



Agenda of the meeting Senate of the University of Prince Edward Island held on
Friday, February 27, 2026, at 3:00 p.m. at Alumni Hall in Room 102.

#	Title	Lead/Support	Type	Time
1.	Call to Order, Welcome, Land Acknowledgement and Opening Remark from Chair and Vice-Chair	W. Rodgers	Information	3:00
2.	Approval of Agenda MOTION: That the agenda of Senate for February 27, 2026, be approved	W. Rodgers	Decision	3:02
3.	Approval of minutes of January 30, 2026 MOTION: That Senate approve the open minutes of January 30, 2026, as circulated.	W. Rodgers	Decision	3:04
4.	Business Arising from the Minutes on January 30, 2026	W. Rodgers	Discussion	3:06
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	3:07
6.	Question Period a. Questions and Answers Received from Placemats b. Questions Received in Advance c. Questions Received from the Floor	W. Rodgers	Discussion	3:27
7.	Reports from Standing Committees a. Senate Steering and Nominating Committee i. Report of SSNC ii. Report on Elections iii. Report and recommendations of the Working Group on the Composition of Senate MOTION: That the Processes and Procedures of Senate be amended as presented. b. Academic Planning and Curriculum Committee i. Sixth Curriculum Report ii. Notice prior to Assessment iii. Draft UPEI Academic Plan	a. W. Rodgers b. G. Naterer	a. i. Information a. ii. Information a. iii. Decision b. i. Decision b. ii. Discussion b. iii. Discussion	3:42
8.	Shout outs	W. Rodgers	Discussion	4:40
9.	Closed Session – Conferment of Honorary Degrees MOTION: That Senate move to a closed session. MOTION: That the slate of prospective honorary degree recipients be approved. MOTION: That Senate move to an open session.	W. Rodgers	Decision	4:50
10.	Adjournment MOTION: That the Senate meeting be adjourned.	W. Rodgers	Procedure	5:00

Circulated to Senators on February 20, 2026

Pascal Robichaud, Secretary of Senate

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

Faculty/School/Department: **Registrar's Office**

Department/Program(s)/Academic Regulations: **Academic Regulation #6**

MOTION: To amend the Course Registration regulation to identify expectations for documented feedback prior to the last day for course discontinuation in a semester.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>6. Course Registration</p> <p>The registration process consists of three steps:</p> <ol style="list-style-type: none">1. payment of tuition deposit;2. registration in courses; and3. payment of fees by the published deadline. <p>Double scheduling: students are not permitted to register in two courses that are offered during the same time period or during time periods that overlap.</p> <p>Course changes: students may make changes to their course selections as follows:</p> <ul style="list-style-type: none">• Adding: changes are made online, up to the “last day to register”; after this date, or at any time for classes that are “closed” by the Registrar’s Office, permission of the instructor and the Chair [Arts and Science] or instructor and Dean [Professional programs, Faculty of Sustainable Design Engineering and the Faculty of Business] is required.• Course Dropping: changes are made online, up to the “last day to register”; after this date, and up to the deadline for discontinuation as published in the calendar, changes must be made in person at the Registrar’s Office.	<p>Click here to enter text. Please note maximum allowance of 40 characters for course titles & 100 words for course descriptions.</p> <p>6. Course Registration</p> <p>The registration process consists of three steps:</p> <ol style="list-style-type: none">1. payment of tuition deposit;2. registration in courses; and3. payment of fees by the published deadline. <p>Double scheduling: students are not permitted to register in two courses that are offered during the same time period or during time periods that overlap.</p> <p>Course changes: students may make changes to their course selections as follows:</p> <ul style="list-style-type: none">• Adding: changes are made online, up to the “last day to register”; after this date, or at any time for classes that are “closed” by the Registrar’s Office, permission of the instructor and the Chair [Arts and Science] or instructor and Dean [Professional programs, Faculty of Sustainable Design Engineering and the Faculty of Business] is required.• Course Dropping: changes are made online, up to the “last day to register”; after this date, and up to the deadline for discontinuation as published in the calendar, changes must be made in person at the Registrar’s Office.<ul style="list-style-type: none">o <u>Students are entitled to make informed decisions about continuing in a course prior to the deadline for discontinuing courses in a semester. This means that students shall have a reasonable opportunity to assess their progress in each course and to receive documented feedback on their performance in each course before making a decision. Instructors are expected to provide an informative level of feedback (graded or</u>

<ul style="list-style-type: none"> Non-Credit Status: changes from “for credit” registration to “audit” status are made in person until the “last day to register”. Note: courses taken as non-credit audits will not be changed to “for credit” status beyond this date. “Audit” Status: requires the permission of the instructor and Chair or Dean, as appropriate. 	<p style="background-color: yellow; display: inline-block; padding: 2px;">not) prior to the deadline for course discontinuation in a given semester.</p> <ul style="list-style-type: none"> Non-Credit Status: changes from “for credit” registration to “audit” status are made in person until the “last day to register”. Note: courses taken as non-credit audits will not be changed to “for credit” status beyond this date. “Audit” Status: requires the permission of the instructor and Chair or Dean, as appropriate.

Rationale for Change: To provide students with transparency and clear expectations for receiving an informative amount of feedback before the course discontinuation deadline to support decisions regarding their progress and to inform action necessary within regular deadline guided processes.

Effective Term: Fall 2026

Implications for Other Programs: [NA](#)

Impact on Students Currently Enrolled: Supports current students.

Authorization

Date:

Departmental Approval: Click here to enter name of approver.	Click here to select approval date.
Faculty/School Approval: Click here to enter name of approver.	Click here to select approval date.
Faculty Dean’s Approval: Click here to enter name of approver.	Click here to select approval date.
Grad. Studies Dean’s Approval: Click here to enter name of approver.	Click here to select approval date.
Registrar’s Office Approval: Darcy McCardle	December 4, 2025



UNIVERSITY
of Prince Edward
ISLAND

Committee Report to Senate

Committee Name: Senate Steering and Nominating Committee

Committee Meeting Date: 1/22/2026

Attendance: Wendy Rodgers, Kim Mears, Andrea Trowbridge, Pascal Robichaud, Luciana Paredes

Regrets: Erin Reid

Senate Meeting Date: 1/30/2026

Items Discussed

- **Chair responsibilities at Senate**
Possibility of bringing the Vice Chair more frequently into the role of assembly chair
- **Course Materials Policy**
Being brought forward to Senate one last time before going to BoG in March
- **Curriculum report**
Briefing note to be included at beginning
- **Composition**
Discussion on information that was brought forward for the motion at Senate in December.
- **Election of Senators and committee members**
Call for nominations was sent out January 21st
Secretariat is working on election SOP to ensure continuity of process and is looking at ways to improve efficiency
Question was brought up on student composition. Secretariat to follow up and clarify.

Decisions Taken

- Approval of the Agenda of the January 30 meeting of Senate.

Report due to senate@upei.ca at least two weeks prior to Senate meeting

Recommendations to Senate

- Agenda of Senate
- Motion to reconsider an approved motion on composition of Senate

January / February 2026

Senate and Senate Committee Elections

As a result of the call for nominations (see Appendix B), the Secretariat can report the following electoral results:

Summary Results

Following two rounds of nominations, acclamations and elections, three senators were elected; two from the Faculty of Arts and one member at large.

Elected to Senate

- Marie Pascal Faculty of Arts
- Susan Brown Faculty of Arts
- Micheal Arfken Faculty of Arts

Three vacancies remain for faculty members at large

Elected to the SIC

- Brent Robicheau Faculty of Science
- Jingen Liang Faculty of Business
- Justin Kakeu Faculty of Arts
- Senthilkumar Thirupathi Faculty of Sustainable Design Engineering
- Etienne Cote AVC
- Gail Macartney Nursing
- Katelyn Browne Library

The committee's complement is now complete.

Elected to the Honorary Degrees Committee

- Brent Robicheau Faculty of Science
- Amy Hsiao Faculty of Sustainable Design Engineering
- Barry Linkletter Faculty of Science

Elected to the Academic Planning and Curriculum Committee

- Nancy Clark Faculty of Nursing

A vacancy remains for the Faculty of Business.

Detailed results

FOR SENATE

For the election of a faculty member from the AVC to a term from December 31st, 2026, from departments other than Biomedical Sciences, Companion Animals, Health Management.

No candidacy was received after two calls for nominations.

For the election of two faculty members from the Faculty of Arts to a term starting on June 30th, 2026, from departments other than Economics, Music, English, Psychology, Political Science, DSJS.

Three nominations were received and election held, with the following results.

Marie Pascal	Modern Languages	(Elected)
Susan Brown	History	(Elected)
Yasmin Koop-Monteiro	Sociology and Anthropology	

For the election of four members of faculty at Large to a Term to start immediately to June 30, 2027

One member was acclaimed as being the only nominee.

Michael Arfken	At large
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FOR THE SCHOLARLY INTEGRITY COMMITTEE (SIC)

For the election of seven faculty members or librarians for a term to start immediately. As provided under Policy, faculty members must be from different faculties.

First call and election

The following members were acclaimed as they were the only nominees from their Faculty and the total number of nominees was inferior to the number of seats to fill.

Brent Robicheau	Science/Biology
Jingen Liang	Business
Justin Kakeu	Arts/Economics
Senthilkumar Thirupathi	Sustainable Design Engineering

As two nominations were received for the AVC, an election was held with the following result.

Etienne Cote AVC	Companion Animals (Elected)
Paul Bernard AVC	Biomedical Sciences

Nominee for Scholarly Integrity Committee (SIC) - two (2) faculty members and librarians (Excluding Faculties of AVC, Arts, Business, Science and Sustainable Design Engineering, as there is already rep

Second call and election

Three nominees were received – Election was held

Tess Miller	Education	
Gail Macartney	Nursing	(Elected)
Katelyn Browne	Library	(Elected)

FOR THE HONORARY DEGREE COMMITTEE (HDC)

For the election of three members of faculty to the Honorary Degree Committee to a term until December 31st, 2028. As provided under the Terms of Reference of the Committee, faculty members must be from different faculties.

One candidacy having been received, the following member was acclaimed, one after a first call and two more after the second call.

Brent Robicheau	Science/Biology
Amy Hsiao	Sustainable Design Engineering
Barry Linkletter	Chemistry

FOR THE ACADEMIC PLANNING AND CURRICULUM COMMITTEE (APCC)

For the election of a faculty member from the Faculty of Nursing or McDougall Faculty of Business to the Academic Planning & Curriculum Committee to a term to June 30th, 2026.

As two nominations were received from Nursing, an election was held with the following results.

Rianne Carragher	Nursing
Nancy Clark	Nursing (Elected)

VACANCIES

One vacancy remains at Senate for a faculty member from the AVC from departments other than Biomedical Sciences, Companion Animals, Health Management, for a term to December 31st, 2026.

Three vacancies remain at Senate for members of faculty at Large for a term to start immediately to June 30, 2027.

One vacancy remains for a faculty member from the Faculty of Business on the Academic Planning & Curriculum Committee (APCC) for a term to June 30th, 2026.

A new round of calls for nominations to fill these vacancies will follow forthwith.

APPENDIX B

Call for Nominations - Senate vacancies are as follows:

- 1. AVC term to December 31st, 2026, to fill in for sabbatical.**
 - (from departments other than Biomedical Sciences, Companion Animals, Health Management, as there is current representation)
- 2. Arts (2) term to June 30th, 2026, covering for resignation and sabbatical**
 - (from departments other than Economics, Music, English, Psychology, Political Science, DSJS as there is current representation)

Scholarly Integrity Committee (SIC)

- 1. Seven (7) faculty members and librarians elected by the Senate, but not necessarily from the Senate.**

To ensure a diversity of views and backgrounds, no two members should be elected from the same Faculty.

The chair will be elected from the committee membership, normally with a term of two years.

Academic Planning & Curriculum Committee (APCC)

- 1. Faculty of Nursing - term to December 31st, 2026**
- 2. McDougall Faculty of Business - term to December 31st, 2026**

Honorary Degree Committee (HDC)

- 1. Three (3) faculty members from different Faculties elected by the Senate term to December 31st, 2028**

Call for Nominations - Senate vacancies are as follows:

- 1. Faculty at Large four (4) seats - Term immediate to June 30, 2027**

Scholarly Integrity Committee (SIC)

- 1. Two (2) faculty members and librarians elected by the Senate - (Excluding Faculties of AVC, Arts, Business, Science and Sustainable Design Engineering, as there is already representation), but not necessarily from the Senate.**

- a. To ensure a diversity of views and backgrounds, no two members should be elected from the same Faculty.

- a. The chair will be elected from the committee membership, normally with a term of two years.

Call for Nominations - Senate vacancies are as follows:

1. **AVC term to December 31st, 2026, to fill in for sabbatical.** (from departments other than Biomedical Sciences, Companion Animals, Health Management, as there is current representation)

Academic Planning & Curriculum Committee (APCC)

1. **Faculty of Nursing - term to December 31st, 2026**
2. **McDougall Faculty of Business - term to December 31st, 2026**

Honorary Degree Committee (HDC)

1. **Two (2) faculty members from different Faculties (Science is already represented) elected by the Senate term to December 31st, 202**

Purpose: DISCUSSION

Subject: Report of the Working Group on the Composition of Senate

Prepared by: Pascal Robichaud, University Secretary

Prepared for: Senate

Date: February 18, 2026

ACTION

Receive and consider recommendations from the Working Group on the Composition of Senate

BACKGROUND

On December 19, 2026, Senate approved a motion establishing a working group on the composition of Senate to:

to review the rules for the composition of Senate including items such as allocation of at-large seats, how to achieve diversity, and addressing backfill for leaves as examples. The group will be co-chaired by the University Secretary and the Vice-Chair of Senate, who will identify necessary expertise needed for the Committee. Additionally, we will ask Senate to elect two members to serve on the working group.

The Working Groups complement is:

- Kim Mears and Pascal Robichaud, co-chairs
- James Sentence
- Barry Linkletter
- Amy Hsiao
- Suzanne Kresta
- Rose Avoine-Dalton

The Working Group met on January 16 and agreed to:

- A timeline for its work (See Appendix A)
 - Recommend to Senate the reconsideration of the addition of four seats to its membership.
 - Recommend to Senate the postponement of the annual election of Senate to allow the WG to present recommendation on the allocation of additional seats before proceeding to elections.
 - Recommend to Senate that, whichever decision is taken regarding the number of additional seats, all additional seats be codified in the Processes and Procedures of Senate.
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- Discuss issues germane to the composition of the Senate: status during leave and the sequencing of terms.

On January 30, Senate sustained the four additional seats and approved the postponement of the annual election of Senators to the first week of March 2026, so that it could receive and resolve modifications to its composition at its February meeting and agreed that the additional seats should be codified under section 3.2 of the *Processes and Procedures of Senate*.

The Working Group met a second time on February 11, 2026, and agreed that:

- Each Faculty should have at least one faculty seat at Senate,
- The seats added to the Senate on December 19 as at-large seats should remain so to:
 - Provide flexibility in the complement of the Senate,
 - Improve the probability that the Senate will be composed of no less than 50% of faculty members,
 - Allow those voices less heard or that we not captured in the election of Senators to designated seats to be present at the Senate, and
 - Facilitate more efficient management of the election of Senators.
- For those additional seats that are not filled after a first election call, there would be a second call. If a seat remains unfilled after a second call, there will be an open call with the seat filled by the first eligible candidate to step forward being acclaimed. This would apply differently to seats attributed under the Act, as those have to align with departments within Faculties.
- A statement should be added to the *Processes and Procedures of Senate* inviting Senators to consider their capacity to continue to serve on Senate while on sabbatical leave and stating that Senators cannot serve while on medical leave.
- Recommend to Senate the staggering of terms of Senators to better distribute the terms and avoid a cohort effect where many Senators leave at the same time.

At a forthcoming meeting of Senate, a proposal will be made to stagger the terms of Senators to avoid a cohort effect that could deprive Senate of much institutional memory and hinder the progress of multi-year initiatives.

RECOMMENDATIONS

The Working Group recommends that the *Processes and Procedures of Senate* be amended as follows:

Current	New
<p>5.1 Eligibility</p> <p>Eligibility to be nominated and to vote for vacant positions on Senate shall be restricted to faculty and shall exclude faculty who serve on Senate ex-officio. All eligible faculty vote for all vacant Senate seats according to the process described in Section 5.2 of this Policy. Elected members of Senate for vacated seats, with the exception of special circumstances (see Section 5.2 a) of this Policy) shall serve a three-year term in office and are eligible for re-election</p>	<p>5.1 Eligibility</p> <p>Eligibility to be nominated and to vote for vacant positions on Senate shall be restricted to faculty and shall exclude faculty who serve on Senate ex-officio. All eligible faculty vote for all vacant Senate seats according to the process described in Section 5.2 of this Policy. Elected members of Senate for vacated seats, with the exception of special circumstances (see Section 5.2 a) of this Policy) shall serve a three-year term in office and are eligible for re-election.</p> <p>Members to be elected under section 3. k) must be from the department for which a seat is to be filled at Senate. None of those members can be from the same department.</p> <p>Members to be elected to a designated seat under section 3.2 must be from the designated Faculty. All full-time faculty of the University are eligible for at-large seats under section 3.2.</p>
<p>5.2 d)</p> <p>When the deadline for nominations has been reached, the Secretary of Senate shall compare the slate of candidates nominated to the vacancies existing. Where the number of nominated candidates is equal to the number of corresponding vacancies, the Secretary of Senate shall declare the nominees elected by acclamation. If more than the required number of faculty are nominated</p>	<p>5.2 d)</p> <p>At the deadline for nominations, the Secretary of Senate will compare the slate of candidates nominated to the vacancies existing.</p> <p>Acclamation</p> <p>Where the number of nominated candidates is equal or inferior to the number of corresponding vacancies, the</p>

<p>for corresponding vacancies, an electronic vote will be undertaken (refer to section 5.3 of this policy). If the number of nominations for a vacancy are fewer than the number of corresponding vacancies, the Secretary of Senate shall seek further nominations until the following March 31. For this subsequent round of nominations, the process for acclamation or election shall be as followed in the initial round of nominations.</p>	<p>Secretary of Senate will declare those candidates elected by acclamation.</p> <p>Election</p> <p>If more than the required number of candidates are nominated for corresponding vacancies, an electronic vote will be undertaken (refer to section 5.3 of this policy) to elect a faculty member.</p> <p>Second call</p> <p>For all seats left unfilled after the first round of elections, the Secretary of Senate will proceed to a second call for nominations.</p> <p>For this second round of nominations, the process for acclamation or election shall be as followed in the first round.</p> <p>Third call</p> <p>For all seats left unfilled after the second round of nominations, the Secretary of Senate will proceed to a third and final open call for nominations.</p> <p>For this third call, the Secretary of Senate will immediately declare nominated candidates elected by acclamation.</p>
<p>None</p>	<p>5 f) leave</p> <p>i) Medical leave</p> <p>Senators cannot serve on Senate during medical leave. Upon being notified that a Senator has gone on medical leave, the Secretary of Senate will proceed to an election to replace that member for the duration of their leave up to and no further than the end of their term at Senate.</p> <p>ii) Sabbaticals</p>

	<p>As the purpose of sabbatical leave is to provide members with the means to extend their knowledge, further their research, increase their teaching skills, and strengthen their contacts with the international community of scholars, thereby enhancing their contribution to the University and its mission on their return and knowing that faculty members on sabbatical are encouraged to leave Prince Edward Island, Senators going on sabbatical should consider whether service on Senate is compatible with such leave and, if not, notify the Secretary of Senate that they will be stepping away from Senate during their leave. Upon receiving such notice, the Secretary of Senate will proceed to the election of a faculty member to replace the member on sabbatical leave for the duration of that leave.</p>
<p>3.2 Members at Large</p> <p>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:</p> <p>Member at Large Designated to the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies</p> <p>Member at Large Designated to the Faculty of Sustainable Design Engineering</p> <p>Member at Large Designated to the Library</p>	<p>3.2 Additional members</p> <p>Pursuant to paragraph 22 (2) of the University Act, to ensure members of the faculty shall constitute not less than one-half of the total of its membership, the Senate shall elect from among, and by, all full-time faculty, the following members in addition to those under section 3.1:</p> <p>3.2.1 One faculty member from the <i>Faculty of Indigenous Knowledge, Education, Research and Applied Studies</i>.</p> <p>3.2.2 One faculty member from the <i>Faculty of Sustainable Design Engineering</i>.</p> <p>3.2.3 One librarian.</p>

	<p>3.2.4 One faculty member from the <i>Faculty of Medicine</i>.</p> <p>3.2.4.1 As a transitional measure, the seat designated for the Faculty of Medicine will be filled by a member of faculty elected at large until the Faculty of Medicine has faculty members that can stand for election to Senate. When that happens, this transitional measure will automatically be deleted.</p> <p>3.2.5 Six faculty members at-large.</p>
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APPENDIX A***Timeline of the Working Group on the Composition of Senate***

The Co-chairs of the Working Group met to plan the work and set a schedule of meetings.

The schedule is based on two meetings, which would allow the WG recommend the distribution of additional seats to Senate in February.

- 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.

SUMMARY OF CHANGES

Motion	Page #
McDougall Faculty of Business	
Summary of Changes	3
1. To waive ACCT 2210 prerequisite for ABBA or BBTH students who transfer in with an Accounting Tech diploma.	Calendar Entry Change 4
2. That the prerequisite for BUS 4850 be revised so that BUS 3910 may be completed prior to or taken concurrently with BUS 4850.	Pre-requisite Addition/Change 5
Faculty of Engineering	
Summary of Changes	6
3. To remove cross-level listing of five PhD courses with Bachelor program courses	Cross-Level Listing Change 7-10
4. ENGN 4030	Course Deletion 11-12
5. ENGN 4040	Course Deletion 13-14
6. ENGN 4063	Course Deletion 15-16
7. ENGN 4081	Course Deletion 17-18
8. ENGN 4101	Course Deletion 19-20
Faculty of Graduate Studies & Registrar's Office	
Summary of Changes	21
9. To update Graduate Academic Regulation #2 – Transcript Abbreviations	Academic Regulation Change 22-23
10. To update the Grades Schedule for the Master of Nursing as it impacts Thesis grading	Calendar Entry Change 24-25
11. To update the Grades Schedule to reflect Pass/Fail grading designations for Thesis	Calendar Entry Change 26-27

SUMMARY OF CHANGES

12.To update reference to Dissertation grading for the PhD Educational Studies	Calendar Entry Change	28
13.To update the Grades Schedule to reflect Pass/Fail grading designations for Thesis	Calendar Entry Change	29



SUMMARY OF CHANGES MCDOUGALL FACULTY OF BUSINESS Motion #'s 1-2

Summary of Motions McDougall Faculty of Business

#	Type of Motion	Motion
1.	Calendar Entry Change	To waive ACCT 2210 prerequisite for ABBA or BBTH students who transfer in with an Accounting Tech diploma.
2.	Pre-requisite Addition/Change	That the prerequisite for BUS 4850 be revised so that BUS 3910 may be completed prior to or taken concurrently with BUS 4850.



CALENDAR & CURRICULUM CHANGE

Motion # 1

Revision is for a: Calendar Entry Change

Faculty/School/Department: Business

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

MOTION: To waive ACCT 2210 prerequisite for ABBA or BBTH students who transfer in with an Accounting Tech diploma.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
ACCT 3120 COST ACCOUNTING Topics include standard costing, budgets, flexible budgets, variance analysis, pricing, relevance and decentralization, and transfer pricing. This course will also incorporate case studies to highlight the application of methodology. PREREQUISITE: A minimum of 60% in Accounting 2210 and a minimum of third year standing in an undergraduate program or permission of the instructor	ACCT 3120 COST ACCOUNTING Topics include standard costing, budgets, flexible budgets, variance analysis, pricing, relevance and decentralization, and transfer pricing. This course will also incorporate case studies to highlight the application of methodology. PREREQUISITE: A minimum of 60% in Accounting 2210 and a minimum of third year standing in an undergraduate program or permission of the instructor, <u>or admitted to ABBA from Accounting Tech diploma, or admitted to BBST from Accounting Tech diploma.</u>

Rationale for Change: Approval already granted from Senate to allow ACCT 2210 to be waived for students transferring into Business with an Accounting Tech diploma. Update is to facilitate removal of ACCT 2210 as a prerequisite for these students.

Effective Term: FALL 2026

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: none

Authorization

Date:

Departmental Approval: MFob Curriculum Committee	November 24, 2025
Faculty/School Approval: MFoB Faculty	January 16, 2026
Faculty Dean’s Approval: Tarek Mady	February 16, 2026
Grad. Studies Dean’s Approval: N/A	N/A
Received by the Registrar’s Office	January 19, 2026



CALENDAR & CURRICULUM CHANGE

Motion # 2

Revision is for a: Pre-requisite Addition/Change

Faculty/School/Department: Business

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

MOTION: That the prerequisite for BUS 4850 be revised so that BUS 3910 may be completed prior to or taken concurrently with BUS 4850.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>4850 DEVELOPING MANAGEMENT AND LEADERSHIP SKILLS In this course, learners are provided with tools and exercises that are used to develop self-awareness, creativity, conflict resolution, and empowerment skills. Learners begin a process of self-assessment which can continue to serve their development as managers after the course is completed. PREREQUISITE: Business 2720, & Business 3910 or permission of the instructor Three hours a week</p>	<p>4850 DEVELOPING MANAGEMENT AND LEADERSHIP SKILLS In this course, learners are provided with tools and exercises that are used to develop self-awareness, creativity, conflict resolution, and empowerment skills. Learners begin a process of self-assessment which can continue to serve their development as managers after the course is completed. PREREQUISITE: Business 3910 <u>must be completed or taken concurrently</u>, Business 2720, or permission of the instructor Three hours a week</p>

Rationale for Change: Allowing BUS 3910 to be taken concurrently with BUS 4850 provides greater flexibility for students - particularly those in their final semesters - who would otherwise require waivers to enroll in both courses at the same time. This change supports timely progression toward graduation.

Effective Term: FALL 2026

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

Departmental Approval: MFoB Curriculum Committee	November 24, 2025
Faculty/School Approval: MFoB Faculty	January 16, 2026
Faculty Dean’s Approval: Tarek Mady	January 16, 2026
Grad. Studies Dean’s Approval: N/A	N/A
Received by the Registrar’s Office:	January 19, 2026



SUMMARY OF CHANGES FACULTY OF ENGINEERING

Motion #'s 3-8

Summary of Motions
Faculty of Engineering

#	Type of Motion	Motion
3.	Cross-Level Listing Change	To remove cross-level listing of five PhD courses with Bachelor program courses
4.	Course Deletion	ENGN 4030
5.	Course Deletion	ENGN 4040
6.	Course Deletion	ENGN 4063
7.	Course Deletion	ENGN 4081
8.	Course Deletion	ENGN 4101



CALENDAR & CURRICULUM CHANGE

Motion # 3

Revision is for a: Cross-listing Change

Faculty/School/Department: Sustainable Design Engineering

Department/Program(s)/Academic Regulations: **PhD Sustainable Design Engineering**

MOTION: To remove cross-level listing of five PhD courses with Bachelor program courses

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>[from: 116. Doctor of Philosophy in Sustainable Design Engineering]</p> <p>List of Courses</p> <p>Thesis and Seminar</p> <p>SDE 8030 CONTEMPORARY TOPICS IN SUSTAINABLE DESIGN ENGINEERING</p> <p>In this course students will be exposed to and examine the concepts underlying sustainable design engineering as they pertain to engineering practice and in particular engineering research and the development of new technologies. Sustainable design engineering can be defined as an engineering design process which considers not only the key performance indicators and functional characteristics of the system being developed but also the environmental, social and economic context and impacts of the system. Recent advances in sustainability research have focused on the complex interactions between these areas, evolving from “green engineering” to a full consideration of sustainability. In order to develop sustainable solutions, engineers and researchers must be able to critically evaluate their work in this context. To this end, students will examine case studies and relevant readings on such topics as sustainability indicators, techno-economic and life cycle assessment, stakeholder engagement, real time technology assessment, engineering justice, and design for sustainability. While approaches for addressing the specific areas of environmental, social and economic sustainability will be covered, the focus of the course will be on the interactions between these areas. A key outcome of this course will be a paper critically examining the student’s research topic from the perspective of sustainable design engineering. Graduate-level project will be required as defined in consultation with the instructor.</p> <p>Cross-level listed with ENGN-4030; credit cannot be received for both courses.</p>	<p>[from: 116. Doctor of Philosophy in Sustainable Design Engineering]</p> <p>List of Courses</p> <p>Thesis and Seminar</p> <p>SDE 8030 CONTEMPORARY TOPICS IN SUSTAINABLE DESIGN ENGINEERING</p> <p>In this course students will be exposed to and examine the concepts underlying sustainable design engineering as they pertain to engineering practice and in particular engineering research and the development of new technologies. Sustainable design engineering can be defined as an engineering design process which considers not only the key performance indicators and functional characteristics of the system being developed but also the environmental, social and economic context and impacts of the system. Recent advances in sustainability research have focused on the complex interactions between these areas, evolving from “green engineering” to a full consideration of sustainability. In order to develop sustainable solutions, engineers and researchers must be able to critically evaluate their work in this context. To this end, students will examine case studies and relevant readings on such topics as sustainability indicators, techno-economic and life cycle assessment, stakeholder engagement, real time technology assessment, engineering justice, and design for sustainability. While approaches for addressing the specific areas of environmental, social and economic sustainability will be covered, the focus of the course will be on the interactions between these areas. A key outcome of this course will be a paper critically examining the student’s research topic from the perspective of sustainable design engineering. Graduate-level project will be required as defined in consultation with the instructor.</p> <p>Cross-level listed with ENGN-4030; credit cannot be received for both courses.</p>



CALENDAR & CURRICULUM CHANGE

Motion # 3

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>PREREQUISITES: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p> <p>SDE 8040 DESIGN OF EXPERIMENTS This course focuses on the design, implementation, and analysis of engineering, scientific, and computer-based experiments. The course will examine the proper and scientific approach to experimentation, modeling, simulation, and analysis of data. Various designs are discussed and their respective advantages and disadvantages are noted. Factorial designs and sensitivity analysis will be studied in detail because of its relevance to various industries. Use of software for designing and analyzing experiments will also be used. For experiments that involved mainly physical quantities and natural phenomena, techniques of dimensional analysis will also be introduced. Graduate-level project will be required as defined in consultation with the instructor. Cross-level listed with ENGN-4040; credit cannot be received for both courses. PREREQUISITE: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p> <p>SDE 8063 CONTEMPORARY TOPICS IN SUSTAINABLE ENERGY This broadly applicable course discusses global energy usage and exposes students to current trends in local and global sustainable energy initiatives (i.e., energy generation and storage) and applications. Present and future global energy consumption and related CO2 emissions are considered and discussed. Students will be exposed to and analyze case studies as well as develop and design their own globally relevant solution concepts. Students will ultimately gain an enhanced, quantitative appreciation for the challenges and opportunities related to global energy system decarbonization. Graduate-level project will be required as defined in consultation with the instructor. Cross-level listed with ENGN-4063; credit cannot be received for both courses. PREREQUISITE: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p>	<p>PREREQUISITES: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p> <p>SDE 8040 DESIGN OF EXPERIMENTS This course focuses on the design, implementation, and analysis of engineering, scientific, and computer-based experiments. The course will examine the proper and scientific approach to experimentation, modeling, simulation, and analysis of data. Various designs are discussed and their respective advantages and disadvantages are noted. Factorial designs and sensitivity analysis will be studied in detail because of its relevance to various industries. Use of software for designing and analyzing experiments will also be used. For experiments that involved mainly physical quantities and natural phenomena, techniques of dimensional analysis will also be introduced. Graduate-level project will be required as defined in consultation with the instructor. Cross-level listed with ENGN-4040; credit cannot be received for both courses. PREREQUISITE: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p> <p>SDE 8063 CONTEMPORARY TOPICS IN SUSTAINABLE ENERGY This broadly applicable course discusses global energy usage and exposes students to current trends in local and global sustainable energy initiatives (i.e., energy generation and storage) and applications. Present and future global energy consumption and related CO2 emissions are considered and discussed. Students will be exposed to and analyze case studies as well as develop and design their own globally relevant solution concepts. Students will ultimately gain an enhanced, quantitative appreciation for the challenges and opportunities related to global energy system decarbonization. Graduate-level project will be required as defined in consultation with the instructor. Cross-level listed with ENGN-4063; credit cannot be received for both courses. PREREQUISITE: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p>

CALENDAR & CURRICULUM CHANGE

Motion # 3

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>SDE 8081 MODERN MECHATRONIC SYSTEMS This course emphasizes how the abstract concepts of control theory and advanced design tools are used pragmatically in engineering practice in the mechatronics field. This course explores current topics of modern mechatronics, from the application of complex systems through dimensionality reduction, machine learning, and dynamical systems modelling to innovative methods and algorithms such as augmented reality, medical image analysis, and automated mapping of environments. Above all, this course is designed to entice students to think, ask questions of existing theory, and understand the essence of mechatronics systems. To this end, students will develop and implement practical, hands-on-with-hardware applications of the control system analysis and design principles that are the subject matter of their research. The findings and results of this project will be presented in the format of a manuscript that incorporates the research methodology, their final product, and critical thinking over the mechatronic topic. Graduate-level project will be required as defined in consultation with the instructor. Cross-level listed with ENGN-4081; credit cannot be received for both courses. PREREQUISITE: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p>	<p>SDE 8081 MODERN MECHATRONIC SYSTEMS This course emphasizes how the abstract concepts of control theory and advanced design tools are used pragmatically in engineering practice in the mechatronics field. This course explores current topics of modern mechatronics, from the application of complex systems through dimensionality reduction, machine learning, and dynamical systems modelling to innovative methods and algorithms such as augmented reality, medical image analysis, and automated mapping of environments. Above all, this course is designed to entice students to think, ask questions of existing theory, and understand the essence of mechatronics systems. To this end, students will develop and implement practical, hands-on-with-hardware applications of the control system analysis and design principles that are the subject matter of their research. The findings and results of this project will be presented in the format of a manuscript that incorporates the research methodology, their final product, and critical thinking over the mechatronic topic. Graduate-level project will be required as defined in consultation with the instructor. Cross-level listed with ENGN-4081; credit cannot be received for both courses. PREREQUISITE: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p>
<p>SDE 8101 ADVANCES IN BIORESOURCE ENGINEERING The quest for food security, renewable energy, climate change and demand for sustainable fuels has increased focus on biomass conversion and technological interventions to cope with these challenges. This course covers advanced topics in bioresource engineering to acquire an understanding of sustainability challenges in bioresource sector and propose optimal climate smart solutions by implementing technologies and processes. The course is delivered in three complementary modules: i) deep learning and artificial intelligence for sustainable food production, ii) biofuels and biomaterials, and iii) the design of biomass conversion reactors. Graduate-level project will be required as defined in consultation with the instructor. Cross-level listed with ENGN-4101; credit cannot be received for both courses. PREREQUISITE: Admission to the graduate program in Faculty of Sustainable Design Engineering</p>	<p>SDE 8101 ADVANCES IN BIORESOURCE ENGINEERING The quest for food security, renewable energy, climate change and demand for sustainable fuels has increased focus on biomass conversion and technological interventions to cope with these challenges. This course covers advanced topics in bioresource engineering to acquire an understanding of sustainability challenges in bioresource sector and propose optimal climate smart solutions by implementing technologies and processes. The course is delivered in three complementary modules: i) deep learning and artificial intelligence for sustainable food production, ii) biofuels and biomaterials, and iii) the design of biomass conversion reactors. Graduate-level project will be required as defined in consultation with the instructor. Cross-level listed with ENGN-4101; credit cannot be received for both courses. PREREQUISITE: Admission to the graduate program in Faculty of Sustainable Design Engineering HOURS OF CREDIT: 3</p>



CALENDAR & CURRICULUM CHANGE

Motion # 3

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
HOURS OF CREDIT: 3	

Rationale for Change: To ensure compliance with MPHEC requirements and to maintain the integrity of our program, the five undergraduate courses are being removed from cross-level listing.

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: none

Authorization

Date:

Departmental Approval: N/A	N/A
Faculty/School Approval: FSDE	January 15, 2026
Faculty Dean’s Approval: Dr. Suzanne Kresta	January 15, 2026
Grad. Studies Dean’s Approval: Dr. Marva Sweeney-Nixon	February 6, 2026
Received by the Registrar’s Office	January 19, 2026

Form Version: October 2025



CALENDAR & CURRICULUM CHANGE

Motion # 4

Revision is for a: Course Deletion

Faculty/School/Department: Sustainable Design Engineering

Department/Program(s)/Academic Regulations: Faculty of Sustainable Design Engineering

MOTION: To delete ENGN-4030 course from Bachelor of Science in Sustainable Design Engineering program

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>(from: 67 Engineering) 4030 CONTEMPORARY TOPICS IN SUSTAINABLE DESIGN ENGINEERING In this course students will be exposed to and examine the concepts underlying sustainable design engineering as they pertain to engineering practice and in particular engineering research and the development of new technologies. Sustainable design engineering can be defined as an engineering design process which considers not only the key performance indicators and functional characteristics of the system being developed but also the environmental, social and economic context and impacts of the system. Recent advances in sustainability research have focused on the complex interactions between these areas, evolving from "green engineering" to a full consideration of sustainability. In order to develop sustainable solutions, engineers and researchers must be able to critically evaluate their work in this context. To this end, students will examine case studies and relevant readings on such topics as sustainability indicators, techno-economic and life cycle assessment, stakeholder engagement, real time technology assessment, engineering justice, and design for sustainability. While approaches for addressing the specific areas of environmental, social and economic sustainability will be covered, the focus of the course will be on the interactions between these areas. A key outcome of this course will be a paper critically examining the student's research topic from the perspective of sustainable design engineering. Cross-level listed with SDE 8030. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>	<p>(from: 67 Engineering) 4030 CONTEMPORARY TOPICS IN SUSTAINABLE DESIGN ENGINEERING <u>In this course students will be exposed to and examine the concepts underlying sustainable design engineering as they pertain to engineering practice and in particular engineering research and the development of new technologies.</u> Sustainable design engineering can be defined as an engineering design process which considers not only the key performance indicators and functional characteristics of the system being developed but also the environmental, social and economic context and impacts of the system. Recent advances in sustainability research have focused on the complex interactions between these areas, evolving from "green engineering" to a full consideration of sustainability. In order to develop sustainable solutions, engineers and researchers must be able to critically evaluate their work in this context. To this end, students will examine case studies and relevant readings on such topics as sustainability indicators, techno-economic and life cycle assessment, stakeholder engagement, real time technology assessment, engineering justice, and design for sustainability. While approaches for addressing the specific areas of environmental, social and economic sustainability will be covered, the focus of the course will be on the interactions between these areas. A key outcome of this course will be a paper critically examining the student's research topic from the perspective of sustainable design engineering. Cross-level listed with SDE 8030. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>



CALENDAR & CURRICULUM CHANGE

Motion # 4

Rationale for Change: To ensure compliance with MPHEC requirements and to maintain the integrity of our program, the undergrad course that was created as a cross-level listed course must be deleted (to create a graduate-only course).

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: none

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: FSDE	January 15, 2026
Faculty Dean’s Approval: Dr. Suzanne Kresta	January 15, 2026
Grad. Studies Dean’s Approval: Dr. Marva Sweeney-Nixon	February 6, 2026
Received by the Registrar’s Office	January 19, 2026

Form Version: October 2025

CALENDAR & CURRICULUM CHANGE

Motion # 5

Revision is for a: Course Deletion

Faculty/School/Department: Sustainable Design Engineering

Department/Program(s)/Academic Regulations: **Faculty of Sustainable Design Engineering**

MOTION: To delete ENGN-4040 course from Bachelor of Science in Sustainable Design Engineering program

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>(from: 67 Engineering)</p> <p>4040 DESIGN OF EXPERIMENTS This course focuses on the design, implementation, and analysis of engineering, scientific, and computer-based experiments. The course will examine the proper and scientific approach to experimentation, modeling, simulation, and analysis of data. Various designs are discussed, and their respective advantages and disadvantages are noted. Factorial designs and sensitivity analysis will be studied in detail because of its relevance to various industries. Use of software for designing and analyzing experiments will also be used. For experiments that involved mainly physical quantities and natural phenomena, techniques of dimensional analysis will also be introduced. Cross-level listed with SDE 8040. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>	<p>(from: 67 Engineering)</p> <p>4040 DESIGN OF EXPERIMENTS This course focuses on the design, implementation, and analysis of engineering, scientific, and computer-based experiments. The course will examine the proper and scientific approach to experimentation, modeling, simulation, and analysis of data. Various designs are discussed, and their respective advantages and disadvantages are noted. Factorial designs and sensitivity analysis will be studied in detail because of its relevance to various industries. Use of software for designing and analyzing experiments will also be used. For experiments that involved mainly physical quantities and natural phenomena, techniques of dimensional analysis will also be introduced. Cross-level listed with SDE 8040. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>

Rationale for Change: To ensure compliance with MPHEC requirements and to maintain the integrity of our program, the undergrad course that was created as a cross-level listed course must be deleted (to create a graduate-only course).

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: none



CALENDAR & CURRICULUM CHANGE

Motion # 5

Authorization

Date:

Departmental Approval: N/A	N/A
Faculty/School Approval: FSDE	January 15, 2026
Faculty Dean's Approval: Dr. Suzanne Kresta	January 15, 2026
Grad. Studies Dean's Approval: Dr. Marva Sweeney-Nixon	February 6, 2026
Received by the Registrar's Office	January 19, 2026

Form Version: October 2025



CALENDAR & CURRICULUM CHANGE

Motion # 6

Revision is for a: Course Deletion

Faculty/School/Department: Sustainable Design Engineering

Department/Program(s)/Academic Regulations: **Faculty of Sustainable Design Engineering**

MOTION: To delete ENGN-4063 course from Bachelor of Science in Sustainable Design Engineering program

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>(from: 97. Engineering) 4063 CONTEMPORARY TOPICS IN SUSTAINABLE ENERGY This broadly applicable course discusses global energy usage and exposes students to current trends in local and global sustainable energy initiatives (i.e., energy generation and storage) and applications. Present and future global energy consumption and related CO2 emissions are considered and discussed. Students will be exposed to and analyze case studies as well as develop and design their own globally relevant solution concepts. Students will ultimately gain an enhanced, quantitative appreciation for the challenges and opportunities related to global energy system decarbonization. Cross-level listed with SDE 8063. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>	<p>(from: 67 Engineering) 4063 CONTEMPORARY TOPICS IN SUSTAINABLE ENERGY This broadly applicable course discusses global energy usage and exposes students to current trends in local and global sustainable energy initiatives (i.e., energy generation and storage) and applications. Present and future global energy consumption and related CO2 emissions are considered and discussed. Students will be exposed to and analyze case studies as well as develop and design their own globally relevant solution concepts. Students will ultimately gain an enhanced, quantitative appreciation for the challenges and opportunities related to global energy system decarbonization. Cross-level listed with SDE 8063. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>

Rationale for Change: To ensure compliance with MPHEC requirements and to maintain the integrity of our program, the undergrad course that was created as a cross-level listed course must be deleted (to create a graduate-only course).

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: none



CALENDAR & CURRICULUM CHANGE

Motion # 6

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: FSDE	January 15, 2026
Faculty Dean's Approval: Dr. Suzanne Kresta	January 15, 2026
Grad. Studies Dean's Approval: Dr. Marva Sweeney-Nixon	January 15, 2026
Received by the Registrar's Office	January 19, 2026

Form Version: October 2025



CALENDAR & CURRICULUM CHANGE

Motion # 7

Revision is for a: Course Deletion

Faculty/School/Department: Sustainable Design Engineering

Department/Program(s)/Academic Regulations: **Faculty of Sustainable Design Engineering**

MOTION: To delete ENGN-4081 course from Bachelor of Science in Sustainable Design Engineering program

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>(from: 67. Engineering)</p> <p>4081 MODERN MECHATRONIC SYSTEMS advanced design tools are used pragmatically in engineering practice in the mechatronics field. This course explores current topics of modern mechatronics, from the application of complex systems through dimensionality reduction, machine learning, and dynamical systems modelling to innovative methods and algorithms such as augmented reality, medical image analysis, and automated mapping of environments. Above all, this course is designed to entice students to think, ask questions of existing theory, and understand the essence of mechatronics systems. To this end, students will develop and implement practical, hands-on-with-hardware applications of the control system analysis and design principles that are the subject matter of their research. The findings and results of this project will be presented in the format of a manuscript that incorporates the research methodology, their final product, and critical thinking over the mechatronic topic. Cross-level listed with SDE 8081. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>	<p>(from: 67. Engineering)</p> <p>4081 MODERN MECHATRONIC SYSTEMS advanced design tools are used pragmatically in engineering practice in the mechatronics field. This course explores current topics of modern mechatronics, from the application of complex systems through dimensionality reduction, machine learning, and dynamical systems modelling to innovative methods and algorithms such as augmented reality, medical image analysis, and automated mapping of environments. Above all, this course is designed to entice students to think, ask questions of existing theory, and understand the essence of mechatronics systems. To this end, students will develop and implement practical, hands-on-with-hardware applications of the control system analysis and design principles that are the subject matter of their research. The findings and results of this project will be presented in the format of a manuscript that incorporates the research methodology, their final product, and critical thinking over the mechatronic topic. Cross-level listed with SDE 8081. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>

Rationale for Change: To ensure compliance with MPHEC requirements and to maintain the integrity of our program, the undergrad course that was created as a cross- level listed course must be deleted (to create a graduate-only course).

Effective Term: FALL 2026

Implications for Other Programs: None



CALENDAR & CURRICULUM CHANGE

Motion # 7

Impact on Students Currently Enrolled: none

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: FSDE	January 15, 2026
Faculty Dean’s Approval: Dr. Suzanne Kresta	January 15, 2026
Grad. Studies Dean’s Approval: Dr. Marva Sweeney-Nixon	February 6, 2026
Received by Registrar’s Office	January 19, 2026

Form Version: October 2025



CALENDAR & CURRICULUM CHANGE

Motion # 8

Revision is for a: Course Deletion

Faculty/School/Department: Sustainable Design Engineering

Department/Program(s)/Academic Regulations: Faculty of Sustainable Design Engineering

MOTION: To delete ENGN-4101 from Bachelor of Science in Sustainable Design Engineering program

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>(From: 67. Engineering) ENGINEERING COURSES</p> <p>4101 ADVANCED BIORESOURCE ENGINEERING THE quest for food security, renewable energy, climate change and demand for sustainable fuels has increased focus on biomass conversion and technological interventions to cope with these challenges. This course covers advanced topics in bioresource engineering to acquire an understanding of sustainability challenges in bioresource sector and propose optimal climate smart solutions by implementing technologies and processes. The course is delivered in three complementary modules: i) deep learning and artificial intelligence for sustainable food production, ii) biofuels and biomaterials, and iii) the design of biomass conversion reactors. Cross-level listed with SDE 8101. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>	<p>(From: 67. Engineering) ENGINEERING COURSES</p> <p>4101 ADVANCED BIORESOURCE ENGINEERING THE quest for food security, renewable energy, climate change and demand for sustainable fuels has increased focus on biomass conversion and technological interventions to cope with these challenges. This course covers advanced topics in bioresource engineering to acquire an understanding of sustainability challenges in bioresource sector and propose optimal climate smart solutions by implementing technologies and processes. The course is delivered in three complementary modules: i) deep learning and artificial intelligence for sustainable food production, ii) biofuels and biomaterials, and iii) the design of biomass conversion reactors. Cross-level listed with SDE 8101. Objectives, assessment and outcomes will be commensurate with the undergraduate level. PREREQUISITE: Permission of the instructor Three lecture hours per week</p>

Rationale for Change: To ensure compliance with MPHEC requirements and to maintain the integrity of our program, the undergrad course that was created as a cross-level listed course must be deleted (to create a graduate-only course).

Effective Term: FALL 2026



CALENDAR & CURRICULUM CHANGE

Motion # 8

Implications for Other Programs: None

Impact on Students Currently Enrolled: none

Authorization

Date:

Departmental Approval: N/A	N/A
Faculty/School Approval: FSDE	January 15, 2026
Faculty Dean’s Approval: Dr. Suzanne Kresta	January 15, 2026
Grad. Studies Dean’s Approval: Dr. Marva-Sweeney-Nixon	January 15, 2026
Received by Registrar’s Office	January 19, 2026

Form Version: October 2025



SUMMARY OF CHANGES FACULTY OF GRADUATE STUDIES & REGISTRAR’S OFFICE
Motion #'s 9-13

Summary of Motions

Faculty of Graduate Studies & Registrar’s Office

#	Type of Motion	Motion
9.	Academic Regulation Change	To update Graduate Academic Regulation #2 – Transcript Abbreviations
10.	Calendar Entry Change	To update the Grades Schedule for the Master of Nursing as it impacts Thesis grading
11.	Calendar Entry Change	To update the Grades Schedule to reflect Pass/Fail grading designations for Thesis
12.	Calendar Entry Change	To update reference to Dissertation grading for the PhD Educational Studies
13.	Calendar Entry Change	To update the Grades Schedule to reflect Pass/Fail grading designations for Thesis



CALENDAR & CURRICULUM CHANGE

Motion # 9

Revision is for a: Academic Regulation Change

Faculty/School/Department: Graduate Studies

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

MOTION: To update Graduate Academic Regulation #2 – Transcript Abbreviations

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>2. TRANSCRIPT ABBREVIATIONS</p> <p>The following abbreviations are used on transcripts:</p> <ul style="list-style-type: none"> • DISC: discontinued with permission • NC: non-credit • INC: incomplete • F: failed • P: passed • AUD: audit • DE: deferred examination • IP: in progress 	<p>2. TRANSCRIPT ABBREVIATIONS</p> <p>The following abbreviations are used on transcripts:</p> <ul style="list-style-type: none"> • DISC: discontinued with permission • NC: non-credit • INC: incomplete • F: failed • P: passed • AUD: audit • DE: deferred examination • IP: in progress • <u>W: Withdrawal</u> <p><u>DISC: termination of enrolment in a course according to the published dates</u></p> <p><u>NC: a course with no credit weight or assignment of semester hours of credit</u></p> <p><u>INC: extension of time for submission of a final grade for a course (See Graduate Academic Regulation 5)</u></p> <p><u>F: for courses with Pass/Fail grading. Designates failing performance</u></p> <p><u>P: for courses with Pass/Fail grading. Designates passing performance</u></p> <p><u>AUD: assigned in cases of pre-approved permission to audit</u></p> <p><u>DE: Phd Veterinary Medicine (only)</u></p>



CALENDAR & CURRICULUM CHANGE

Motion # 9

<p><u>Reproduction of Current Calendar Entry</u></p>	<p><u>Proposed revision with changes underlined and deletions indicated clearly</u></p>
	<p><u>IP: for course registrations that span more than one semester, IP designates continued progress in the given semester.</u></p> <p><u>W: assigned to thesis or course delivered over multiple semesters that is abandoned (no grade and no credit). Impact on tuition and fees aligns with Add/Drop and Discontinuation deadlines.</u></p>

Rationale for Change: To include a grade code that reflects a terminal grade for a thesis that is not completed but has not been failed (W). This code supports appropriate reflection of a thesis abandoned. Also, provide additional context to grade codes and their application/use (some are defined in Terminology and Definitions section of the Calendar).

Effective Term: FALL 2026

Implications for Other Programs: The Withdrawal grading option will be used in research-based graduate programs, and those with program requirements (courses) that are delivered over multiple semesters (until completed).

Impact on Students Currently Enrolled: No impact, except to better reflect withdrawal from a “course” that has registrations in multiple (continuous) semesters, without academic penalty (i.e. not assessed as failed but reflected as not completed).

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: N/A	N/A
Faculty Dean’s Approval: N/A	N/A
Grad. Studies Dean’s Approval: Dr. Marva Sweeney-Nixon	December 2, 2025
Received by Registrar’s Office Darcy McCardle	November 17, 2025

Form Version: October 2025



CALENDAR & CURRICULUM CHANGE

Motion # 10

Revision is for a: Calendar Entry Change

Faculty/School/Department: Nursing

Department/Program(s)/Academic Regulations: Master of Nursing

MOTION: To update the Grades Schedule for the Master of Nursing as it impacts Thesis grading

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>4. GRADES SCHEDULE</p> <p>INC: A student who fails to complete all components of a course, such as assignments, examinations and fieldwork, due to circumstances beyond his/her control (such as illness) may, with the permission of the professor and the Dean, be granted an amount of time deemed reasonable for the completion of said components. If a student does not complete all the components of a course by the agreed-upon date, normally a failing grade shall replace “INC” on the transcript. Nevertheless, in cases where the component left incomplete was not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace “INC” on the transcript.</p> <p>AUD: an “audited” course (additional courses only)</p> <p>DISC: discontinued with permission</p> <p>Seminar courses are graded as numerical grades. In the thesis, the work is reported as either satisfactory or unsatisfactory.</p>	<p>4. GRADES SCHEDULE</p> <p>INC: A student who fails to complete all components of a course, such as assignments, examinations and fieldwork, due to circumstances beyond his/her control (such as illness) may, with the permission of the professor and the Dean, be granted an amount of time deemed reasonable for the completion of said components. If a student does not complete all the components of a course by the agreed-upon date, normally a failing grade shall replace “INC” on the transcript. Nevertheless, in cases where the component left incomplete was not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace “INC” on the transcript.</p> <p>AUD: an “audited” course (additional courses only)</p> <p>DISC: discontinued with permission</p> <p>Seminar courses are graded as numerical grades. In the thesis, the work is reported as either satisfactory or unsatisfactory <u>Pass or Fail</u>.</p>

Rationale for Change: To more clearly align transcript abbreviations and thesis grading to a single consistent standard – for all thesis grading in Graduate Studies to be Pass/Fail.

Effective Term: FALL 2026

Implications for Other Programs: none

Impact on Students Currently Enrolled: none



CALENDAR & CURRICULUM CHANGE

Motion # 10

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: Dr. Joanne MacDonald	October 3, 2025
Faculty Dean’s Approval: Dr Patrice Drake	October 3, 2025
Grad. Studies Dean’s Approval: Dr Marva Sweeney-Nixon	December 2, 2025
Received by Registrar’s Office Darcy McCardle	November 17, 2025

Form Version: October 2025



CALENDAR & CURRICULUM CHANGE

Motion # 11

Revision is for a: Calendar Entry Change

Faculty/School/Department: Graduate Studies

Department/Program(s)/Academic Regulations: **MSc, MVSc, MAIS and PhD (Science and Veterinary Medicine)**

MOTION: To update the Grades Schedule to reflect Pass/Fail grading designations for Thesis

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>5. GRADES SCHEDULE A graduate student who receives a grade of less than 60% in any graduate level course is deemed to have failed the course. The candidate must maintain a cumulative average grade of at least 75% in the substantive courses outlined below in order to maintain registration in the program.</p> <p>INC: students who fail to complete all components of a course, such as assignments, examinations, and laboratories, due to circumstances beyond their control (such as illness) may, with the permission of the Professor, Chair, and Dean, be granted an amount of time deemed reasonable for the completion of said components.</p> <p>If a student does not complete all the components of a course by the agreed-upon date, normally a grade of 0 shall replace INC on the transcript. Nevertheless in cases where the component left incomplete was not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace INC on the transcript.</p> <p>AUD: Audit (additional courses only)</p> <p>DISC: discontinued with permission</p> <p>Some seminar courses are graded as Pass/Fail. In the thesis, percentage grades as above are not required; instead the work is reported as either satisfactory or unsatisfactory.</p>	<p>5. GRADES SCHEDULE A graduate student who receives a grade of less than 60% in any graduate level course is deemed to have failed the course. The candidate must maintain a cumulative average grade of at least 75% in the substantive courses outlined below in order to maintain registration in the program.</p> <p>INC: students who fail to complete all components of a course, such as assignments, examinations, and laboratories, due to circumstances beyond their control (such as illness) may, with the permission of the Professor, Chair, and Dean, be granted an amount of time deemed reasonable for the completion of said components.</p> <p>If a student does not complete all the components of a course by the agreed-upon date, normally a grade of 0 shall replace INC on the transcript. Nevertheless in cases where the component left incomplete was not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace INC on the transcript.</p> <p>AUD: Audit (additional courses only)</p> <p>DISC: discontinued with permission</p> <p>Some seminar courses are graded as Pass/Fail. In the thesis, percentage grades as above are not required; instead the work is reported as either satisfactory or unsatisfactory <u>Pass or Fail</u>.</p>

Rationale for Change: To more clearly align transcript abbreviations and thesis grading to a single consistent standard – for all thesis grading in Graduate Studies to be Pass/Fail.

Effective Term: FALL 2026



CALENDAR & CURRICULUM CHANGE

Motion # 11

Implications for Other Programs: none

Impact on Students Currently Enrolled: none

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: All Impacted Faculties Approved	January 9, 2026
Faculty Dean’s Approval: N/A	N/A
Grad. Studies Dean’s Approval: Dr Marva Sweeney-Nixon	December 2, 2025
Received by Registrar’s Office Darcy McCardle	November 17, 2025

Form Version: October 2025



CALENDAR & CURRICULUM CHANGE

Motion # 12

Revision is for a: Calendar Entry Change

Faculty/School/Department: Education

Department/Program(s)/Academic Regulations: **PHd Educational Studies**

MOTION: To update reference to Dissertation grading for the PHd Educational Studies

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>6. THE PHd DISSERTATION The dissertation will provide evidence of the candidate’s ability to carry out independent and original research, develop the necessary theoretical and methodological framework and analyzes, and present the findings in a scholarly manner. The dissertation will be examined by arms-length internal and external examiners after the Supervisory Committee has agreed that the completed dissertation is ready for defence. The dissertation will be assessed using a pass-fail designation (Pass as is, Pass with minor revisions, Major Revisions, Fail). The final assessment will be based both on the written dissertation and the oral defence. Thesis and Dissertation requirements are outlined in Graduate Regulation #16.</p>	<p>6. THE PHd DISSERTATION The dissertation will provide evidence of the candidate’s ability to carry out independent and original research, develop the necessary theoretical and methodological framework and analyzes, and present the findings in a scholarly manner. The dissertation will be examined by arms-length internal and external examiners after the Supervisory Committee has agreed that the completed dissertation is ready for defence. The dissertation will be assessed using a pass-fail designation (Pass as is, Pass with minor revisions, Major Revisions, Fail). The final assessment will be based both on the written dissertation and the oral defence. Thesis and Dissertation requirements are outlined in Graduate Regulation #16.</p>

Rationale for Change: To more clearly reflected the actual grades that will be reflected on a student record for the PHd dissertation. The progressive grading (requirements of revisions) will continue to be used to guide students toward progressing to a final grade of either Pass or Fail.

Effective Term: FALL 2026

Implications for Other Programs: None

Impact on Students Currently Enrolled: Clarification on final grading reflected on the record.

Authorization

Date:

Departmental Approval: N/A	N/A
Faculty/School Approval: Dr Ken MacKinnon	January 9, 2026
Faculty Dean’s Approval: Dr Miles Turnbull	January 9, 2026
Grad. Studies Dean’s Approval: Dr Marva Sweeney-Nixon	December 2, 2025
Received by Registrar’s Office Darcy McCardle	December 2, 2025



CALENDAR & CURRICULUM CHANGE

Motion # 13

Revision is for a: Calendar Entry Change

Faculty/School/Department: Sustainable Design Engineering

Department/Program(s)/Academic Regulations: **PhD - SDE**

MOTION: To update the Grades Schedule to reflect Pass/Fail grading designations for Thesis

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>5. GRADES SCHEDULE</p> <p>A graduate student who receives a grade of less than 60% in any graduate level course is deemed to have failed the course.</p> <p>Seminar course is graded as Pass/Fail. In the thesis, percentage grades as above are not required; instead the work is reported as either satisfactory or unsatisfactory.</p>	<p>5. GRADES SCHEDULE</p> <p>A graduate student who receives a grade of less than 60% in any graduate level course is deemed to have failed the course.</p> <p>Seminar course is graded as Pass/Fail. In the thesis, percentage grades as above are not required; instead the work is reported as either satisfactory or unsatisfactory <u>Pass or Fail</u>.</p>

Rationale for Change: To more clearly align transcript abbreviations and thesis grading to a single consistent standard – for all thesis grading in Graduate Studies to be Pass/Fail

Effective Term: FALL 2026

Implications for Other Programs: none

Impact on Students Currently Enrolled: none

Authorization

Date:

Departmental Approval: N/A	N/A
Faculty/School Approval: Dr Kuljeet Grewal	January 7, 2026
Faculty Dean’s Approval: N/A	N/A
Grad. Studies Dean’s Approval: Dr Marva Sweeney-Nixon	December 2, 2025
Received by Registrar’s Office Darcy McCardle	November 17, 2025

Form Version: October 2025

Subject: Documented feedback to students in academic coursework

Prepared by: Greg F. Naterer, Chair, Academic Planning and Curriculum Committee

Prepared for: Senate

Date: February 18, 2026

ISSUE

Proposed amendment of the Course Registration regulation #6 to identify expectations for documented feedback to students in coursework prior to the last day for course discontinuation in a semester.

BACKGROUND

Past studies in archival literature have shown that early assessment of academic performance in coursework leads to improved student retention rates and progression to graduation. Providing feedback to students through graded work, early in the semester, enhances student engagement, enables early intervention for struggling students, and promotes a sense of progress and belonging.

A proposal was developed by APCC in September 2025, then presented to Senate at its meeting of Friday October 24, 2025, to provide graded work back to students at least one week before the last day to discontinue courses in the semester. At the Senate meeting, concerns were raised, including issues around teaching pedagogy and the extent of consultation conducted across the university.

Feedback from the Senate meeting was brought back to APCC for further consideration. A subcommittee was formed to investigate and explore avenues to address the concerns. Members of the subcommittee were Dr. Janet Loo, Dr. Charlene VanLeeuwen, Darcy McCardle, and Deanelle Sotiar.

In November 2025, consultation with the broader campus community was conducted through a request to send feedback on the proposed regulation. Ten submissions of written feedback were received from across the university – some on behalf of other colleagues in their department. Most of the feedback was against the proposed regulation. Among the comments raised, the evidence (from past studies) supports early feedback but not necessarily early grades. It was felt that the motion was too prescriptive (20% of the final grade) and would interfere with teaching pedagogy including ungrading, self-grading, courses that are set up with learning upfront, and assessments that occur later based on that learning.

Feedback also mentioned that the drop date fluctuates, which can cause issues with adjusting the curriculum. Another issue was that it may create a burden for faculty and students when many courses have the same deadline for a portion of graded work to be returned. Also it was felt that it doesn't suit disciplines where material is built cumulatively. One of the responses suggested that it has accreditation implications for one discipline whose reviewing body expects a major portion of grades from final exams and major assessments.

Based on this feedback received, and further review of a recently published report, *Principles for the Assessment of Student Learning: A Report by the University of Calgary*, the committee suggested an alternative, less prescriptive approach as follows.

RECOMMENDATION

Students are entitled to make informed decisions about continuing in a course prior to the deadline for discontinuing courses in a semester. This means that students shall have a reasonable opportunity to assess their progress in each course and to receive documented feedback on their performance in each course before making a decision. Instructors are expected to provide an informative level of feedback (graded or not) prior to the deadline for course discontinuation in a given semester.

RATIONALE

It is a common practice at Canadian universities to have a required expectation of graded work returned to students early in the semester. Examples include, but are not limited to:

- University of Ottawa, 25% minimum returned, one week before the withdrawal date;
- University of Guelph, 20% minimum returned, by the 40th class day;
- University of Toronto, Mississauga, 15-20% minimum returned, by mid-October;
- Wilfrid Laurier University, 15% minimum returned, before the withdrawal deadline;
- Mount Allison University, 20% minimum returned, before the withdrawal deadline;
- University of Alberta, 20% minimum returned, by week 6 of the semester.

Although these examples have expectations of a specific percentage of graded work, the current recommendation is not as prescriptive as peer institutions. In the current recommendation, instructors are expected to provide an “informative level” of feedback – without a specific percentage – and not necessarily graded.

A [research study](#) at the University of Calgary’s Taylor Institute for Teaching and Learning showed that early assessment in university courses improves academic motivation and persistence by providing feedback that helps students monitor and self-regulate their learning. When early feedback is provided, students can adjust their study strategies before performance gaps become too difficult to overcome.

The Higher Education Quality Council of Ontario (HEQCO) [reported](#) that early-assessment policies – requiring that students receive at least one substantial graded component (worth 10–20% of the final mark) by the third to fourth week – correlates directly with lower course failure rates. The analysis showed the importance of early feedback in promoting knowledge retention throughout the remainder of the semester.

[Crouse](#) (2021) linked early grade assessments with improvements in student retention and progression to graduation. Academic advisors who contacted students after these early graded evaluations found improvements in student retention to the next semester. The author concluded that early academic assessment fostered student commitment to the course. This sense of commitment was found to be a strong predictor of continuation in the program.

Another recent study by [Marzouk](#) (2024) showed that early progress assessment in academic coursework contributed to improved first-year retention rates. This early assessment enables an increased student sense of progress, opportunity of intervention, and support for at-risk students.

Institutional policies and practice guidelines on assessment can have significant influences on the quality of student learning ([Boud](#), 2020) and by extension, the assessment practices impact overall student experience and retention.

Below are links to further examples of past studies at Canadian universities which outline the importance of assessment practices in student learning.

- **University of Calgary - [Assessment Principles](#)**

The University of Calgary has created eleven principles to guide practices for the assessment of student learning. The principles are the result of an extensive two-year process that included a [comprehensive literature review](#), an [environmental scan](#) of U15 institutions, and [widespread campus consultations](#). The process was also guided by Indigenous Elders and scholars to ensure the university's commitment to the ii' taa'poh'to'p Indigenous Strategy and reflected through a parallel process grounded in oral traditions and Indigenous ways of knowing.

- **University of Saskatchewan - [USask Assessment Principles](#)**

The University of Saskatchewan Assessment Principles describe assessment practices that are supportive of students' learning and likely to generate trustworthy representations of how well students have learned.

- **Athabasca University - [Guiding Principles for Developing Assessments](#)**

The six principles provide guideposts for developing innovative practices that recognize its unique position as an open and online university. They do not dictate a one-size-fits-all approach. The principles were developed through extensive consultation with the AU community—undergraduate and graduate students, faculty, tutors and academic experts, learning designers, and others—and reflect the diversity of the institution, our programs, and our students.

- **Thompson Rivers University - [Learning Outcomes and Assessment Principles and Procedures](#)**

The Learning Outcomes and Assessment Task Force (LOATF) at Thompson Rivers University proposed six principles to guide institutional and program level learning outcomes assessment.

- **University of Alberta - [Assessment and Grading](#)**

The University of Alberta's Assessment and Grading policy sets out the fundamental principles and core elements which characterize and guide the assessment of student performance.

- **McGill University - [Policy on Assessment of Student Learning](#)**

A policy document that provides a set of principles to guide assessment practice.



CALENDAR & CURRICULUM CHANGE

Motion #

Revision is for a: Calendar Entry Change

Faculty/School/Department: Registrar's Office

Department/Program(s)/Academic Regulations: **Academic Regulation #6**

MOTION: To amend the Course Registration regulation to identify expectations for documented feedback prior to the last day for course discontinuation in a semester.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>6. Course Registration The registration process consists of three steps:</p> <ol style="list-style-type: none"> 1. payment of tuition deposit; 2. registration in courses; and 3. payment of fees by the published deadline. <p>Double scheduling: students are not permitted to register in two courses that are offered during the same time period or during time periods that overlap.</p> <p>Course changes: students may make changes to their course selections as follows:</p> <ul style="list-style-type: none"> • Adding: changes are made online, up to the “last day to register”; after this date, or at any time for classes that are “closed” by the Registrar’s Office, permission of the instructor and the Chair [Arts and Science] or instructor and Dean [Professional programs, Faculty of Sustainable Design Engineering and the Faculty of Business] is required. • Course Dropping: changes are made online, up to the “last day to register”; after this date, and up to the deadline for discontinuation as published in the calendar, changes must be made in person at the Registrar’s Office. 	<p>Click here to enter text. Please note maximum allowance of 40 characters for course titles & 100 words for course descriptions.</p> <p>6. Course Registration The registration process consists of three steps:</p> <ol style="list-style-type: none"> 1. payment of tuition deposit; 2. registration in courses; and 3. payment of fees by the published deadline. <p>Double scheduling: students are not permitted to register in two courses that are offered during the same time period or during time periods that overlap.</p> <p>Course changes: students may make changes to their course selections as follows:</p> <ul style="list-style-type: none"> • Adding: changes are made online, up to the “last day to register”; after this date, or at any time for classes that are “closed” by the Registrar’s Office, permission of the instructor and the Chair [Arts and Science] or instructor and Dean [Professional programs, Faculty of Sustainable Design Engineering and the Faculty of Business] is required. • Course Dropping: changes are made online, up to the “last day to register”; after this date, and up to the deadline for discontinuation as published in the calendar, changes must be made in person at the Registrar’s Office. <ul style="list-style-type: none"> ○ <u>Students are entitled to make informed decisions about continuing in a course prior to the deadline for discontinuing courses in a semester. This means that students shall have a reasonable opportunity to assess their progress in each course and to receive documented feedback on their performance in each course before making a decision.</u>



CALENDAR & CURRICULUM CHANGE

Motion #

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<ul style="list-style-type: none"> Non-Credit Status: changes from “for credit” registration to “audit” status are made in person until the “last day to register”. Note: courses taken as non-credit audits will not be changed to “for credit” status beyond this date. “Audit” Status: requires the permission of the instructor and Chair or Dean, as appropriate. 	<p><u>Instructors are expected to provide an informative level of feedback (graded or not) prior to the deadline for course discontinuation in a given semester.</u></p> <ul style="list-style-type: none"> Non-Credit Status: changes from “for credit” registration to “audit” status are made in person until the “last day to register”. Note: courses taken as non-credit audits will not be changed to “for credit” status beyond this date. “Audit” Status: requires the permission of the instructor and Chair or Dean, as appropriate.

Rationale for Change: To provide students with transparency and clear expectations for receiving an informative amount of feedback before the course discontinuation deadline to support decisions regarding their progress and to inform action necessary within regular deadline guided processes.

Effective Term: FALL 2026

Implications for Other Programs: NA

Impact on Students Currently Enrolled: Supports current students

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: N/A	N/A
Faculty Dean’s Approval: N/A	N/A
Grad. Studies Dean’s Approval: N/A	N/A
Received by Registrar’s Office: Click here to enter name of approver.	December 4, 2025

Subject: Academic Planning Priorities within the University Strategic Plan and SEM Plan

Prepared by: Greg F. Naterer, Vice-President, Academic and Research

Prepared for: Senate

Date: February 18, 2026

ISSUE

Near-term academic priorities over the next few years should be identified, within the overall scope and objectives of the UPEI Strategic Plan and University Strategic Enrolment Management (SEM) Plan. Consultations with the campus community on a draft Academic Plan are currently underway to identify these priorities.

BACKGROUND

The UPEI Strategic Plan has specific goals that are organized around three themes: 1) thriving people and communities; 2) innovative and connected teaching, research, and scholarship; and 3) sustainability. The Academic Plan is situated within this overall strategic plan and aligned with its principles and goals. Together with the senior leadership team and Deans Council, the Vice-President, Academic and Research, has oversight of strategic decisions concerning allocation of resources to academic priorities of the University. These decisions will be guided by priorities identified in the academic plan.

In addition, the “Roadmap to Student Success and Institutional Sustainability: Strategic Enrolment Plan 2025 – 2030” aims to achieve and maintain optimal enrolments, recruitment, retention, and graduation rates. In this context, “optimal” is defined as enrolments that maintain a high quality of education and student success while reaching aspirational goals of academic units and sustainability in terms of available resources. This SEM plan has four overarching goals: 1) elevate student persistence and completion; 2) stabilize then grow enrolment; 3) strengthen graduate capacity and excellence; and 4) build SEM data and governance accountability. These goals are closely aligned with the UPEI Strategic Plan and fall within its three overall pillars.

CONSULTATION

Numerous consultations have occurred so far with the development of a draft Academic Plan. Initially Deans Council engaged in this plan in September 2025, followed by APCC (Academic Planning and Curriculum Committee). Since November 2025, the VPAR and VPAF have attended consultation sessions with individual academic units (faculties and Robertson Library) to seek feedback on the draft Academic Plan, among other topics. In December 2025, a news bulletin was circulated to the broader campus community for feedback and comments on the draft plan. Other groups that have provided feedback include the VP Advisory Group (VPAG, including faculty, staff and student representatives), and the SEM Steering Committee and subcommittees. Special thanks to all who have contributed so far with the development of the draft document and its various initiatives therein.

RECOMMENDATION / DECISION

The draft Academic Plan is presented to Senate for information and feedback as part of the broader campus community consultation. These comments will be collected and then a final Academic Plan will be brought back to Senate at a future meeting after all consultations have been completed.

RATIONALE

The draft Academic Plan prioritizes the various academic related activities of the UPEI Strategic Plan and SEM Plan. Alignment of these plans will ensure that academic initiatives are effectively coordinated within available resources. The academic plan identifies near-term priorities that will meet the objectives and priorities of the SEM plan, as developed by a Prioritization and Implementation Subcommittee of the SEM Steering Committee. It is an actively evolving framework with ongoing updates alongside the implementation of the various initiatives in the university SEM and strategic plans.

The Office of the Vice-President, Academic and Research (OVPAR) provides direction and support to academic units, student services, and the Robertson Library to achieve the academic priorities and goals of the academic plan. It is responsible for ensuring that the university's academic priorities are resourced and that funding streams are identified and secured to successfully carry out this plan. The OVPAR is committed to continual improvement and delivery of high-quality academic programs across the broad range of disciplines at UPEI.

DRAFT UPEI Academic Plan
Office of the Vice-President, Academic and Research

Introduction

UPEI aims to deliver a transformative learning experience that supports a holistic development of students. Ten faculties at UPEI offer a comprehensive range of programs for undergraduate, post-degree, and graduate students – Arts; Business; Education; Graduate Studies; Indigenous Knowledge, Education, Research and Applied Studies (IKERAS); Medicine (regional campus of Memorial University); Nursing; Science; Sustainable Design Engineering; and Veterinary Medicine. The Robertson Library is the province’s major academic library, playing an essential role in the University's teaching, learning, and research.

As detailed in the *UPEI Strategic Plan (2025-2030)*, the University is guided by the following vision, mission and core values.

Vision *UPEI aspires to be a leader in transforming lives and communities through lifelong learning. With teaching and research at the heart of our identity, UPEI connects the Island and the world, enabling learners to explore, grow, and reach their full potential. Together, we share the purpose of making our world a better place.*

Mission *The University of Prince Edward Island, founded on the tradition of liberal education, exists to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment and that of society through the development of their full potential. To accomplish these ends, the University is a community of scholars whose primary tasks are to teach and to learn, to engage in scholarship and research, and to offer service for the benefit of our Island and beyond.*

Values 1) *Academic Freedom*
 2) *Accountability and Integrity*
 3) *Continuous Improvement*
 4) *EDI and a Sense of Belonging*
 5) *Reconciliation*

The strategic plan has numerous specific goals that are organized around three themes: 1) thriving people and communities; 2) innovative and connected teaching, research, and scholarship; and 3) sustainability. The academic plan is situated within this strategic plan and aligned with its principles and goals. Together with the senior leadership team and Deans Council, the Vice-President, Academic and Research, has oversight of strategic decisions concerning allocation of resources to core academic priorities of the University. These decisions are guided by the strategic plan.

In addition, the *UPEI Strategic Enrolment Management Plan (2025-2030)* is a comprehensive plan to achieve and maintain optimal enrolments, recruitment, retention, and graduation rates. In this context, optimal is defined as enrolments that maintain a high quality of education and student success while reaching aspirational goals of academic units and sustainability in terms of available resources. The SEM plan has four overarching goals: 1) elevate student persistence and completion; 2) stabilize then grow enrolment; 3) strengthen graduate capacity and excellence; and 4) build SEM data and governance accountability. These goals are closely aligned with those of the university's strategic plan and will be cross-referenced with each other below under the themes of the present academic plan.

In order to align academic planning consistently with objectives of the strategic plan and SEM plan, this document presents an *Academic Plan* that reflects all academic related aspects of these two other plans. This alignment aims to ensure the academic initiatives are coordinated and effectively carried out. This academic plan serves as a framework for the implementation of action items in the SEM plan and prioritization as developed through a Prioritization and Implementation Subcommittee of the SEM Steering Committee. It is an actively evolving framework with ongoing updates alongside the implementation of the various initiatives in the university SEM and strategic plans.

Strategic Plan Pillar 1: Thriving People and Communities

UPEI will foster an inclusive, healthy, collaborative, and supportive environment where our students, faculty, and staff can maximize their full potential, and contribute to their own and to the global communities. Goals and actions within this pillar that specifically pertain to academic priorities are listed below.

1.1 Enriching student-centric supports, services, and experiences across our students' entire educational journey.

- Build a Supportive First-year Experience that cultivates belonging, engagement, and academic confidence through structured cohorts and clear university norms.
- Elevate student persistence and completion by enhancing student preparedness and admission standards.
- Admit academically and holistically prepared students so they thrive from day one.
- Build one advising system with trained Student Navigators who will use clear steps to help students but adjust them as needed for each faculty member.
- Create a Student Experience Advisory Council (one for undergraduate and one for Graduate), providing continuous feedback on committee initiatives.

1.2 Creating new ways of supporting the development, growth, and engagement of our students, faculty, and staff.

- Implement an extended Welcome Week and missed orientation session linking students to their cohort and mentors all semester.
- Use timely data and proactive support to address emerging student challenges before they derail student progress.
- Use retention data to determine which Gateway and Summer Preparatory programs drive first-year persistence.
- Develop clear benchmarks for time-to-completion and implement checks to support graduate students' completion before the end of their funding.
- Strengthen academic advising and career development tailored to graduate students. Create opportunities for self-funded graduate students.

1.3 Demonstrating meaningful growth and connections with Indigenous communities.

Selected actions and activities under items 1.3 and 1.4 include, but are not limited to, those outlined as follows from the *UPEI Indigenous Strategic Framework and Initiatives* entitled: *Pesk'tek - The Path Ahead: The Journey to Reconciliation and Action Reform*. Extensive consultation with the Indigenous community, both internal and external to the University, was conducted in the development of the framework.

- Establish partnerships with Indigenous communities off and on reserve.
- Re-establish the Indigenous Advisory Council focused on governance and community engagement.
- Showcase Indigenous artwork in common areas throughout campus.
- Develop a calendar for Indigenous awareness days and activities.

1.4 Co-developing courses and programs to further build Indigenous Ways of Knowing within the University.

- Develop field and land-based pedagogy.
- Develop a diploma in Mi'kmaw language.
- Create in-service Indigenous teaching practices.
- Develop summer preparatory programs for Indigenous high school students.
- Establish professional development for faculty and staff on Indigenous issues.
- Re-create an Indigenous Advisory Circle focused on operational matters.
- Plan for a new Indigenous Teaching and Learning Site with broad cross-consultative input and collaboration.

Strategic Plan Pillar 2: Innovative and Connected Teaching, Research, and Scholarship

Working together, we will make meaningful contributions to our world by fostering innovation and encouraging collaboration to address complex challenges by growing knowledge, ideas, and people. Specific academic goals and actions within this pillar are listed below.

2.1 Increasing internal entrepreneurship and innovation by engaging students, staff, faculty, and administrators in institutional initiatives.

- Conduct market analysis (domestically and internationally) to identify program trends and design micro-credentials and certificate pathways.
- Innovate our programs to align with our research priorities, drawing on interdisciplinary collaboration.
- Create new innovative opportunities within graduate programming (thesis-based; course-based; shorter specialized certificate programs, micro-credentials) and delivery frameworks.
- Restructure and expand the Faculty of Graduate Studies to streamline policies and services.
- Create TA positions and PhD student fellowships within UPEI to provide development and paid work opportunities for UPEI graduate students.

2.2 Utilizing innovative pedagogical and investigative approaches to enhance teacher, researcher, and learner experiences and interactions.

- Increase summer offerings to accelerate time-to-completion and promote part-time funding opportunities for students. Consider how summer programming can prepare first entry students for the transition to university.
- Create flexible and innovative graduate opportunities that align with UPEI's research strengths.
- Implement the curricular coherence policy at the program level to ensure program pathways are clear, logical, and easy for students to understand. This will help students see how their courses connect, reduce confusion about requirements, and support stronger retention and completion.
- Develop new course-based master's and certificate programs in areas of research excellence (e.g., Sustainability and One Health).
- Promote and create pathways into graduate degrees for existing undergraduate students, for example, the "Student as a Scholar" program can help build undergraduate research and develop future graduate students.

2.3 Further developing partnerships with industry, research institutions, government and non-government organizations, the not-for-profit sector, community groups, and other post-secondary institutions to pursue mutually beneficial education, research, and service initiatives of impact.

- Expand partnerships with local industry and organizations for the Study and Stay program, which supports international students to live, work, and stay in Prince Edward Island post-graduation.

- Support the Study Abroad program with partner universities abroad to allow students to visit, take unique courses in their field of study (or other electives), and gain independence and other life skills, while making new friends from around the world.
- Expand partnership opportunities with employers to expand student opportunities for Experiential Education and Work-integrated Learning.
- Increase student access to employer opportunities through Co-operative Education which combines classroom studies with practical work experience outside the university environment, and enhances students' learning by applying, testing, and observing classroom concepts in meaningful work situations.
- Innovate in academic programs through partnerships across units at the university to align with research priorities, drawing on interdisciplinary collaboration.

Strategic Plan Pillar 3: Sustainability

UPEI will carry out its activities with a commitment to social, environmental, and financial sustainability. Academic goals and action under this pillar are summarized as follows.

3.1 Developing a digital transformation strategy to promote better connectivity for employees, and experiences for students.

- Diversify delivery models and align enrolment growth with flexible learning, for example, by developing online and hybrid programs using the *UPEI Online Learning Framework* and MPHEC guidelines to ensure quality and credibility.
- Leverage online delivery to reach new markets (internationally and domestically) and create flexible options for students, reducing pressure on space/campus capacity.

3.2 Improving data governance.

- Formalize a data governance framework outlining data stewardship roles, responsibilities, and delegated authority across Recruitment, Admissions, Registrar, Faculties, and Institutional Research.
- Establish clear access protocols to ensure transparent data sharing across units while safeguarding integrity and compliance.
- Embed data governance oversight into the SEM governance structure to align reporting and accountability.
- Develop a SEM data warehouse and dashboard, prioritizing recruitment funnel analytics, conversion rates, and retention indicators.
- Link SEM KPIs (applications, offers, enrolments, retention, satisfaction, student feedback) to a dashboard and create real-time monitoring.
- Increase staffing and training for data analysis and intelligence dedicated to SEM.
- Develop predictive modelling tools to forecast enrolment trends, student progression, and risk indicators.

3.3 Implementing strategic enrolment management to improve student recruitment, retention, and overall student success.

- Implement a roadmap to ensure the University can scale responsibly toward a target of approximately 6,000 students by 2030.
- Set international enrolment levels no more than 25% of the total student body while expanding access for underrepresented communities and building flexible delivery models.
- Institute annual retention/satisfaction, exit surveys, and program loss analysis to identify issues and inform interventions.
- Establish an early alert/early assist system, at the program level, triggered at GPA < 2.0, missed log-ins, or attendance flags with timely notification to relevant student advising teams.

3.4 Instituting a multi-year operational plan and revenue strategy.

- Develop a model that evaluates the ability of high-demand programs to expand and determine how to allocate resources properly.
- Evaluate under-subscribed programs and determine if they can be repackaged through an interdisciplinary partnership, or if not, recommend these programs be removed.
- Track internal and external data to improve under/over-subscribed program enrolments.
- Ensure existing programs evolve in innovative and relevant ways.
- Support the development and delivery of new programming to meet the needs of future undergraduate and graduate/PhD students.
- Expand graduate student funding and fellowship opportunities to attract and retain top candidates.

3.5 Expanding sustainability across the curriculum through program innovation, new forms of learning, and digital transformation aligned with student needs and workforce needs.

- Implement program and curricular modifications associated with enrolment projections in the SEM plan to stabilize and grow undergraduate and graduate enrolments.
- Position graduate program expansion as a critically important element in the building of UPEI's reputation and research funding.

Key Initiatives and Priorities for the Near-Term

The Office of the Vice-President, Academic and Research (OVPAR) provides direction and support to academic units, student services, and the Robertson Library to achieve the above priorities and goals. The OVPAR strives to effectively align the university's resources with the academic priorities in the university's strategic plan. It is committed to continual improvement and delivery of high-quality academic programs across the broad range of disciplines at UPEI.

In the near-term over the next few years, the following key initiatives and priorities will be pursued under the academic plan. All of the areas will be pursued within the timeframe of the university strategic plan (2025 to 2030), however the priority attention in the near-term will be focused on the following initiatives.

Pillar 1: Thriving People and Communities	
1.1	i) Development of a new student advising model that coordinates the various services, supports and academic advising functions between Dalton Hall and academic units.
1.2	i) Use retention data to determine which Gateway and Summer Preparatory programs drive first-year persistence.
1.3	i) Establish partnerships with Indigenous communities off and on reserve. ii) Re-establish the Indigenous Advisory Council focused on governance and community engagement.
1.4	i) Launch of a new undergraduate major in Indigenous Studies in the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (IKERAS). ii) Develop field and land-based pedagogy. iii) Develop a diploma in Mi'kmaw language.
Pillar 2: Innovative and Connected Teaching, Research, and Scholarship	
2.1	i) Explore the potential of new graduate program offering(s) in the Faculty of Arts. ii) Restructure and expand the Faculty of Graduate Studies to streamline policies and services.
2.2	i) Review of curricular coherence of academic programs to critically and collaboratively examine the program curriculum to ensure alignment with desired learning outcomes and support the student success and progression to graduation.
2.3	i) Expansion of executive education and cross-faculty partnerships in the McDougall Faculty of Business, such as with Political Science and SMCS. ii) Explore and support the development of new programming, e.g., Nursing (LPN to BScN, PhD), IKERAS (Indigenous Studies), Engineering, Science (Agricultural Studies). iii) Explore the potential of an interdisciplinary program in health sciences, in partnership between the Faculties of Science, Medicine, and Veterinary Medicine.
Pillar 3: Sustainability	
3.1	i) Creation of a joint medical program through an innovative delivery model in partnership with Memorial University, tentatively by 2028.
3.2	i) Development of program-level retention analytics capability, including a dashboard with KPIs, data governance model, and data mapping of the student journey.
3.3	i) Using Moodle analytics capabilities, establish an early alert/early assist system at the program level.
3.4	i) Develop a model that evaluates the ability of high-demand programs to expand and determine how to allocate resources properly.
3.5	i) Expansion of the undergraduate DVM program in the Faculty of Veterinary Medicine.

In fulfilling the objectives of this academic plan, the OVPAR is guided by the core values of the university's strategic plan including equity, diversity, inclusion, and Indigenous reconciliation.

The OVPAR is responsible for ensuring that the university's academic priorities are resourced and leading efforts to identify and secure funding streams to successfully carry out this academic plan. It fosters an environment of collaboration among academic units to achieve the goals and objectives of the plan.

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