIN IN THE AGE OF REVOLUTIONS: 1688-1860 This course surveys the major political, social and cultural developments in British history from the "Glorious Revolution" of 1688 to the age of the industrial revolution. Topics include the changing role of the monarchy, political patronage and social elites, crime and the law, radical political movements in the era of the French revolution, the growth of industrialization and its impact on working and living conditions, poverty and disease in Victorian cities, Irish nationalism, family life and "Victorian values," and imperial conflicts in India and the Crimea. Lecture: Three hours a week	2610 BRITAIN IN THE AGE OF REVOLUTIONS: 1688-1860 This course surveys the major political, social and cultural developments in British history from the "Glorious Revolution" of 1688 to the age of the industrial revolution. Topics include the changing role of the monarchy, political patronage and social elites, crime and the law, radical political movements ~~in the era of the French Revolution~~, <u>imperial conflicts in North America and India and their impact on Indigenous and colonized peoples</u>, the growth of industrialization and its impact on working and living conditions, poverty and disease in Victorian cities, Irish nationalism, family life and "Victorian values," ~~and imperial conflicts in India and the Crimea~~ <u>religion and science</u>. Lecture: Three hours a week

<u>**Rationale for Change:**</u> Updated description more accurately reflects course content.

<u>**Effective Term:**</u> FALL 2026

<u>**Implications for Other Programs:**</u> none

<u>**Impact on Students Currently Enrolled:**</u>   none

Authorization	*Date:*
Departmental Approval: Richard Raiswell	November 20, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

UNIVERSITY of Prince Edward ISLAND

CALENDAR & CURRICULUM CHANGE   Motion # 4

Revision is for a: Course Description Change

Faculty/School/Department: Arts

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

MOTION: ⬚ That the change indicated below be made to the course description and course title for HIST 2620.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
2620 RULE BRITANNIA TO COOL BRITANNIA: BRITAIN 1860-2000 This course surveys British political and social developments from the period of Victorian British imperialism to the era of "Swinging London" and "Cool Britannia" at the end of the 20th century. Topics include the advent of a democratic political system, the rise of the labour movement, suffragette protest, Irish nationalism, the repercussions of World Wars I and II, post-war popular culture, and the era of Thatcherism. Lecture: Three hours a week	2620 RULE BRITANNIA TO COOL BRITANNIA: ~~BRITAIN~~ 1860-2000 This course surveys British political and social developments from the period of Victorian British imperialism to the era of "Swinging London" and "Cool Britannia" at the ~~end~~ _close_ of the 20th century. Topics include the advent of a democratic political system, the rise of the labour movement, suffragette protest, Irish nationalism, _post-colonial analysis of British imperial policies and conflicts,_ the repercussions of World Wars I and II, _new immigrant communities,_ post-war popular culture, _the emergence of multicultural British identities,_ and the era of Thatcherism. Lecture: Three hours a week

Rationale for Change: Updated description more accurately reflects current content

Effective Term: FALL 2026

Implications for Other Programs: none

Impact on Students Currently Enrolled: none

Authorization   *Date:*

Departmental Approval: Richard Raiswell	November 20, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2024

CALENDAR & CURRICULUM CHANGE   Motion # 5

Revision is for a: Cross-listing Change

Faculty/School/Department: Arts

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

MOTION: ⬚ That the course listed below be cross listed with Religious Studies

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
3112 THE AGE OF UNCERTAINTY; WESTERN EUROPE, 1450-1650 The period between 1500 and 1648 is generally described as the age of the European reformations. But it was also a period of great intellectual and technological foment as the medieval worldview cracked under the strain of new discoveries, new inventions and the rise of new social, cultural and economic forces. This course investigates these changes and the sense of uncertainty they spawned on the cusp of the modern age. Topics may include: the information revolution; the rise of Protestantism and its consequences; the European Reconnaissance; state building and state power; the reformations in gender relations, social structures and culture. PREREQUISITE: Student must have second year standing or above OR have permission of the instructor. Three semester hours of credit	3112 THE AGE OF UNCERTAINTY; WESTERN EUROPE, 1450-1650 The period between 1500 and 1648 is generally described as the age of the European reformations. But it was also a period of great intellectual and technological foment as the medieval worldview cracked under the strain of new discoveries, new inventions and the rise of new social, cultural and economic forces. This course investigates these changes and the sense of uncertainty they spawned on the cusp of the modern age. Topics may include: the information revolution; the rise of Protestantism and its consequences; the European Reconnaissance; state building and state power; the reformations in gender relations, social structures and culture. <u>Cross-listed with Religious Studies 3112</u> PREREQUISITE: Student must have second year standing or above OR have permission of the instructor. Three semester hours of credit

Rationale for Change: Improve student options

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

Authorization   *Date:*

Departmental Approval: Richard Raiswell	November 18, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2024

CALENDAR & CURRICULUM CHANGE   Motion # 6

Revision is for a: Course Description Change

Faculty/School/Department: Arts

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

MOTION: ⬜ To have the change in the course description for HIST 3710: The Atlantic World I be approved as proposed.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
3710 THE ATLANTIC WORLD I This course examines the emergence of an Atlantic world through the European "discovery," conquest, and colonization of the Americas. The interaction of West African, Western European and Aboriginal American peoples, and the societies and institutions they developed, is the focus of the course. Spanish, English, French and Portuguese activity in the Atlantic and the Americas is surveyed, with particular attention given to topics such as labour systems, religious patterns, agriculture, and the nature of colonial societies before 1700. PREREQUISITES: Second Year standing or above, or permission of the instructor Lecture: Three hours a week	3710 THE ATLANTIC WORLD I ~~This course examines the emergence of an Atlantic world through the European "discovery," conquest, and colonization of the Americas. The interaction of West African, Western European and Aboriginal American peoples, and the societies and institutions they developed, is the focus of the course. Spanish, English, French and Portuguese activity in the Atlantic and the Americas is surveyed, with particular attention given to topics such as labour systems, religious patterns, agriculture, and the nature of colonial societies before 1700.~~ <u>This course examines the emergence of an "Atlantic World" through an exploration of the interactions of West African, Western European and Indigenous American peoples, and of the societies and identities that were developed as a result of those interactions. The period covered is roughly the 1400s through the early 1800s. Course assignments are all writing intensive, and a key outcome for the course is improved written communication skills.</u> PREREQUISITES: Second Year standing or above, or permission of the instructor Lecture: Three hours a week

Rationale for Change: This course is no longer taught from a Eurocentric orientation. The new language more accurately describes the course contents.

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

CALENDAR & CURRICULUM CHANGE   Motion # 6

Authorization	Date:
Departmental Approval: Richard Raiswell	November 25, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2024

CALENDAR & CURRICULUM CHANGE   Motion # 7

Revision is for a: Course Description Change

Faculty/School/Department: Arts

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

MOTION: ⬚ To have the change in the course description for HIST 3720: The Atlantic World II be approved as proposed.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
3720 THE ATLANTIC WORLD II This course traces the emergence of a maturing Atlantic world from the latter 1600s to the period of independence. The shape and interaction of the English, French, Spanish and Portuguese and their colonial empires, together with the continuing relationship with African and Aboriginal American peoples, is the focus of study. Slavery, the plantation system, differing patterns of development, and political independence are given particular attention. PREREQUISITES: Second Year standing or above, or permission of the instructor Lecture: Three hours a week	3720 THE ATLANTIC WORLD II ~~This course traces the emergence of a maturing Atlantic world from the latter 1600s to the period of independence. The shape and interaction of the English, French, Spanish and Portuguese and their colonial empires, together with the continuing relationship with African and Aboriginal American peoples, is the focus of study. Slavery, the plantation system, differing patterns of development, and political independence are given particular attention.~~ <u>This course explores the history of the Atlantic World from the 19th century to the present. It provides both a survey understanding of how peoples situated in Europe, Africa, and the Americas interacted with and impacted each other over this period, and a series of case studies that allow students to gain clearer insight to how social change occurred over time. Some of the subjects explored include the history of transatlantic migrations, social movements, political change, economic evolution, and identity transformations.</u> PREREQUISITES: Second Year standing or above, or permission of the instructor Lecture: Three hours a week

Rationale for Change: This course is no longer taught from a Eurocentric orientation. The new language more accurately describes the course contents.

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

CALENDAR & CURRICULUM CHANGE   Motion # 7

Authorization	Date:
Departmental Approval: Richard Raiswell	November 26, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2024

CALENDAR & CURRICULUM CHANGE   Motion # 8

Revision is for a: Course Description Change

Faculty/School/Department: Arts

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

MOTION: ⬜ To have the change in the course description for HIST3950, American Immigration History be approved as proposed. Also to have the change in the course's name be approved as proposed

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
3950 Race & Ethnicity in American Life: A History of Immigration The history of immigration focuses on the voluntary movement of peoples from Europe and Asia to the United States from the colonial era to the present. Topics include early settlement and migration, indentured servitude, the European origins and American destinations of the successive waves of immigrants, rural and urban immigrant life, Asian immigration, changing immigration law, and the new ethnicity. Through an examination of the immigrant experience in America, this course develops an understanding of the multiplicity and diversity of American society. PREREQUISITS: History 2410/2420 or permission of the instructor Lecture/Seminar: Three hours a week	**3950** ~~**Race & Ethnicity in American Life: A History of Immigration**~~ <u>Migration in United States History</u> ~~The history of immigration~~ <u>This course</u> focuses on the ~~voluntary~~ <u>free and forced</u> movement of peoples from Europe, ~~and~~ Asia, <u>and Africa</u> to <u>(and from)</u> the United States from the colonial era to the present. ~~Topics~~ <u>Case Studies</u> include early settlement, ~~and migration~~, <u>immigration and emigration; the transatlantic slave trade; Indigenous displacement;</u> indentured servitude <u>& Chinese exclusion; transpacific networks;</u> the European ~~origins and American destinations of the successive~~ waves of ~~immigrants~~ <u>'new immigration'; refugee experiences and immigration law; 'illegal' immigration; nativism; and islamophobia. Through this course, students will encounter diverse migrant experiences and cultivate a critical vocabulary of migration within the United States context</u> ~~rural and urban immigrant life, Asian immigration, changing immigration law, and the new ethnicity. Through an examination of the immigrant experience in America, this course develops an understanding of the multiplicity and diversity of American society.~~ PREREQUISITS: History 2410/2420 or permission of the instructor Lecture/Seminar: Three hours a week.

CALENDAR & CURRICULUM CHANGE   Motion # 8

Rationale for Change: The new description reflects efforts taken to acknowledge the multiple ways people move and the circumstances of said mobility, whether it be free or coerced. It emphasises that the course will be looking also at the forced migration and Indigenous displacement implicit in settler colonialism, and that it will be considering a more contemporary suite of topics that relate to how migration is conceived of in the American news cycle today.

Effective Term: FALL 2026

Implications for Other Programs: none

Impact on Students Currently Enrolled: Students currently enrolled may find the description more capacious, but the core aim of the course to survey migration in U.S. history has not changed

Authorization	*Date:*
Departmental Approval: Richard Raiswell	December 16, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2024

CALENDAR & CURRICULUM CHANGE   Motion # 9

Revision is for a: Course Description Change

Faculty/School/Department: Arts

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

MOTION: ⬜ That the calendar description for HIST4320 be modified as identified below.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
4320 BRITAIN AND THE IMPERIAL EXPERIENCE This advanced seminar course examines Britain's experience of empire and imperialism from its days as a colony of the Roman Empire up to and including decolonisation in the twentieth century. Through a series of case studies and cross-cultural and trans-regional thematic comparisons, this course will introduce students to some of the main issues underlying the study of empire, colonialism and the relationship between coloniser and colonised in the British Empire. Topics may include: the ambiguous legacy of Rome; Wales, England's first colonial experience; Ireland and the early pattern of imperialism; England and the Moghul Empire; England and the Caribbean; the rhetoric of Empire; Britain's involvement in the scramble for Africa; the emergence of racial theory; the tools of imperialism; culture and imperialism; colonial resistance; decolonisation in South Asia and southern Africa; the post-colonial empire. PREREQUISITES: Third year standing or above, or permission of the instructor Seminar: Three hours a week	4320 BRITAIN AND THE IMPERIAL EXPERIENCE This advanced seminar course examines ~~Britain's experience of empire and imperialism from~~ the history of the British empire and British imperialism from the empire's origins to decolonisation in the twentieth century. ~~its days as a colony of the Roman Empire up to and including decolonisation in the twentieth century.~~ Through a series of case studies and cross-cultural and trans-regional thematic comparisons, this course will introduce students to some of the main issues underlying the study of empire, colonialism and the relationship between coloniser and colonised peoples in the British Empire. ~~Topics may include: the ambiguous legacy of Rome; Wales, England's first colonial experience; Ireland and the early pattern of imperialism; England and the Moghul Empire; England and the Caribbean; the rhetoric of Empire; Britain's involvement in the scramble for Africa; the emergence of racial theory; the tools of imperialism; culture and imperialism; colonial resistance; decolonisation in South Asia and southern Africa; the post-colonial empire.~~ PREREQUISITES: Third year standing or above, or permission of the instructor Seminar: Three hours a week

Rationale for Change: The new description provides a more accurate explanation of the course contents.

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

CALENDAR & CURRICULUM CHANGE   Motion # 9

Authorization	Date:
Departmental Approval: Richard Raiswell	November 26, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2024

NEW COURSE PROPOSAL   Motion # 10

Faculty/School: **Arts**

Department/Program(s): **Political Science**

MOTION: That POLS 3210 Social Policy in Prince Edward Island, be approved

Course Number and Title	POLS 3210: Social Policy in Prince Edward Island
Description	Canada's smallest province faces outsized social and environmental challenges. This course examines how PEI develops and implements social policies addressing such issues as housing, healthcare, poverty, youth mental health and employment, aging, climate adaptation, and Indigenous reconciliation. Drawing on political science and sociological perspectives, students analyze policy frameworks, institutional contexts, and community impacts of provincial responses. Through applied research projects, students develop practical skills in evaluating social policy effectiveness and proposing evidence-based solutions to the challenges facing Island communities.
Cross-Listing	
Prerequisite/Co-Requisite	No prerequisites
Credit(s)	3
Notation	3000-level, Seminar, 3 credit hours

This is: An Elective Course   **Grade Mode:** Numeric (Standard)

Anticipated Enrolment: 20

Rationale for New Course: A new Faculty member studies social policy and is focusing on PEI social policy. This course will enhance the Faculty of Arts offerings and expertise more generally in public policy, a faculty and department priority.   **Effective Term:** FALL 2026

Implications for Other Programs: This will also be an attractive elective for Sociology, DSJS and other Arts students

Impact on Students Currently Enrolled: Will provide more options for students in Arts

Resources Required: no new resources foreseen

In offering this course will UPEI require facilities or staff at other institutions: No
If yes, please explain.

Authorization	*Date:*
Departmental Approval: Don Desserud	November 5, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Graduate Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

NEW COURSE PROPOSAL   Motion # 10

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

To be completed by the liaison and/or collections librarian.
Note that the submitting program is required to allow the library staff two weeks to complete this.

Existing resources:
- Collections – Print books, Ebooks, other physical media, other online media, subscriptions, other
  - **Books, e-books, and articles:**
    Relevant subject headings include:
    - Social Policy--Prince Edward Island ([126](#))
    - Social Policies--Prince Edward Island ([57](#))
    - Social Change--Prince Edward Island ([60](#))
    - Environmental Challenges--Prince Edward Island ([18](#)}
    - Housing--Prince Edward Island ([3,736](#))
    - Healthcare--Prince Edward Island ([685](#))
    - Poverty--Prince Edward Island ([827](#))
    - Mental wellness--Prince Edward Island ([11](#))
    - Employment--Prince Edward Island ([1554](#))
    - Aging--Prince Edward Island ([826](#))
    - Climate adaptation--Prince Edward Island ([24](#))
    - Indigenous--Prince Edward Island ([1,517](#))
    - Reconciliation--Prince Edward Island ([212](#))

  - **PEI Collection:**
    As this is a PEI focused course, the PEI Collection in the University Archives and Special Collections at Robertson Library will offer many suitable titles for this proposed course. A search in the Library catalogue Evergreen for "edward island dept.," for example, yielded [1811 results](#).

  - **[Databases](#):**
    - Academic Collection Complete (Proquest)
    - Academic Search Complete
    - ACUP/Ebound through ScholarsPortal
    - America: History and Life
    - Annual Review of Political Science
    - Bibliography of Indigenous Peoples in North America
    - Cairn
    - Canada Commons - Access via your UPEI account (SSO)Canada Commons
    - Canadian Census Analyzer (via CHASS)
    - Canadian Opinion Research Archive (CORA)
    - Canadian Publishers Collection
    - CANSIM - Canadian Socio-Economic Information (via CHASS)
    - Canadiana Online
    - CanLII full text of Canadian laws, cases, regulations
    - Canadian Business & Current Affairs
    - CCOHS: Academic Support Program
    - CINAHL with Full Text
    - Cochrane Library (free within Atlantic Provinces)

NEW COURSE PROPOSAL   **Motion # 10**

- EconLit with Full Text (EBSCOhost)
- Federal Publication Locator
- Gale Health & Wellness
- Gale In Context: Environmental Studies
- Gale OneFile: Academic
- Gale OneFile: Communications and Mass Media
- GreenFile
- HeinOnline Canadian Core
- Index to Federal Royal Commissions
- Indigenous Peoples of North America
- Ingenta
- iPortal
- Open Dissertations (EBSCO)
- PARLINE
- PEI Articles Database (PEI PAD): for UPEI users
- PEI Daily Newspapers
- Public Affairs Index
- SAGE Premier Collection
- Wiley Online
- Women in Politics: Bibliographic Database

- **Journals (Peer Reviewed):**
    - Subject: Political Science (General legislative and executive papers) = 11 Peer-reviewed journals
    - Subject: Political Science (Political institutions and public administration) = 131 Peer-reviewed journals
    - Subject: Political Science (Political institutions and public administration (Canada, Latin America) = 7 Peer-reviewed journals
    - Subject: Political Science (Political science (General)) = 256 Peer-reviewed journals
    - Subject: Political Science (Political Theory) = 66 Peer-reviewed journals
    - Subject: Political Science (Colonies and colonization. Emigration and immigration. International migration) = 39 Peer-reviewed journals

- **Other online media:**
  Digital Newspapers Collections:
    - Eureka
    - Globe & Mail: Canada's Heritage 1844-2019
    - Islandnewspapers.ca

- Interdisciplinary packages that include content that support this course:
    - The library subscribes to interdisciplinary journal packages with Wiley, Springer, Oxford, Sage, Taylor and Francis, and Project Muse
    - The library subscribes to interdisciplinary ebook packages with Ebsco, Proquest, JStor, Wiley, Cambridge, Elsevier, and Project Muse.

- Physical Space in Library (other than collections, explain): N/A

- Library Administrative/Research Support

NEW COURSE PROPOSAL   **Motion # 10**

- The History, Political Science, and Island Studies liaison librarian provides research assistance to both students and faculty as needed.

Summary of additional budget allocation required: **N/A**
- First year startup: $ _____ in first fiscal year the course/program is offered
- Additional startup years: $____ in second year, $____ in third year….
- Annual: $_____ in addition to the startup figure(s) above starting in the fiscal year AFTER the year the course is first offered
  - Per-year percentage increase in annual: _____

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	November 5, 2025
Name of Librarian to be Contacted with Questions	Juanita Rossiter
Approved by University Librarian or Designate	Simon Lloyd
Date Approved by UL or Designate	November 24, 2025

NEW COURSE PROPOSAL   Motion # 11

Faculty/School: Arts

Department/Program(s): **Religious Studies (crosslisted with History)**

MOTION: To cross list existing course HIST 1160 with course description below as RS 1160

Course Number and Title	RS 1160, The Devil in Western Society: Historical Themes
Description	From Megiddo and Patmos, through the sewers of nineteenth-century Paris and into the studios of America's televangelists, this course will examine how the figure of the devil has been made and remade over the centuries in response to broader historical trends. Topics may include: the ancient combat myth; the devil in the Christian scriptures; Satan and Lucifer; the devil and the saints; the idea of hell; monks and demons; demonic witchcraft; the development of exorcism; Protestant devils; the devil in art, literature and film; the demonization of outsiders; devils and the New World and Old; comedic devils; and the devil in the modern American consciousness. Three credit hours
Cross-Listing	History 1160
Prerequisite/Co-Requisite	None
Credit(s)	3
Notation	

This is: An Elective Course   **Grade Mode:** Numeric (Standard)

Anticipated Enrolment: 50

Rationale for New Course: It is an existing course in the Department of History, and it fits well with revised Religious Studies curriculum.   **Effective Term: FALL 2026**

Implications for Other Programs: None

Impact on Students Currently Enrolled: Will expand RS curriculum without allocation of new resources

Resources Required: Existing. No new resources.

In offering this course will UPEI require facilities or staff at other institutions: No
If yes, please explain.

Authorization	*Date:*
Departmental Approval: Robert Dennis	December 7, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Graduate Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

NEW COURSE PROPOSAL   **Motion # 11**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

To be completed by the liaison and/or collections librarian.
Note that the submitting program is required to allow the library staff two weeks to complete this.

Existing resources:
- Collections – Print books, Ebooks, other physical media, other online media, subscriptions, other
- Interdisciplinary packages that include content that support this course
- Physical Space in Library (other than collections, explain)
- Library Administrative/Research Support

New resources needed to support this proposal:
- Collections:
  - Monographs
  - Subscriptions/Databases
  - Other including potential Open Educational Resources (OERs)
- Physical Space in Library (other than collections, explain)
- Library Administrative/Research Support
- Other One-Time or Ongoing Library expenses (e.g. software licenses, explain)

Summary of additional budget allocation required:
- First year startup: $ _____ in first fiscal year the course/program is offered
- Additional startup years: $_____ in second year, $_____ in third year….
- Annual: $_____ in addition to the startup figure(s) above starting in the fiscal year AFTER the year the course is first offered
  - Per-year percentage increase in annual: _____

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	Click here to select date received.
Name of Librarian to be Contacted with Questions	Click here to enter name.
Approved by University Librarian or Designate	Click here to enter approver's name.
Date Approved by UL or Designate	Click here to select approval date.

NEW COURSE PROPOSAL   Motion # 12

Faculty/School: Arts

Department/Program(s): **Religious Studies (crosslisted with History)**

MOTION: To crosslist existing HIST 3112 with course description below as RS 3112

Course Number and Title	RS 3112 Age of Uncertainty; Western Europe, 1450-1650
Description	The period between 1500 and 1648 is generally described as the age of the European reformations. But it was also a period of great intellectual and technological foment as the medieval worldview cracked under the strain of new discoveries, new inventions and the rise of new social, cultural and economic forces. This course investigates these changes and the sense of uncertainty they spawned on the cusp of the modern age. Topics may include: the information revolution; the rise of Protestantism and its consequences; the European Reconnaissance; state building and state power; the reformations in gender relations, social structures and culture. Three credit hours
Cross-Listing	History 3112
Prerequisite/Co-Requisite	None
Credit(s)	3
Notation	

This is: An Elective Course   **Grade Mode:** Numeric (Standard)

Anticipated Enrolment: 50
Rationale for New Course: It is an existing course in the Department of History, and it fits well with revised Religious Studies curriculum.   **Effective Term:** FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: Will expand RS curriculum without allocation of new resources

Resources Required: Existing. No new resources.

In offering this course will UPEI require facilities or staff at other institutions: No
If yes, please explain.

Authorization	*Date:*
Departmental Approval: Robert Dennis	December 7, 2025
Faculty/School Approval: Arts Curriculum Committee	December 16, 2025
Faculty Dean's Approval: Sharon Myers	December 16, 2025
Graduate Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

NEW COURSE PROPOSAL   Motion # 12

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

To be completed by the liaison and/or collections librarian.
Note that the submitting program is required to allow the library staff two weeks to complete this.

Existing resources:
- Collections – Print books, Ebooks, other physical media, other online media, subscriptions, other
- Interdisciplinary packages that include content that support this course
- Physical Space in Library (other than collections, explain)
- Library Administrative/Research Support

New resources needed to support this proposal:
- Collections:
  - Monographs
  - Subscriptions/Databases
  - Other including potential Open Educational Resources (OERs)
- Physical Space in Library (other than collections, explain)
- Library Administrative/Research Support
- Other One-Time or Ongoing Library expenses (e.g. software licenses, explain)

Summary of additional budget allocation required:
- First year startup: $ _____ in first fiscal year the course/program is offered
- Additional startup years: $_____ in second year, $_____ in third year….
- Annual: $_____ in addition to the startup figure(s) above starting in the fiscal year AFTER the year the course is first offered
  - Per-year percentage increase in annual: _____

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	Click here to select date received.
Name of Librarian to be Contacted with Questions	Click here to enter name.
Approved by University Librarian or Designate	Click here to enter approver's name.
Date Approved by UL or Designate	Click here to select approval date.

SUMMARY OF CHANGES FACULTY OF IKERAS   **Motion # 13**

Summary of Motions

Faculty of IKERAS

#	Type of Motion	Motion
13.	Cross-Listing Change	IKE 3250

CALENDAR & CURRICULUM CHANGE   Motion # 13

Revision is for a: **Cross-listing Change**

Faculty/School/Department: **IKERAS**

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

MOTION: To approve deletion of IKE 3250 as presented.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
3250 (Previously 3065) INDIGENOUS HEALTH AND WELLBEING Students will be introduced to the determinants of Indigenous peoples' health in PEI and the wider context of Canada. Using anthropological, sociological, and indigenous cultural, experiential, and health lenses, students will develop an understanding of approaches to health and healing that resonate with Indigenous peoples. The course will be delivered through class discussions, assigned and supplemental through readings as well as individual and collective exploration. Contemporary understandings and practices will be overlaid on traditional understandings of physical, mental, emotional, and spiritual health and wellbeing to identify and foster holistic Indigenous health and well-being. Students will be introduced to the experience of health is one of the most significant issues defining the lives of Indigenous peoples in Canada. PREREQUISITE: IKE 1040 Cross-Listed: NURS 3250 Three semester hours of credit	~~3250 (Previously 3065) INDIGENOUS HEALTH AND WELLBEING~~ ~~Students will be introduced to the determinants of Indigenous peoples' health in PEI and the wider context of Canada. Using anthropological, sociological, and indigenous cultural, experiential, and health lenses, students will develop an understanding of approaches to health and healing that resonate with Indigenous peoples. The course will be delivered through class discussions, assigned and supplemental through readings as well as individual and collective exploration. Contemporary understandings and practices will be overlaid on traditional understandings of physical, mental, emotional, and spiritual health and wellbeing to identify and foster holistic Indigenous health and well-being. Students will be introduced to the experience of health is one of the most significant issues defining the lives of Indigenous peoples in Canada.~~ ~~PREREQUISITE: IKE 1040~~ ~~Cross-Listed: NURS 3250~~ ~~Three semester hours of credit~~

Rationale for Change: There is no need for this cross-list. The Faculty of Nursing has submitted a form indicating this change as well.

Effective Term: WINTER 2026

Implications for Other Programs: IKERAS and Nursing are implicated. Implications involve providing clarity for students and the Facultenties of Nursing and IKERAS.

CALENDAR & CURRICULUM CHANGE   **Motion # 13**

Impact on Students Currently Enrolled: none

Authorization	*Date:*
Departmental Approval: IKERAS	October 9, 2025
Faculty/School Approval: IKERAS	October 9, 2025
Faculty Dean's Approval: IKERAS	October 9, 2025
Grad. Studies Dean's Approval: n/a	n/a
Received by the Registrar's Office:	December 15, 2025

Form Version: October 2025

Summary of Motions

Faculty of Nursing

#	Type of Motion	Motion
14.	Cross-Listing Change Course Description Change	NURS 3250

CALENDAR & CURRICULUM CHANGE   Motion # 14

Revision is for a: Course Description Change

Faculty/School/Department: Nursing

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

MOTION: To remove IKERAS as a cross listing for NURS 3250 as well as update course description

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
3250 Indigenous Health and Wellbeing Students will be introduced to historical and contemporary socio-political and policy determinants of Indigenous peoples' health in PEI and the wider context of Canada. Using anthropological, sociological and Indigenous cultural, experiential, and health lenses, students will develop an understanding of approaches to health and healing that resonate with Indigenous peoples. The course will be delivered through class discussions, assigned and supplemental readings, as well as individual and collective exploration. Contemporary understandings and practices will be overlaid on traditional understandings of physical, mental, emotional, and spiritual health and wellbeing to identify and foster holistic Indigenous health and well-being. Students will be introduced to the experience of health as one of the most significant issues defining the lives of Indigenous peoples in Canada. PREREQUISITE: NURS 2230 Cross-listed with IKE 3250 Semester hours of credit: 3	3250 ~~Indigenous Health and Wellbeing~~ Toward Indigenous Health and Well Being ~~Students will be introduced to historical and contemporary socio-political and policy determinants of Indigenous peoples' health in PEI and the wider context of Canada. Using anthropological, sociological and Indigenous cultural, experiential, and health lenses, students will develop an understanding of approaches to health and healing that resonate with Indigenous peoples. The course will be delivered through class discussions, assigned and supplemental readings, as well as individual and collective exploration. Contemporary understandings and practices will be overlaid on traditional understandings of physical, mental, emotional, and spiritual health and wellbeing to identify and foster holistic Indigenous health and well-being. Students will be introduced to the experience of health as one of the most significant issues defining the lives of Indigenous peoples in Canada.~~ This course will explore approaches to health and healing that resonate with Indigenous peoples and are about more than knowing human physiology and contemporary medical practice. Students will be provided the opportunity to become conversant with the ways in which both historic and present-day colonial practices influence Indigenous people's health. Using a multi-disciplinary approach, students will be

CALENDAR & CURRICULUM CHANGE   Motion # 14

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
	introduced to the cluster of social determinants of health and well-being that have impacted Indigenous life over a prolonged period. Contemporary practices will be overlaid on traditional understandings of physical, mental, emotional, and spiritual health to foster an understanding of holistic Indigenous health and well-being. The course has been designed, developed, and will be delivered on and by the Abegweit Mi'kmaw First Nation Wellness Centre through class discussions, assigned and supplemental readings, as well as individual and collective exploration. ~~PREREQUISITE: NURS 2230~~ ~~Cross-listed with IKE 3250~~ ~~Semester hours of credit: 3~~ PREREQUISITE: Enrolled in nursing; 4-year program – 3rd year standing and Accelerated program – 2nd year standing Semester hours of credit: 3

Rationale for Change: The TRC Calls to Action #24 states, "We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism." In addition the Canadian Indigenous Nurses Association in partnership with the Canadian Association of Schools of Nursing (CASN)has recently published a guiding document titled Cultural Humility and Cultural Safety Standards for Nursing Education. This document provides the educational framework for accredited nursing programs that "sets the standards with accompanying specific learning outcomes that set clear knowledge and behavioural expectations for students completing baccalaureate nursing education". This course offers a unique experience of learning from Indigenous Elders and Indigenous Health Care Professionals to provide nursing students with the knowledge of the intersectionality between traditional Indigenous health practices (rituals) and colonial health care structures. Nursing students will gain perspectives of Indigenous People's experiences when interacting with colonial health care structures and how they can support Indigenous Peoples during these interactions to promote health, wellness, and safety and to remove IKERAS as a cross-listed course.

Effective Term: SUMMER 2026

CALENDAR & CURRICULUM CHANGE   Motion # 14

Implications for Other Programs: None

Impact on Students Currently Enrolled: No impact.

Authorization	Date:
Departmental Approval: Dr. Patrice Drake	December 9, 2025
Faculty/School Approval: Faculty of Nursing	December 9, 2025
Faculty Dean's Approval: Dr. Patrice Drake (Acting Dean)	December 9, 2025
Grad. Studies Dean's Approval:	
Received by the Registrar's Office:	December 15, 2025

Form Version: June 2025

SUMMARY OF CHANGES FACULTY OF SCIENCE   **Motion #'s 15-20**

Summary of Motions

Faculty of Science

#	Type of Motion	Motion
15.	New Course Proposal	AMS 2910
16.	New Course Proposal	AMS 4910
17.	Course Description Change Pre-requisite Addition/Change	STAT 2910
18.	Course Description Change Pre-requisite Addition/Change	STAT 3660
19.	Calendar Entry Change	To update calendar entry for Majors in Analytics with a Specialization in Data Analytics.
20.	Calendar Entry Change	To update calendar entry for Major in Analytics with a Specialization in Business Analytics.

NEW COURSE PROPOSAL

Motion # 15

Faculty/School: Science

Department/Program(s): **School of Mathematical and Computational Sciences**

MOTION: That the proposed course AMS 2910 Design Thinking with Data be approved as

presented.

Course Number and Title	AMS 2910 Design Thinking with Data
Description	This course builds on the foundational data skills introduced AMS 1910 such as data wrangling, exploratory analysis, and visualization and develops them to inform problem framing and solution specification within a human-centered design thinking framework. Students learn to engage key parties to identify meaningful problems, co-create ideas, and iteratively refine solutions through testing and feedback. Students are introduced to new techniques such as collecting and evaluating data from surveys, interviews, and observation; recognizing and addressing issues of data quality, bias, and uncertainty; and transforming insights into clear narratives and prototypes that support decision-making. Through case studies and hands-on projects, students will integrate technical analysis with human-centered insights to design data-driven solutions that are both actionable and contextually relevant. Optional extensions are available for students with programming experience
Cross-Listing	
Prerequisite/Co-Requisite	Prerequisite: AMS 1910 and one of STAT 1210, STAT 1910, BUS 2510, PSY 2700, PSY 2710, PSY 2750, ENGN 2130, SOC 3320, EDU 4810
Credit(s)	3
Notation	

This is: A Core Course   **Grade Mode:** Numeric (Standard)

Anticipated Enrolment: 40

Rationale for New Course: In the 2021 quality assurance review of SMCS programs, it was recommended that courses specific to Data Science should be added to the Analytics Programs so that such a course was available at every level. This is the second such course to be introduced, following AMS 1910 Introduction to Data Science. The course contributes to accreditation-style graduate attributes (design, communication, ethics, teamwork), and develops in-demand skills identified in Canadian labour market studies (problem framing, communication, stakeholder engagement, domain knowledge development, data storytelling, bias/uncertainty reasoning).

This course would be required under the updated Analytics Major.   As part of the consultation for changes to the Analytics major, we heard interest from faculty in business, arts and other science programs, who recognized the benefits of providing students with additional training in data collection, management, and analysis. For this reason, we allow any statistics course to be used as a prerequisite, along with AMS

NEW COURSE PROPOSAL   Motion # 15

1910. We intend for AMS 1910 and AMS 2910 to form the foundation of a future analytics minor that will be accessible to students from many disciplines, and to open the door for other programs to add data-centric specializations which utilize these and related courses from SMCS.

Effective Term: Fall 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

Resources Required: None.   We will deliver this course with existing resources.

In offering this course will UPEI require facilities or staff at other institutions: No
If yes, please explain.

Authorization	*Date:*
Departmental Approval: Shannon Fitzpatrick	October 3, 2025
Faculty/School Approval:	
Faculty Dean's Approval: Nola Etkin	October 27, 2025
Graduate Studies Dean's Approval:	
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

NEW COURSE PROPOSAL

Motion # 15

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

To be completed by the liaison and/or collections librarian.
Note that the submitting program is required to allow the library staff two weeks to complete this.

Existing resources:
- Collections – Print books, Ebooks, other physical media, other online media, subscriptions, other
  - **OneSearch returns 3750 available book/chapter results (print and e) for "design thinking", 94 of which are within the O'Reilly platform (likely focused on tech/data/comp sci/math).**
  - **OneSearch returns over 16k available book/chapter results (print and e) for "data science"**
  - **OneSearch returns only 8 results for available books/chapters with keywords "design thinking" and "data science"**
- Interdisciplinary packages that include content that support this course
  - **Springer Nature eBooks**
  - **Scopus**
  - **De Gruyter Brill Online**
  - **ProjectMUSE**
- Physical Space in Library (other than collections, explain) *- none*
- Library Administrative/Research Support *– Rosie Le Faive, liaison to SMCS, is available for consultation.*

New resources needed to support this proposal:
- Collections:
  - Monographs – some recommended data science books can be purchased.
  - Subscriptions/Databases - none
  - Other including potential Open Educational Resources (OERs) - none
- Physical Space in Library (other than collections, explain) - none
- Library Administrative/Research Support - none
- Other One-Time or Ongoing Library expenses (e.g. software licenses, explain) – none

NEW COURSE PROPOSAL   **Motion # 15**

-

Summary of additional budget allocation required:
- First year startup: $ __0__ in first fiscal year the course/program is offered
- Additional startup years: $__0__ in second year, $_0___ in third year….
- Annual: $____0_____ in addition to the startup figure(s) above starting in the fiscal year AFTER the year the course is first offered
    - Per-year percentage increase in annual: __0____

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	October 6, 2025
Name of Librarian to be Contacted with Questions	Rosie Le Faive
Approved by University Librarian or Designate	Simon Lloyd
Date Approved by UL or Designate	October 14, 2025

NEW COURSE PROPOSAL

<div align="right">

Motion # 16

</div>

Faculty/School: Science

Department/Program(s): **School of Mathematical and Computational Sciences**

MOTION: That the proposed course AMS 4910 Analytics Capstone be approved as presented.

Course Number and Title	AMS 4910 Analytics Capstone
Description	This capstone course challenges students to synthesize their knowledge of data science, design thinking, and statistical learning into a substantial applied project. Working with real or hypothesized users, students will define a complex, decision-oriented problem and deliver a validated data product or insight-driven solution. Emphasis is placed on integrating the full data science pipeline, from framing objectives and gathering data to cleaning, modeling, evaluating, and communicating findings. Students will apply methods from prior coursework in data wrangling, visualization, predictive modeling, and human-centered design, while tailoring advanced approaches to domain-specific challenges. The course further trains students in professional skills including iterative project management, documentation, reproducibility, and communication of results to both technical and non-technical audiences. Culminating in a public presentation and professional-grade report, the course provides students with an opportunity to demonstrate readiness to translate data science expertise into real-world impact.
Cross-Listing	
Prerequisite/Co-Requisite	AMS 2910 and STAT 3660
Credit(s)	3
Notation	

This is: A Core Course   **Grade Mode:** Numeric (Standard)

Anticipated Enrolment: 20

Rationale for New Course: In the 2021 quality assurance review of SMCS programs, it was recommended that courses specific to Data Science should be added to the Analytics Programs and that one of those courses should be a capstone project. This is the fourth course in Data Science, following AMS 1910 Introduction to Data Science, AMS 2910 Design Thinking with Data, and STAT 3660 High-Dimensional Data Analytics.

Effective Term: Fall 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

Resources Required: None.   We will deliver this course with existing resources.

In offering this course will UPEI require facilities or staff at other institutions: No
If yes, please explain.

NEW COURSE PROPOSAL   Motion # 16

Authorization	Date:
Departmental Approval: Shannon Fitzpatrick	October 3, 2025
Faculty/School Approval:	
Faculty Dean's Approval: Nola Etkin	October 27, 2025
Graduate Studies Dean's Approval:	
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

NEW COURSE PROPOSAL   **Motion # 16**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

To be completed by the liaison and/or collections librarian.
Note that the submitting program is required to allow the library staff two weeks to complete this.
Existing resources:
- Collections – Print books, Ebooks, other physical media, other online media, subscriptions, other
  - **OneSearch returns 3750 available book/chapter results (print and e) for "design thinking", 94 of which are within the O'Reilly platform (likely focused on tech/data/comp sci/math).**
  - **OneSearch returns over 16k available book/chapter results (print and e) for "data science"**
  - **OneSearch returns over 448,000 available book/chapter results for "statistic*".**
  - **O'Reilly (package) contains over 35,000 ebooks that would support many facets of this project-based course, from data science and analysis to individual technical tools and solutions.**
- Interdisciplinary packages that include content that support this course
  - **Springer Nature eBooks**
  - **Scopus**
  - **De Gruyter Brill Online**
  - **ProjectMUSE**
- Physical Space in Library (other than collections, explain) *- none*
- Library Administrative/Research Support *– Rosie Le Faive, liaison to SMCS, is available for consultation.*

New resources needed to support this proposal:
- Collections:
  - Monographs – none.
  - Subscriptions/Databases - none
  - Other including potential Open Educational Resources (OERs) - none
- Physical Space in Library (other than collections, explain) - none
- Library Administrative/Research Support - none
- Other One-Time or Ongoing Library expenses (e.g. software licenses, explain) – none

NEW COURSE PROPOSAL

Motion # 16

-

Summary of additional budget allocation required:
- First year startup: $ __0__ in first fiscal year the course/program is offered
- Additional startup years: $__0__ in second year, $_0___ in third year….
- Annual: $____0_____ in addition to the startup figure(s) above starting in the fiscal year AFTER the year the course is first offered
    - Per-year percentage increase in annual: __0____

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	October 6, 2025
Name of Librarian to be Contacted with Questions	Rosie Le Faive
Approved by University Librarian or Designate	Simon Lloyd
Date Approved by UL or Designate	October 14, 2025

Form Version: September 2023

CALENDAR & CURRICULUM CHANGE   Motion # 17

Revision is for a: Pre-requisite Addition/Change

Faculty/School/Department: Science

Department/Program(s)/Academic Regulations: **Mathematical and Computational Sciences**

MOTION: That the prerequisite change for Stat 2910 be approved as presented.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
2910 PROBABILITY AND MATHEMATICAL STATISTICS I This course is an introduction to the theoretical basis of statistics for students who have completed STAT 1910. The study concentrates on the mathematical tools required to develop statistical methodology. Topics covered include: probability, continuous and discrete random variables, moment generating functions, multivariate probability distributions and functions of random variables. PREREQUISITE: STAT 1910 COREQUISITE: MATH 2910 must be completed or taken concurrently. Three lecture hours per week	2910 PROBABILITY AND MATHEMATICAL STATISTICS I This course is an introduction to the theoretical basis of statistics for students who have completed STAT 1910. The study concentrates on the mathematical tools required to develop statistical methodology. Topics covered include: probability, continuous and discrete random variables, moment generating functions, multivariate probability distributions, ~~and~~ functions of random variables, and the Central Limit Theorem. PREREQUISITE: STAT 1910 and MATH 1920 ~~COREQUISITE: MATH 2910 must be completed or taken concurrently.~~ Three lecture hours per week

Rationale for Change: MATH 1920 is an appropriate prerequisite. Instructors indicate that there was only one topic that used multivariable calculus (MATH 2910), and modifications could be made to how the topic was taught while still covering all the learning objectives.   This change will provide flexibility for students in the Statistics, Actuarial Science, and Financial Math programs, given that STAT 2910 is a pre-requisite for at least four other 3000 and 4000-level required courses. It also opens it up to other students who are not required to take MATH 2910 in their program, such as Computer Science students.

Effective Term: FALL 2026

Implications for Other Programs: None. This is only a required course for programs within SMCS.

Impact on Students Currently Enrolled: None

Authorization Date:

Departmental Approval: Shannon Fitzpatrick	October 3, 2025
Faculty/School Approval:	
Faculty Dean's Approval: Nola Etkin	October 27, 2025
Grad. Studies Dean's Approval:	
Received by the Registrar's Office:	December 15, 2025

CALENDAR & CURRICULUM CHANGE

Motion # 18

Revision is for a: Course Title Change

Faculty/School/Department: Science

Department/Program(s)/Academic Regulations: **School of Mathematical and Computational Sciences**

MOTION: That the changes in course name, course description and prerequisite for STAT 3660 be approved as presented.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
3660 DATA VISUALIZATION AND MINING This course explores methods for visualizing and interpreting high-dimensional and multimodal data. Topics include working with feature and embedding spaces, clustering, and interactive visualizations, alongside best practices in design, principles of visual perception, and ethical considerations like avoiding bias and misleading representations. Through projects and case studies, students will develop practical skills using visualization tools and libraries. PREREQUISITE: CS 1910, MATH 2910 and STAT 2910 Three lecture hours per week	3660 ~~DATA VISUALIZATION AND MINING~~ High-Dimensional Data Analytics ~~This course explores methods for visualizing and interpreting high-dimensional and multimodal data. Topics include working with feature and embedding spaces, clustering, and interactive visualizations, alongside best practices in design, principles of visual perception, and ethical considerations like avoiding bias and misleading representations. Through projects and case studies, students will develop practical skills using visualization tools and libraries.~~ This course trains students to critically apply statistical and computational techniques to real-world data analysis problems, with an emphasis on high-dimensional data. Building on foundations from earlier courses, students will deepen their understanding of how to frame analytical objectives, preprocess complex datasets, and apply appropriate modeling approaches. Topics include exploratory data analysis (i.e., data acquisition, data preprocessing, data cleaning, visualization techniques, numerical summaries, data exploration), dimension reduction methods (linear and nonlinear) for simplifying and interpreting high-dimensional datasets, and supervised and unsupervised learning of both continuous and categorical outcomes. Algorithms may include clustering algorithms, multiple linear regression, logistic regression, decision trees, neural networks and pre-trained models. The course emphasizes not only technical skills but also critical reasoning about model assumptions,

CALENDAR & CURRICULUM CHANGE   Motion # 18

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
	generalization, and the implications of statistical learning in applied contexts. PREREQUISITE: CS 1910, ~~MATH 2910~~ STAT 2240 and STAT 2910 Three lecture hours per week

Rationale for Change: The course name and description has been updated to better reflect course content. The description has been made more specific to differentiate STAT 3660 from the newly introduced AMS 2910 Design Thinking with Data as well as CS 4120 Machine Learning. The change in pre-requisite is to reflect the fact that STAT 2910 has MATH 1920 as a pre-requisite and no higher-level mathematics is required. Finally, STAT 2240 Applied Regression Analysis has been added to allow more substantive discussion of the algorithms listed in the course description.

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: None. Students who require this course, or who are likely to take it as an elective, already have STAT 2240 as a required 2nd year course.

Authorization Date:

Departmental Approval: Shannon Fitzpatrick	October 3, 2025
Faculty/School Approval:	
Faculty Dean's Approval: Nola Etkin	October 27, 2025
Grad. Studies Dean's Approval:	
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

CALENDAR & CURRICULUM CHANGE   Motion # 19

Revision is for a: Calendar Entry Change

Faculty/School/Department: Science

Department/Program(s)/Academic Regulations: **School of Mathematical and Computational Sciences**

MOTION: That the Major in Analytics with a Specialization in Data Analytics be renamed as Major in Analytics with a Specialization in Software and Systems, and the program requirements be changed as proposed.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
Analytics **REQUIREMENTS FOR A MAJOR IN ANALYTICS (Specialization in Data Analytics)** The Major in Analytics with a specialization in Data Analytics requires a total of 120 semester hours of credit, as described below: **(NOTE: As per Academic Regulation #1 h), all undergraduate degree programs require successful completion of IKE-1040, one of UPEI-1010, 1020 or 1030, and a Writing Intensive Course.)**	**Analytics** **REQUIREMENTS FOR A MAJOR IN ANALYTICS (** with a **Specialization in** ~~Data Analytics~~ Software and Systems **)** ~~The Major in Analytics with a specialization in Data Analytics requires a total of 120 semester hours of credit, as described below:~~ **(NOTE: As per Academic Regulation #1 h), all undergraduate degree programs require successful completion of IKE-1040, one of UPEI-1010, 1020 or 1030, and a Writing Intensive Course.)**
	~~Credits~~
	The Common Core	23
Credits	
The Common Core 23	~~CS 1920 Computer Science II~~ ~~3~~
CS 1920 Computer Science II 3	

CALENDAR & CURRICULUM CHANGE   Motion # 19

Reproduction of Current Calendar Entry		Proposed revision with changes underlined and deletions indicated clearly	
AMS 1910 Introduction to Data Science	3	AMS 1910 Introduction to Data Science	3
MATH 2910 Multivariable and Vector Calculus	4	CS 1920 Computer Science II	3
MATH 2620 Linear Algebra II	3	~~MATH 2910 Multivariable and Vector Calculus~~	~~4~~
At least one of… MCS 2010 MAPLE Technology Lab, MCS 2020 Matlab Technology Lab OR MCS 2030 R Technology Lab	1	AMS 2910 Design Thinking with Data	3
MATH 2420 Combinatorics I	3	~~MATH 2620 Linear Algebra II~~	~~3~~
AMS 2940 Optimization	3	~~At least one of… MCS 2010 MAPLE Technology Lab, MCS 2020 Matlab Technology Lab OR MCS 2030 R Technology Lab~~	~~1~~
AMS 3770 Combinatorial Optimization	3	~~MATH 2420 Combinatorics I~~	~~3~~
AMS 3910 Mathematical Modelling	3	~~AMS 2940 Optimization~~	~~3~~
MATH 3010 Differential Equations	3	~~AMS 3770 Combinatorial Optimization~~	~~3~~
STAT 2910 Probability and Mathematical Statistics I	3	~~AMS 3910 Mathematical Modelling~~	~~3~~
STAT 3910 Probability and Mathematical Statistics II	3	~~MATH 3010 Differential Equations~~	~~3~~
STAT 2240 Applied Regression Analysis	3	STAT 2240 Applied Regression Analysis	3

CALENDAR & CURRICULUM CHANGE   Motion # 19

Reproduction of Current Calendar Entry		Proposed revision with changes underlined and deletions indicated clearly	
STAT 4550 Data Analysis and Inference	3	STAT 2910 Probability and Mathematical Statistics I	3
STAT 3660 Data Visualization and Mining	3	~~STAT 3910 Probability and Mathematical Statistics II~~	~~3~~
CS 2910 Computer Science III	3	~~STAT 2240 Applied Regression Analysis~~	~~3~~
CS 2920 Data Structures and Algorithms	3	~~STAT 4550 Data Analysis and Inference~~	~~3~~
CS 3710 Database Systems	3	STAT 3660 ~~Data Visualization and Mining~~ High-Dimensional Data Analytics	3
CS 3610 Analysis and Design of Algorithms	3		
CS 4120 Machine Learning	3	AMS 4910 Analytics Capstone	3
CS 4140 Deep Learning	3	~~CS 2910 Computer Science III~~	~~3~~
CS 4440 Data Science	3	~~CS 2920 Data Structures and Algorithms~~	~~3~~
Two electives in Mathematical or Computational Sciences (at the 2000 level or higher)	6	~~CS 3710 Database Systems~~	~~3~~
MCS 3050 Tutoring in Mathematical and Computational Sciences	1	~~CS 3610 Analysis and Design of Algorithms~~	~~3~~
MCS 4210 Professional Communication and Practice	3	~~CS 4120 Machine Learning~~	~~3~~
		~~CS 4140 Deep Learning~~	~~3~~
Additional general electives	22	~~CS 4440 Data Science~~	~~3~~

CALENDAR & CURRICULUM CHANGE   Motion # 19

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly	
Total Semester Hours of Credit 120	~~Two electives in Mathematical or Computational Sciences (at the 2000 level or higher)~~	~~6~~
	~~MCS 3050 Tutoring in Mathematical and Computational Sciences~~	~~1~~
	MCS 4210 Professional Communication and Practice	3
	~~Additional g~~ General electives	~~22~~ 58
	SPECIALIZED COURSES	
	CS 2910 Computer Science III	3
	CS 2920 Data Structures and Algorithms	3
	CS 3710 Database Systems	3
	Two of:	6

CALENDAR & CURRICULUM CHANGE   Motion # 19

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
	<u>CS 3210 User Experience Design</u> <u>CS 3610 Analysis, Design of Algorithms</u> <u>CS 3620 Software Design Architecture</u> <u>CS 4120 Machine Learning</u> <u>CS 4140 Deep Learning</u> <u>CS 4440 Data Science</u> **Total Semester Hours of Credit 120**

Rationale for Change: The courses in the program have also been updated to include more courses in the field of Analytics/Data Science and remove courses which are not geared toward Data Science. These were recommendations from SMCS's 2021 Quality Assurance Review. With the addition of Data Science-specific courses, the program now differentiates itself from other SMCS programs, which should improve recruitment. The Computer Science courses that differentiated Data Analytics and Business Analytics are still included, but we have added some flexibility so that students can follow their interests, and in some cases, finish their degree in a timelier manner.

We have reordered some of the requirements so the courses common both Analytics programs are listed first, and the courses that form the specialization follow. A heading of "Specialized Courses" was added to highlight the latter set.

The change in name is to better reflect the outcomes of the specialized courses. The terms "analytics" and "data analytics" have become interchangeable in job descriptions. In that context, "data analytics" positions do not typically require all of the specialized computer science courses delivered in this program.

The proposed changes were shared with Dr. Islam Hegazy, Associated Dean, SMCS, Cairo Campus, since the current Analytics programs are delivered at UCE. He was supportive of the proposal.

Effective Term: FALL 2026

Implications for Other Programs: None.

CALENDAR & CURRICULUM CHANGE   Motion # 19

Impact on Students Currently Enrolled: Students enrolled in the current Analytics with a Specialization in Data Analytics program will be able to access their required courses.   The MATH, CS and MCS courses that have been removed will be continued to be offered. Those that are required for other SMCS programs will continue to be offered annually. Others will be offered ever-other-year as electives. If students are unable to access these courses in a timely fashion, they will be offered a comparable substitution.

Authorization   *Date:*

Departmental Approval: Shannon Fitzpatrick	October 3, 2025
Faculty/School Approval:	
Faculty Dean's Approval: Nola Etkin	October 27, 2025
Grad. Studies Dean's Approval:	
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

CALENDAR & CURRICULUM CHANGE   Motion # 20

Revision is for a: Calendar Entry Change

Faculty/School/Department: Science

Department/Program(s)/Academic Regulations: **School of Mathematical and Computational Sciences**

MOTION: That the requirements for Major in Analytics with a Specialization in Business Analytics be updated as proposed.

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
REQUIREMENTS FOR A MAJOR IN ANALYTICS (Specialization in Business Analytics) **The Major in Analytics with a specialization in Business Analytics requires a total of 120 semester hours of credit, as described below:** (NOTE: As per Academic Regulation #1 h), all undergraduate degree programs require successful completion of IKE-1040, one of UPEI-1010, 1020 or 1030, and a Writing Intensive Course.)	REQUIREMENTS FOR A MAJOR IN ANALYTICS ~~(with a~~ Specialization in Business Analytics ~~)~~ ~~**The Major in Analytics with a specialization in Business Analytics requires a total of 120 semester hours of credit, as described below:**~~ ~~(NOTE: As per Academic Regulation #1 h), all undergraduate degree programs require successful completion of IKE-1040, one of UPEI-1010, 1020 or 1030, and a Writing Intensive Course.)~~

	Credits			~~Credits~~
The Common Core	23		The Common Core	23
CS 1920 Computer Science II	3		~~CS 1920 Computer Science II~~	~~3~~
			AMS 1910 Introduction to Data Science	3

CALENDAR & CURRICULUM CHANGE   Motion # 20

Reproduction of Current Calendar Entry		Proposed revision with changes underlined and deletions indicated clearly	
		CS 1920 Computer Science II	3
AMS 1910 Introduction to Data Science	3	~~MATH 2910 Multivariable and Vector Calculus~~	4
MATH 2910 Multivariable and Vector Calculus	4	~~MATH 2620 Linear Algebra II~~	3
MATH 2620 Linear Algebra II	3	~~At least one of MCS 2010 MAPLE Technology Lab, MCS 2020 Matlab Technology Lab OR MCS 2030 R Technology Lab~~	1
At least one of MCS 2010 MAPLE Technology Lab, MCS 2020 Matlab Technology Lab OR MCS 2030 R Technology Lab	1	~~MATH 2420 Combinatorics I~~	3
MATH 2420 Combinatorics I	3	~~AMS 2940 Optimization~~	3
AMS 2940 Optimization	3	~~AMS 3770 Combinatorial Optimization~~	3
AMS 3770 Combinatorial Optimization	3	~~AMS 3910 Mathematical Modelling~~	3
AMS 3910 Mathematical Modelling	3	~~MATH 3010 Differential Equations~~	3
MATH 3010 Differential Equations	3	AMS 2910 Design Thinking with Data	3
STAT 2910 Probability and Mathematical Statistics I	3	STAT 2240 Applied Regression Analysis	3
STAT 3910 Probability and Mathematical Statistics II	3	STAT 2910 Probability and Mathematical Statistics I	3

CALENDAR & CURRICULUM CHANGE   Motion # 20

Reproduction of Current Calendar Entry		Proposed revision with changes underlined and deletions indicated clearly	
STAT 2240 Applied Regression Analysis	3	~~STAT 3910 Probability and Mathematical Statistics II~~	~~3~~
STAT 3660 Data Visualization and Mining	3	STAT 3660 ~~Data Visualization and Mining~~ High-Dimensional Data Analytics	3
CS 2910 Computer Science III	3	~~CS 2910 Computer Science III~~	~~3~~
CS 2920 Data Structures and Algorithms	3	~~CS 2920 Data Structures and Algorithms~~	~~3~~
CS 3710 Database Systems	3	~~CS 3710 Database Systems~~	~~3~~
CS 4120 Machine Learning	3	~~CS 4120 Machine Learning~~	~~3~~
CS 4140 Deep Learning	3	~~CS 4140 Deep Learning~~	~~3~~
CS 4440 Data Science	3	~~CS 4440 Data Science~~	~~3~~
		AMS 4910 Analytics Capstone	3
ACCT 1010 Introduction to Financial Accounting	3	MCS 4210 Professional Communication and Practice	3
BUS 1410 Marketing	3	One SMCS elective at the 3000-level or higher	3
BUS 1710 Organizational Behaviour	3	General electives	52
		SPECIALIZED COURSES	
		ACCT 1010 Introduction to Financial Accounting	3

CALENDAR & CURRICULUM CHANGE   Motion # 20

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
At least five of… ACCT 2210 Managerial Accounting BUS 2650 Introduction to Entrepreneurship … BUS 2880 Research and Evidence-Based Management BUS 2720 Human Resource Management BUS 3010 Business Law 15 BUS 3330 Integrated Cases in Corporate Finance BUS 3510 Operations Management BUS 3710 Entrepreneurship and New Ventures BUS 4650 Project Management OR BUS 4880 Developing Management Skills MCS 3050 Tutoring in Mathematical and Computational Sciences 1 MCS 4210 Professional Communication and Practice 3 Additional general electives 7 **Total Semester Hours of Credit 120**	BUS 1410 Marketing 3 BUS 1710 Organizational Behaviour 3 ~~At least five of…~~ ~~ACCT 2210 Managerial Accounting~~ ~~BUS 2650 Introduction to Entrepreneurship …~~ ~~BUS 2880 Research and Evidence-Based Management~~ ~~BUS 2720 Human Resource Management~~ ~~BUS 3010 Business Law~~ ~~15~~ ~~BUS 3330 Integrated Cases in Corporate Finance~~ ~~BUS 3510 Operations Management~~ ~~BUS 3710 Entrepreneurship and New Ventures~~ ~~BUS 4650 Project Management OR BUS 4880 Developing Management Skills~~ One of 3 BUS 2310 Corporate Finance BUS 2880 Research and Evidence-Based Management

CALENDAR & CURRICULUM CHANGE   Motion # 20

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly	
	BUS 2720 Human Resource Management	
	One of	3
	BUS 3340 Personal Finance	
	BUS 3510 Operations Management	
	UNIV 3100 Entrepreneurship Venture Development	
	UNIV 3200 Entrepreneurship Venture Implementation	
	CS 3840 Tech Management, Entrepreneurship	
	One Business elective at the 3000-level or higher.	3
	~~MCS 3050 Tutoring in Mathematical and Computational Sciences~~	~~1~~
	~~MCS 4210 Professional Communication and Practice~~	~~3~~
	~~Additional general electives~~	~~7~~
	Total Semester Hours of Credit	**120**

CALENDAR & CURRICULUM CHANGE   Motion # 20

Rationale for Change: The courses in the program have also been updated to include more courses in the field of Analytics/Data Science and remove courses which are not geared toward Data Science. These were recommendations from SMCS's 2021 Quality Assurance Review. With the addition of Data Science-specific courses, the program now differentiates itself from other SMCS programs, which should improve recruitment.   The specialized courses have been updated following consultation with faculty members in the Faculty of Business.

We have reordered some of the requirements so the courses common to the two Analytics programs are listed first, and the courses that form the specialization follow.   A heading of "Specialized Courses" was added to highlight the latter set.

The proposed changes were shared with Dr. Islam Hegazy, Associated Dean, SMCS, Cairo Campus, since the current Analytics programs are delivered at UCE. He was supportive of the proposal.

Effective Term: FALL 2026

Implications for Other Programs: None.

Impact on Students Currently Enrolled: Students enrolled in the current Analytics with a Specialization in Business Analytics program will be able to access their required courses.   The MATH, CS and MCS courses that have been removed will be continued to be offered. Those that are required for other SMCS programs will be continued to be offered annually. Others will be offered ever-other-year as electives. If students are unable to access these courses in a timely fashion, they will be offered a comparable substitution.

Authorization   *Date:*

Departmental Approval: Shannon Fitzpatrick	October 3, 2025
Faculty/School Approval:	
Faculty Dean's Approval: Nola Etkin	October 27, 2025
Grad. Studies Dean's Approval:	
Received by the Registrar's Office:	December 15, 2025

Form Version: September 2023

Senate Committee on Scholarships and Awards

Annual Report for Senate

2024 - 2025 Academic Year

Presented to

University of Prince Edward Island Senate

January 2026

Executive Summary

The UPEI Senate Committee on Scholarships and Awards (SCSA) - Annual Report for Senate provides a yearly snapshot of the scholarships, awards, and other forms of financial aid disbursed and a brief analysis of the figures reported. As outlined in the Terms of Reference for the UPEI Senate Committee on Scholarships and Awards (SCSA), the Committee submits an annual report to Senate detailing relevant activities and initiatives between the SCSA and the Scholarships, Awards and Financial Aid office. The 2024-2025 report information breaks down the number of recipients, number of awards granted, overall disbursement values, and year over year changes across various types and high-level categories of available award opportunities for UPEI students. Overall, figures have continued on a steady upward trend year over year, particularly in criteria-based awards and provincial bursary disbursements

UPEI by the Numbers: Scholarships, Awards, & Financial Aid

Over the 2025 (May 1, 2024-April 30 2025) fiscal year, the University disbursed $14.4 million dollars in funding across UPEI, donor, provincial, and other governmental or project sources of financial award assistance through a combination of annual, endowed, special purpose, and project-level accounts, excluding student loans. All other report figures are based on the 2024-2025 academic year and reflect disbursements through the Scholarships, Awards and Financial Aid office. The number of recipients and awards granted figures, therefore, exclude external awards or sponsorship program funds processed as student receivables and as included in the total annual value sourced from the UPEI Financial Statements. This methodology combined with the data collection timeframe difference (i.e., fiscal vs. academic year) accounts for any total value discrepancies.

Academic Year	Number of Awards Granted	Number of Unique Recipients	Total Value	% Change in Unique Recipients	% Change in Awards Granted
2021-2022	6,697	3,260	$11.3M	5%	14%
2022-2023	6,715	3,175	$12.0M	-3%	0%
*2022-2023 (Student Impact Payment **included**)*	*12,039*	*5,555*	*$14.9M*	*70%*	*80%*
2023-2024	6,955	3,275	$14.4M	3%	4%
2024-2025	7,867	3,329	$14.4M	1.6%	13%

A. 2024-2025 Award Types & Figures

Each award type listed is further described and reviewed in subsequent sections. The following roll-up table illustrates a breakdown of the number and value of awards granted, as well as the number of unique recipients and the year over year percentage change. As students are only eligible for one automatic merit-based award each year, the number of awards and recipients will be the same. This differs from the criteria-based awards and provincial bursaries, as students may be eligible for multiple awards within each of those high-level types (e.g., one recipient may be granted multiple criteria-based awards).

Award Type	Number of Awards Granted	Number of Unique Recipients	Value of Awards Granted	% Change in Unique Recipients (2024-2025)
Automatic Merit-Based Awards	1,585	1,585	$1,833,000.00	-0.1%
Criteria-Based Awards	1,990	1,341	$4,229,367	5.5%
Provincial Bursaries	3,257	2,011	$7,205,098.00	-0.9%%
Total	6,832	4,937	$13,267,465	1%

B. Automatic Merit-Based Awards

Automatic Merit-Based Awards encompass the UPEI Celebrating Student Achievement Awards program, which represents academic awards that students are automatically considered for based on their first-year admission (i.e., Guaranteed Entrance Scholarships & International Entrance Awards), or earned based on their academic performance in the preceding year of undergraduate studies (i.e., Academic Excellence Awards). Entrance awards are supported by the domestic and international admission areas of the Registrar's Office, and all automatic merit-based awards are managed by the Scholarships, Awards, and Financial Aid office.

Award Title	Number of Unique Recipients/Awards Granted	Value of Awards Granted	% Change in Unique Recipients/Awards Granted (2024-2025)
Guaranteed Entrance Scholarship	408	$622,500.00	16%
International Entrance Award	12	$19,000	-53%
Academic Excellence Award	1,177	$1,210,500.00	-4%
Total	1,597	$1,852,000.00	0.5%

Analysis of the award value distribution shows that entering students receiving scholarships has increased by 16% over the previous year. As the scholarship values correspond directly to admissions average and the entering class of from 2023 experienced the impact of COVID-19 pandemic restrictions and various learning models throughout their secondary education, the decrease in the previous year guaranteed scholarships

may be an indicator of the experience accuracy around eligibility. International enrollment has impacted the number of International Entrance Awards.

C. Criteria-Based Awards

Criteria-based awards include UPEI, AVC, and donor-funded awards that have set, specific criteria which recipients must meet, ranging from academic requirements, athletic team participation, program or Faculty enrollment, student types, demonstrated areas of interest or engagement, to a combination of all the above. These awards may require an application, a nomination or recommendation, a combination of both, or may be solely based on academic achievement. The array of criteria can range from very specific to broad and diverse, which make them largely competitive by nature, requiring adjudication through Faculty or departmental committees as well as review, adjudication, and/or final approval processes as overseen by SCSA.

Award Type	Number of Awards Granted	Number of Unique Recipients	Value of Awards Granted	% Change in Unique Recipients (2023-2024)
Athletic Financial Aid	128	128	$485,842.72	9%
AVC Awards	194	120	$586, 505.00	-0.8%
UPEI Awards	1,668	1,093	$3,157,020.00	1.6%
Total	1,990	1,341	$4229367	5.5%

The criteria-based awards continue to increase year over year in the number granted and in the array of recipients due to overall increases in the number of available awards and administrative process enhancements. The increase in Athletic financial aid is attributable to factors such as athletes earning their Athletic Financial Aid funds by improving their academic standing and fully funded athletes maximizing their allowable course loads across the academic year.

D. Faculty-Based Awards

In response to Senate feedback from the 2022-2023 Annual Report, a faculty-based awards section had been included again this year. Information outlined in the table below illustrates awards that have criteria specific to a Faculty or programs within a Faculty. The "Multiple Faculty" category represents award criteria that spans across two or more Faculties. Funding sources are either UPEI or University donors.

Faculty	Number of Awards Granted	Number of Unique Recipients	Value of Awards Granted
Arts	163	127	$482,970.00

Education	75	71	$115,250.00
Graduate Studies	107	97	$249,132.00
Indigenous Knowledge, Education, Research and Applied Studies (IKERAS)	35	35	$28,947.00
Nursing	235	142	$293,315.00
Science	149	111	$327,100.00
Sustainable Design Engineering	67	49	$77,520.00
Business	74	59	$129,210.00
Veterinary Medicine	194	120	$586, 505.00
Multiple Faculties	29	26	$80,760.00

By incorporating an initial snapshot of granted awards per Faculty, the report can expand year-over-year to demonstrate changes in award makeup over time. Of note is the fact that although faculty-based awards comprise a large portion of the criteria-based awards category, there are a significant number of scholarships, awards, and particularly bursaries that do not specify Faculty or program area, corresponding more to student type, leadership and/or involvement, and financial need.

E. Provincial Bursaries

The Government of Prince Edward Island offers PEI residents several grants, bursaries, and awards in support of students' post-secondary education. The Scholarships, Awards, and Financial Aid office partners with the province to oversee the non-repayable George Coles Bursary (GCB) and the non-repayable, need-based Island Advantage Bursary (IAB) programs for residents completing their first undergraduate degree.

Bursary Title	Number of Awards Granted	Number of Unique Recipients	Value of Awards Granted	% Change in Unique Recipients (2023-2024)	% Change in Award Value (2023-2024)
George Coles Bursary	1,642	1,549	$4,426,700.00	-8%	-5.19%
Island Advantage Bursary	1,615	862	$2,778,398.00	-2%	-0.7%
Total	3,257	2,011	$7,205,098.00	-0.9%	-3.5%

F. New Awards and Initiatives

The following table provides a listing of new award records that were established for 2024-2025 implementation, including donor- and University-funded awards through annual donations, endowed or special purpose funds, or specific project or research funds. Continuing themes from new award

developments include a focus on supporting specific program areas, Indigenous students, students demonstrating various leadership capabilities, and financial need.

Award Title	Award Category	Faculty	Account Type	Award Value
Alan and Gail (RN) Brady Memorial Nursing Award	Donor	Nursing	Endowed	$1,000
Alicia Bremner Award for Future Physicians	Donor	Medicine	Annual	$1,200
Annie Spears Scholarship	Donor	Medicine	Endowed	$2,000
Cleantech Mature Student Bursary	UPEI	MCLT	Project	$1,750
Connie Ding International Student Scholarship	Donor	N/A	Annual	$1,000
Credit Unions' Promise Scholars Award	Donor	Business	Endowed	$1,000
Debbie Flood Memorial Master of Nursing Award	Donor	Nursing	Annual	$1,500
Dr. Douglas W. Ehresmann Graduate Award in Virology	Donor	AVC	Endowed	$850
Dr. Richard Kurial Award for International Students	Donor	N/A	Annual	$1,000
Edward and Phyllis McDuffee Memorial Scholarship	Donor	Veterinary Medicine	Annual	$1,250
Entrepreneurial Readiness Program	UPEI	Business	Annual	
Faye and David Huestis Foundation Renewable Awards	Donor	N/A	Annual	$5,000
Fondation Jefo AVC Scholarship	Donor	Veterinary Medicine	Annual	$1,500
George and Margaret Peake Scholarships - Graduate Program	Donor	AVC	Endowed	$4,500
Honourable James M. Lee Memorial Scholarship at AVC	Donor	Veterinary Medicine	Endowed	$1,000
Ibrahim and Julie Elaraoud Scholarship in Medicine	Donor	Medicine	Endowed	$4,000
Jean Elizabeth (McKenna) Balsom Memorial Award	Donor	Nursing	Annual	$1,000

Linda Dyer Award at AVC	Donor	Veterinary Medicine	Endowed	$1,000
MBA Future Leaders: UPEI Alumni Scholarship	UPEI	Grad Studies (Bus)	Annual	$2,000
M.E. (Mickey) Cannon Memorial Scholarship	Donor	Science	Endowed	$4,000
Myra Scholarships for AVC Residency Students	Donor	Veterinary Medicine	Endowed	Varies
NS Poultry Industry Practical Experience Award & Excellence Awards (5 awards)	Donor	Veterinary Medicine	Annual	Varies
PEI Energy Corp Cleantech Leaders Scholarship	UPEI	MCLT	Project	$2,500
PEI Energy Corp MCLT Entrance Merit Awards	UPEI	MCLT	Project	Varies
Pitch Battles Award	UPEI	Business	Annual	$2,000
Rathlyn Foundation Entrance Scholarships for UPEI FOM	Donor	Medicine	Endowed	$40,000
Ross and Barry Kneabone Award	Donor	Engineering	Annual	$3,000
Saint Dunstan's University Nurse Practitioners Awards	Donor	Nursing	Annual	$5,000
Sheri Ross Memorial Award	Donor	Veterinary Medicine	Annual	$1,000
Sir James Dunn Animal Welfare Centre Tuition Award	UPEI	Graduate Studies	Project	Varies
Terrence David Gleason Award	Donor	Arts	Annual	$1,200
Tracy Ellsworth Memorial Women's Basketball Scholarship	Donor	N/A	Endowed	$1,000
Velma and George Wright Scholarship	Donor	Medicine	Endowed	Minimum of $5,000

In 2024-2025 we have seen committee enhancements, such as annual meeting and adjudication schedule standardization & alignment with Senate; membership onboarding and training initiatives; award review and applicant adjudication process enhancements, and guideline development for improved applicant equity and fairness measures. Committee membership and engagement has also resulted in capacity enhancements to manage the increasing application load generated from the online scholarship and award application portal and enhanced advertising initiatives.