

**Minutes of the Fifth Meeting of Senate**  
**Friday March 11, 2022**  
**3:00 – 5:00 pm**  
**Via Zoom**

**Present:** G. Keefe (Chair), D. Sutton (Secretary to Senate) R. Bissessur, A. Braithwaite, M. Buote, T. Carroll, D. Coll, E. Côté, R. Dennis, L. Doiron, A. Doyle, N. Etkin, G. Evans, A. Fitzgerald, K. Gottschall-Pass, N. Kujundzic, C. Lavoie, M. LeClair, B. Linkletter, T. Mady, J. MacDonald, A. MacKenzie, K. Mears, T. Miller, W. Montelpare, D. Moses, C. Murray, J. Perry, W. Peters, J. Podger, R. Raiswell, C. Ryan, J. Spears, J. Stewart, B. Stoughtan, J. VanLeeuwen, B. Waterman, S. Zavala, M. Arfken

**Regrets:** J. McIntyre, T. Ngo, A. Trivett, A. Zinck

**Recorder:** M. Arbing, S. O'Connor

President Keefe called the meeting to order at 3:03 pm, welcomed everyone and provided a land acknowledgement. He added that the original Mi'kmaq name for PEI, "Abegweit," meaning "cradled by the waves", a lovely way to describe the place where we work.

President Keefe reminded Senators and guests that only Senators are permitted to contribute to discussions unless called upon by the Chair. To allow sufficient time for everyone to have an opportunity to speak, he asked that Senators limit their comments. This is the procedure followed the last several meetings and it seemed to work well.

**1. Approval of Agenda**

**MOTION (C. Murray/D. Moses) to approve the agenda as presented. (L. Doiron voted against.) CARRIED.**

L. Doiron stated that he wished to add an item to the agenda regarding absenteeism due to COVID-19.

President Keefe recalled Senate policy where agenda items are to be requested in advance of meetings. He said that this concern, however, can be addressed under item #3 in the agenda, the President's Report, noting once his Report is presented, he will open the floor to questions.

L. Doiron noted that he did not support the approval of the agenda as he felt he was declined adding an item to it.

**2. Approval of Minutes**

**a. MOTION (L. Doiron/C. Ryan) to approve the minutes of February 11, 2022 as presented. CARRIED.**

**b. MOTION (A. MacKenzie/R. Bissessur) to approve the minutes of February 15, 2022 as presented. CARRIED.**

**3. President's Report**

President Keefe began by acknowledging we have reached the two-year mark in the pandemic. He stated that UPEI faculty and staff can be proud of our work supporting students during these challenging times.

President Keefe acknowledged the situation in Ukraine and how admirable it is for faculty to be reaching out and joining colleagues on denouncing what is happening.

President Keefe credited R. Bissessur for the work he has done in terms of building a strategy where UPEI and Parks Canada can work together. He also referenced the Clean Tech Academy, thanking W. Peters for his efforts in working on this initiative.

President Keefe referenced the recent Provincial budget announcement, expressing to Senators that we are quite fortunate to have stability in funding from the Province. He included that the George Coles bursary has increased in value and the University received funding for the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies.

President Keefe updated Senators that advancement on the medical school continues, with the leadership team in place. Dr. Cathy Vardy, former Vice Dean of Medicine at Memorial University of Newfoundland is seconded to UPEI as Executive Director to help develop the program. Dr. Trevor Jain, is Director of Clinical Programming will be contributing as well to development of programming and Dr. Laurie McDuffee from AVC, will be sharing what can be leveraged from AVC in terms of the human-animal health perspective. M. Jenkins Smith is working on government relations and J. Podger oversees the facilities side of the project. N. Phillips is responsible for Communications and D. Chaisson is implementing the development of off-site infrastructure as there are many off-campus projects. The team from the Faculty of Medicine at Memorial University of Newfoundland spent the last week on the Island and had excellent discussions with stakeholders, the Medical Society, Health PEI and Chief Bernard, to name a few.

President Keefe also revisited a previously stated concern regarding students choosing to exit the university once in-person classes resumed. He was happy to report that this semester's attrition rate was consistent with what we've seen in previous years.

President Keefe then opened the floor to questions.

L. Doiron asked for feedback regarding faculties recording one third of students absent from classes, considering is it against the rules to go back online.

N. Etkin mentioned that it is not against the rules to have online classes so long as the instructor does not have to change the structure of their course in order to do so.

President Keefe stated that issues such as this are to be addressed with the respective deans and the Vice-President.

K. Mears asked if, for the new Faculty of Medicine planning, will there be a public website to house committees and meeting minutes so that the public can have access to information. President Keefe affirmed that plans are underway to communicate to the public regarding the progression of the development for the Faculty of Medicine.

A. Braithwaite suggested that Zoom links to Senate meetings should also be made available to the public. President Keefe expressed appreciation for this recommendation.

L. Doiron posed the question as to what to do when students miss time with COVID. K. Gottschall-

Pass advised that this is to be treated like any other illness and the President noted that such issues could be addressed via the respective Dean and Vice-President if need be.

**4. Students Applying to Graduate Before Convocation**

There were no applications to report for this meeting.

**5. Senate Reports**

**a. Academic Planning and Curriculum Committee**

**i. Fourth Curriculum Report**

**Faculty of Education**

**1) OMNIBUS MOTION (K. Gottschall-Pass/B. Montelpare) that the course credit for ED 4630 be increased to three semester-hours. CARRIED**

(See details on the Curriculum Report Attached – Page 3)

**2) OMNIBUS MOTION (K. Gottschall-Pass/B. Montelpare) That the course credit for ED 4640 be increased to three semester-hours. CARRIED**

(See details on the Curriculum Report Attached – Page 4)

**3) OMNIBUS MOTION (K. Gottschall-Pass/B. Montelpare) that the course credit for ED 4890 be increased to three semester hours. CARRIED**

(See details on the Curriculum Report Attached – Page 5)

**4) OMNIBUS MOTION (K. Gottschall-Pass/B. Montelpare) to accept changes to the required courses in the Bachelor of Education as proposed. CARRIED**

(See details on the Curriculum Report Attached – Pages 6-7)

**5) OMNIBUS MOTION (K. Gottschall-Pass/B. Montelpare) to accept changes to the required courses in the Bachelor of Education (français langue seconde) program as proposed. CARRIED**

(See details on the Curriculum Report Attached – Pages 8-10)

**6) OMNIBUS MOTION (K. Gottschall-Pass/B. Montelpare) to incorporate the expanded admission into the standard application process for the Bachelor of Education program as proposed. CARRIED**

(See details on the Curriculum Report Attached – Pages 11-14)

**7) OMNIBUS MOTION (K. Gottschall-Pass/B. Montelpare) to update the admissions requirements and incorporate the expanded application process into the standard application process for the Bachelor of Education (français langue seconde) program as proposed. (A. Braithwaite, K. Mears, & R. Dennis abstain, C. Lavoie and L. Doiron oppose). CARRIED**

(See details on the Curriculum Report Attached – Pages 15-19)

C. Lavoie voiced concern regarding this motion in that it could significantly impact the number of students enrolling in French courses at UPEI.

T. Miller explained that this motion was created because full capacity for the Bachelor of Education (français langue seconde) program is 30, and it has been difficult to fill the program to capacity. This motion, therefore, opens registration to French-

speaking individuals who are fluent, but may not have taken six semester hours in French language courses.

K. Gottschall-Pass offered that because the Faculty of Education accepts students on a global level, many applicants would not be UPEI undergraduates.

N. Etkin included that, for a fluent individual who has a Science degree (in a language other than French) to teach Science in French, he or she is not required to have the ability to instruct the French language. The purpose of the original admission requirement was to prove language proficiency, and that is what the DELF test accomplishes.

C. Lavoie asked if the DELF test is offered here at UPEI. T. Miller responded that we could certainly look into offering the DELF test at UPEI.

#### **Faculty of Science**

**8) MOTION (K. Gottschall-Pass/N. Etkin) to remove the cross-level listing of ENV 4310 with ESC 8030 as proposed. CARRIED**

(See details on the Curriculum Report Attached – Page 21)

**9) MOTION (K. Gottschall-Pass/N. Etkin) to remove the cross-level listing of ENV 4330 with ESC 8020 as proposed. CARRIED**

(See details on the Curriculum Report Attached – Page 22)

#### **Faculty of Graduate Studies**

**10) MOTION (K. Gottschall-Pass/R. Bissessur) to approve a new cross-level listed graduate course entitled VHM 8520 Comparative Animal Cognition as proposed. CARRIED**

(See details on the Curriculum Report Attached – Pages 24-27)

C. Ryan asked for a friendly amendment so that in the description, the middle sentence is completed with “be discussed”. The mover and seconder agreed.

### **A. Senate Steering and Nominating Committee**

#### **i. Senate Library Committee**

**MOTION (C. Murray/D. Moses) that Senate approve the Senate Library Committee as presented. CARRIED**

A. Braithwaite asked about the process by which committees such as this one are populated. K. Gottschall-Pass remarked that those in charge of each committee reach out to colleagues to ask if they would like to sit on the committee and that motions are also taken from the floor of Senate.

President Keefe stated that a review of Senate processes and procedures will begin in the near future, and committee selection processes will be included to ensure we operate with inclusive processes.

A. Braithwaite included that incorporating open calls for committee membership is not only a more inclusive process, but might also incite folks who otherwise might not

consider participation.

**ii. Processes and Procedures of the Senate**

President Keefe indicated that in a recent call for nominations to fill upcoming vacant Senate seats, it was discovered that the procedures do not include librarians in the nominating and election process. The purpose of today's motion, therefore, is to create a more inclusive process, with the focus exclusively on the Senate voting process to include librarians.

President Keefe notified Senators that K. Gottschall-Pass agreed, as part of a special assignment to the President, to do an extensive review of Senate processes and procedures and report back to Senate for approval. This would be a long term solution but in the short term, we need to ensure librarians are included.

Processes and procedures of the Senate are to be reviewed every three years. They were last reviewed in 2017 and not reviewed in 2020 due to the demands on the university as a result of the pandemic.

**MOTION (K. Gottschall-Pass/B. Montelpare) that Senate approves the changes to the Procedures for the Nomination and Election of Full-Time Faculty to Senate, as presented, so that in the procedures, librarians will be included with faculty. CARRIED**

K. Mears inquired about the possibility of an ad hoc committee being responsible for reviewing Senate policies and procedures as opposed to one person. Currently, there is not an avenue for Senators to participate in the process of updating the processes and procedures. K. Gottschall-Pass responded that many existing Senate committees are consulted in this process. K. Mears responded that if the only avenue to participate is through contacting committee members, it would be a challenge because the membership documents on the Senate website are not kept up to date. K. Mears volunteered to participate in a group to complete the task. President Keefe commented that it would be practical to create a subgroup to support K. Gottschall-Pass in this undertaking.

A. Braithwaite then inquired about the transition model for the commencement of the new Vice-President Academic and Research as well as the special assignment to the President. President Keefe indicated Dr. Greg Naterer will begin on May 1, 2022 and K. Gottschall-Pass has agreed to act as a special advisor to the Office of the President until the end of June. This will help with the transition in addition to some of these special assignments.

**iii. Nomination and Election to Senate Update**

D. Sutton listed all upcoming vacancies to Senate as of July 1, noting one vacancy in each of the following faculties: Arts, Business, Education, Nursing and AVC (which must be filled by Biomedical Sciences due to current representation from other departments at AVC).

The following nominations have been acclaimed:

- Faculty of Arts: Ann Braithwaite
- Faculty of Nursing: Christina Murray
- Faculty of Business: Bill Waterman

Other vacancies will be dealt with as follows:

- Faculty of Education: Two nominations were received, Dr. Sean Wiebe and Dr. Rachelle Gauthier. An electronic election will occur.
- Biomedical Sciences, AVC: There were no nominations received so a further call for nominations will occur.

It is noted that, with today's change to the Senate Processes and Procedures, the vote will be inclusive of librarians.

N. Etkin stated that it would be helpful for deans to know when vacancies are coming up for election. T. Mady supported this recommendation.

## 6. Other Business

### a. **Campus Update**

#### i. **Convocation**

The Vice-President Academic and Research reaffirmed the convocation dates set by Senate. They will be located at the Chi-Wan Young Sports Centre as follows; Veterinary Medicine and Nursing on May 10, 2022; Business and Engineering on May 11, 2022; Arts and Education on May 12, 2022; and Science on May 13, 2022.

M. Buote asked if there will be accommodations for students who have COVID-19 during final exams. K. Gottschall-Pass referred to existing academic regulations which address students being unable to take an exam due to illness.

D. Sutton mentioned the enabling motion put forth when approving the list of graduands, the process by which a student can be approved as a graduate under unexpected circumstances.

### **MEETING MOVED TO IN CAMERA**

#### ii. **Dean Searches**

The Vice-President Academic and Research stated that there was nothing new to report regarding dean searches.

A. Braithwaite inquired about how the dean searches will ensue. President Keefe stated that the plan would be to have multiple searches run simultaneously in order to fill the positions in a timely manner.

J. Spears asked for clarification on how the search process gets initiated. K. Gottschall-Pass indicated there is a Senate and Board approved process. The President noted that we are currently in a state of transition and the incoming Vice-President Academic and Research will be leading the process.

K. Mears asked if the procedures could be updated to include librarians in dean searches.

K. Gottschall-Pass commented that dean searches fall under both Senate and a Board policy. Currently librarians do not sit on dean search committees, however many people can participate in many ways.

### **MEETING RETURNED TO OPEN SESSION**

Before adjournment, L. Doiron mentioned the loss of life in Ukraine and asked if UPEI will be flying flags at half-mast.

D. Coll commented that we must acknowledge that there are currently thousands of innocent victims in the world—not solely Ukrainians.

A Braithwaite added that there are racialized people at the borders and that we must consider other areas of the world that are being overrun by imperialist overlords.

N. Kujundzic shared that messaging must include condemnation of violence across the planet.

President Keefe agreed, commenting that such globally inclusive phrasing was part of the recent message that went out to the campus community addressing the current invasion of Ukraine.

**7. Adjournment**

**Motion (B. Montelpare) that the meeting be adjourned at 4:41 p.m. CARRIED.**

Respectfully submitted,  
Donna Sutton  
Secretary of Senate

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**SUMMARY OF FACULTY OF EDUCATION MOTION #'S 1-7**

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<b>MOTIONS:</b>
That the course credit for ED 4630 be increased to three semester-hours
That the course credit for ED 4640 be increased to three semester-hours
That the course credit for ED 4890 be increased to three semester-hours
To accept changes to the required courses in the Bachelor of Education program as submitted
To accept changes to the required courses in the Bachelor of Education (français langue seconde) program as submitted
To incorporate the expanded admission into the standard application process for the Bachelor of Education program
To update the admissions requirements and incorporate the expanded application process into the standard application process for the Bachelor of Education (français langue seconde) program as submitted



**CALENDAR & CURRICULUM CHANGE**

**Motion #1**

Revision is for a: **Credit Change**

Faculty/School/Department: **Education**

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

**MOTION: That the course credit for ED 4630 be increased to three semester-hours.**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
4630 PERSPECTIVES ON CULTURE AND SOCIETY IN EDUCATION (culture et societe) This course introduces students to the visible and invisible impact of culture and society on education. As students develop an understanding of cultural and social perspectives in education, they examine the roles of schools in the proliferation of social and cultural norms as well as their potential as sites for change. 2.5 credit course	4630 PERSPECTIVES ON CULTURE AND SOCIETY IN EDUCATION (culture et societe) This course introduces students to the visible and invisible impact of culture and society on education. As students develop an understanding of cultural and social perspectives in education, they examine the roles of schools in the proliferation of social and cultural norms as well as their potential as sites for change. <del>2.5</del> <u>3</u> semester hours of credit

**Rationale for Change:** Perspectives on Culture and Society in Education is an important and required course in the BEd and BEd (fls) programs, and more time is required to deliver this essential content.

**Effective Term:** SUMMER 2022

**Implications for Other Programs:** None

**Impact on Students Currently Enrolled:** Current students already take ED-4630 as a required course.

<b>Authorization</b>	<b>Date:</b>
Departmental Approval: Bachelor of Education Committee	January 14, 2022
Faculty/School Approval: Faculty of Education Council	January 21, 2022
Faculty Dean's Approval: Dr. Tess Miller, Dean (Interim)	January 21, 2022
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	February 22, 2022



**CALENDAR & CURRICULUM CHANGE**

**Motion #2**

Revision is for a: **Credit Change**

Faculty/School/Department: **Education**

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

**MOTION: That the course credit for ED 4640 be increased to three semester-hours.**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>4640 EDUCATING FOR GLOBAL CITIZENSHIP This course is intended to broaden pre-service teachers' theoretical and pedagogical perspectives on global citizenship education by gaining an enhanced awareness of a world view that recognizes the interdependence and interconnections of the natural and social worlds. Participants will be introduced to the concept of global citizenship and, from this, develop an understanding of social justice, diversity, socio-cultural responsibility, sustainability, and agency. Demonstrating how to integrate global citizenship into educational practices is a key learning outcome of this course. 2.5 credit course</p>	<p>4640 EDUCATING FOR GLOBAL CITIZENSHIP This course is intended to broaden pre-service teachers' theoretical and pedagogical perspectives on global citizenship education by gaining an enhanced awareness of a world view that recognizes the interdependence and interconnections of the natural and social worlds. Participants will be introduced to the concept of global citizenship and, from this, develop an understanding of social justice, diversity, socio-cultural responsibility, sustainability, and agency. Demonstrating how to integrate global citizenship into educational practices is a key learning outcome of this course. <del>2.5</del> <u>3</u> semester hours of credit</p>

**Rationale for Change:** Educating for Global Citizenship is an important and required course in the BEd and BEd(fls) programs, and more time is required to deliver this essential content.

**Effective Term:** SUMMER 2022

**Implications for Other Programs:** None

**Impact on Students Currently Enrolled:** Current students already take ED 4640 as a required course.

<b>Authorization</b>	<b>Date:</b>
Departmental Approval: Bachelor of Education Committee	January 14, 2022
Faculty/School Approval: Faculty of Education Council	January 21, 2022
Faculty Dean's Approval: Dr. Tess Miller, Dean (Interim)	January 21, 2022
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	February 22, 2022

**CALENDAR & CURRICULUM CHANGE**

**Motion #3**

Revision is for a: **Credit Change**

Faculty/School/Department: **Education**

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

**MOTION: That the course credit for ED 4890 be increased to three semester hours.**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>4890 LITTÉRATIE II (PRIMAIRE-ÉLÉMENTAIRE) This course explores and deepens students' understanding of the pedagogical principles and techniques of literacy development in French first and second language contexts at the early, middle and senior years. Using materials available in schools and applying appropriate methods and assessment techniques, students design programs and activities based on the learning outcomes in the Atlantic Provinces Education Foundation French Immersion Curriculum. This course is taught entirely in French and all assignments are completed in French. PREREQUISITE: Education 4880</p>	<p>4890 LITTÉRATIE II (PRIMAIRE-ÉLÉMENTAIRE) This course explores and deepens students' understanding of the pedagogical principles and techniques of literacy development in French first and second language contexts at the early, middle and senior years. Using materials available in schools and applying appropriate methods and assessment techniques, students design programs and activities based on the learning outcomes in the Atlantic Provinces Education Foundation French Immersion Curriculum. This course is taught entirely in French and all assignments are completed in French. PREREQUISITE: Education 4880 <u>3 semester hours of credit</u></p>

**Rationale for Change:** Littératie II is a required course for students in the BEd (français langue seconde) program in both primary/elementary and intermediate/senior cohorts, however the course with intermediate/senior content is currently a 3 credit course, and the course with primary/elementary content is a 2.5 credit course. To give the primary/elementary students sufficient time to cover the course content, and to meet the needs of the Education system in the province, we are requesting that the primary/elementary Littératie II course also become a 3 credit course.

**Effective Term:** SUMMER 2022

**Implications for Other Programs:** N/A

**Impact on Students Currently Enrolled:** N/A

<b>Authorization</b>	<b>Date:</b>
Departmental Approval: Bachelor of Education Committee	January 19, 2022
Faculty/School Approval: Faculty of Education Council	January 21, 2022
Faculty Dean's Approval: Dr. Tess Miller, Dean (Interim)	January 21, 2022
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	February 22, 2022



**CALENDAR & CURRICULUM CHANGE**

**Motion #4**

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

Faculty/School/Department: **Education**

Department/Program(s)/Academic Regulations: **Bachelor of Education**

**MOTION: To accept changes to the required courses in the Bachelor of Education program as proposed.**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p><b>Bachelor of Education</b> <b>Twelve-Month Post-Degree Bachelor of Education</b></p> <p>The Bachelor of Education (BEd) is a 12-month post-degree program consisting of 20 three-hour credit courses in education. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It is the opportunity for students to focus their studies in Primary/Elementary (K – 6) or Intermediate/Senior (7-12) and in International, Indigenous, or Adult and Workplace Education.</p> <p><b>REQUIRED COURSES:</b> <b>PRIMARY/ELEMENTARY CONCENTRATION (K – 6)</b> <b>INTERMEDIATE/SENIOR CONCENTRATION (7 – 12)</b> ED 4030 The Arts and Social Transformation ED 4110 Learners and Learning ED 4150 The Diverse and Inclusive Classroom ED 4200 Teaching for Science, Technology, Math, and Engineering (STEM) ED 4490 Introduction to Indigenous Education ED 4630 Perspectives on Culture and Society in Education ED 4640 Educating for Global Citizenship ED 4660 Principles and Practices of Teaching English as Another Language ED 4740 Technology in Education ED 4820 Assessment and Evaluation ED 4961 Preparation for the Teaching Profession I ED 4962 Practicum I ED 4971 Preparation for the Teaching Profession II ED 4972 Practicum II</p> <p><b>PRIMARY/ELEMENTARY CONCENTRATION (K – 6)</b> ED 4220 Mathematics for Teachers</p>	<p><b>Bachelor of Education</b> <b>Twelve-Month Post-Degree Bachelor of Education</b></p> <p>The Bachelor of Education (BEd) is a 12-month post-degree program consisting of 20 three semester hour credit courses in education. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It is the opportunity for students to focus their studies in Primary/Elementary (K – 6) or Intermediate/Senior (7-12) and in International, Indigenous, or Adult and Workplace Education.</p> <p><b>REQUIRED COURSES:</b> <b>PRIMARY/ELEMENTARY CONCENTRATION (K – 6)</b> <b>INTERMEDIATE/SENIOR CONCENTRATION (7 – 12)</b> ED 4030 The Arts and Social Transformation ED 4110 Learners and Learning ED 4150 The Diverse and Inclusive Classroom ED 4200 Teaching for Science, Technology, Math, and Engineering (STEM) ED 4490 Introduction to Indigenous Education ED 4630 Perspectives on Culture and Society in Education ED 4640 Educating for Global Citizenship ED 4660 Principles and Practices of Teaching English as Another Language <del>ED 4740 Technology in Education</del> ED 4820 Assessment and Evaluation ED 4961 Preparation for the Teaching Profession I ED 4962 Practicum I ED 4971 Preparation for the Teaching Profession II ED 4972 Practicum II</p> <p><b>PRIMARY/ELEMENTARY CONCENTRATION (K – 6)</b> ED 4220 Mathematics for Teachers</p>



**CALENDAR & CURRICULUM CHANGE**

**Motion #4**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
ED 4230 Primary/Elementary Mathematics I ED 4245 Inquiry-Based Methods in Science and Social Studies ED 4280 Primary/Elementary Mathematics II ED 4320 Primary/Elementary language and Literacies and Multiliteracies I ED 4330 Literacy and Multiliteracies in the Early Years II ED 4480 Social Emotional Learning and Children’s Mental Health  <b>INTERMEDIATE/SENIOR CONCENTRATION (7 – 12)</b> ED 4130 Multiliteracies Across the Curriculum ED 4420 Adolescent Social & Emotional Health ED 4530 Curriculum and Pedagogy  <b>Students take 4 of:</b> ED 4260 Intermediate/Senior Mathematics I ED 4270 Intermediate/Senior Mathematics II ED 4360 Intermediate/Senior English I ED 4370 Intermediate/Senior English II ED 4460 Intermediate/Senior Science I ED 4470 Intermediate/Senior Science II ED 4560 Intermediate/Senior Social Studies I ED 4570 Intermediate/Senior Social Studies II	ED 4230 Primary/Elementary Mathematics I ED 4245 Inquiry-Based Methods in Science and Social Studies ED 4280 Primary/Elementary Mathematics II ED 4320 Primary/Elementary language and Literacies and Multiliteracies I ED 4330 Literacy and Multiliteracies in the Early Years II ED 4480 Social Emotional Learning and Children’s Mental Health  <b>INTERMEDIATE/SENIOR CONCENTRATION (7 – 12)</b> ED 4130 Multiliteracies Across the Curriculum ED 4420 Adolescent Social & Emotional Health ED 4530 Curriculum and Pedagogy  <b>Students take 4 of:</b> ED 4260 Intermediate/Senior Mathematics I ED 4270 Intermediate/Senior Mathematics II ED 4360 Intermediate/Senior English I ED 4370 Intermediate/Senior English II ED 4460 Intermediate/Senior Science I ED 4470 Intermediate/Senior Science II ED 4560 Intermediate/Senior Social Studies I ED 4570 Intermediate/Senior Social Studies II

**Rationale for Change:** As the outcomes of ED 4740 are embedded in all of our courses, and as technology is an integral component of STEM and has similar outcomes to the ED 4200 (STEM) class, we propose removing ED 4740 as a required course. This will allow room in the students’ program for additional study in the area of culture and society and global citizenship.

**Effective Term:** SUMMER 2022

**Implications for Other Programs:** N/A

**Impact on Students Currently Enrolled:** N/A

<b>Authorization</b>	<b>Date:</b>
Departmental Approval: Bachelor of Education Committee	January 14, 2022
Faculty/School Approval: Faculty of Education Council	January 21, 2022
Faculty Dean’s Approval: Dr. Tess Miller, Dean (Interim)	January 21, 2022
Grad. Studies Dean’s Approval: N/A	N/A
Registrar’s Office Approval: Darcy McCardle	February 22, 2022

**CALENDAR & CURRICULUM CHANGE**

**Motion #5**

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

Faculty/School/Department: **Education**

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

**MOTION: To accept changes to the required courses in the Bachelor of Education (français langue seconde) program as proposed.**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p><b>Bachelor of Education—français langue seconde</b></p> <p>This unique program will provide the variety of courses, French language and cultural experiences and extended field experiences (21 weeks of practicum) through which students can develop the knowledge and skills needed to teach in modern French Second Language classrooms. This program also provides students an opportunity to focus their studies in the Early, Middle, or Senior years.</p> <p>Students must pass all courses to graduate with a Bachelor of Education-français langue seconde.</p> <p><b>REQUIRED COURSES:</b></p> <p><b>PRIMARY/ELEMENTARY CONCENTRATION</b>            ED 4030 Intégration des arts            ED 4060 Comprendre la santé sociale et émotionnelle chez les élèves            ED 4110 Learners and Learning            ED 4150 Inclusion en salle de classe            ED 4200 Teaching for Science, Technology, Engineering and Math (STEM)            ED 4220 Mathematics for Teachers            ED 4230 Primary/Elementary Mathematics I            ED 4245 Inquiry-Based Methods in Science and Social Studies            ED 4280 Primary/Elementary Mathematics II            ED 4490 Introduction to Indigenous Education            ED 4630 Culture et société            ED 4740 Technology in Education            ED 4800 Teaching in a Core French, Immersion and French First Language in a Minority Context Setting            ED 4820 Évaluation en salle de classe            ED 4880 Littérature I            ED 4890 Littérature II (primaire-élémentaire)            ED 4900 Intégration de la langue au contenu            ED 4961 Préparation pour le professionnel de</p>	<p><b>Bachelor of Education—français langue seconde</b></p> <p>This unique program will provide the variety of courses, French language and cultural experiences and extended field experiences (<del>21 weeks of practicum</del>) through which students can develop the knowledge and skills needed to teach in modern French Second Language classrooms. This program also provides students an opportunity to focus their studies in the <u>Early, Middle, or Senior years.</u></p> <p>Students must pass all courses to graduate with a Bachelor of Education-français langue seconde.</p> <p><b>REQUIRED COURSES:</b></p> <p><b>PRIMARY/ELEMENTARY CONCENTRATION</b>            ED 4030 Intégration des arts            ED 4060 Comprendre la santé sociale et émotionnelle chez les élèves            ED 4110 Learners and Learning            ED 4150 Inclusion en salle de classe            ED 4200 Teaching for Science, Technology, Engineering and Math (STEM)            ED 4220 Mathematics for Teachers            ED 4230 Primary/Elementary Mathematics I            ED 4245 Inquiry-Based Methods in Science and Social Studies            ED 4280 Primary/Elementary Mathematics II            ED 4490 Introduction to Indigenous Education            ED 4630 Culture et société  <del>ED 4740 Technology in Education</del>            ED 4800 Teaching in a Core French, Immersion and French First Language in a Minority Context Setting            ED 4820 Évaluation en salle de classe            ED 4880 Littérature I            ED 4890 Littérature II (primaire-élémentaire)            ED 4900 Intégration de la langue au contenu            ED 4961 Préparation pour le professionnel de</p>

CALENDAR & CURRICULUM CHANGE

Motion #5

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>l'enseignement I ED 4962 Stage I ED 4971 Préparation pour le professionnel de l'enseignement II ED 4972 Stage II</p> <p><b>INTERMEDIATE/SENIOR CONCENTRATION (7-12)</b> ED 4030 Intégration des arts ED 4060 Comprendre la santé sociale et émotionnelle chez les élèves ED 4110 Learners and Learning ED 4150 Inclusion en salle de classe ED 4200 Teaching for Science, Technology, Engineering and Math (STEM) ED 4490 Introduction to Indigenous Education ED 4630 Culture et société ED 4640 Educating for Global Citizenship ED 4740 Technology in Education ED 4820 Évaluation en salle de classe ED 4880 Littérature I ED 4888 Littérature II – Education en français II (Intermédiaire/Secondaire) ED 4900 Intégration de la langue au contenu ED 4961 Préparation pour le profession d'enseignement I ED 4962 Stage I ED 4971 Préparation pour le profession d'enseignement II ED 4972 Stage II</p> <p><b>INTERMEDIATE/SENIOR CONCENTRATION (7-12) will take 4 of the following:</b> ED 4560 Sciences Humaines 1 ED 4570 Sciences Humaines 2 ED 4260 Intermediate/Senior Mathematics I ED 4270 Mathes 2 ED 4460 Sciences 1 ED 4470 Sciences 2 ED 4760 French Methods ED 4800 Teaching in a Core French, Immersion and French First Language in a Minority Context Setting</p>	<p>l'enseignement I ED 4962 Stage I ED 4971 Préparation pour le professionnel de l'enseignement II ED 4972 Stage II</p> <p><b>INTERMEDIATE/SENIOR CONCENTRATION (7-12)</b> ED 4030 Intégration des arts ED 4060 Comprendre la santé sociale et émotionnelle chez les élèves ED 4110 Learners and Learning ED 4150 Inclusion en salle de classe ED 4200 Teaching for Science, Technology, Engineering and Math (STEM) ED 4490 Introduction to Indigenous Education ED 4630 Culture et société ED 4640 Educating for Global Citizenship <del>ED 4740 Technology in Education</del> ED 4820 Évaluation en salle de classe ED 4880 Littérature I ED 4888 Littérature II – Education en français II (Intermédiaire/Secondaire) ED 4900 Intégration de la langue au contenu ED 4961 Préparation pour le profession d'enseignement I ED 4962 Stage I ED 4971 Préparation pour le profession d'enseignement II ED 4972 Stage II</p> <p><b>INTERMEDIATE/SENIOR CONCENTRATION (7-12) will take 4 of the following:</b> ED 4560 Sciences Humaines 1 ED 4570 Sciences Humaines 2 ED 4260 Intermediate/Senior Mathematics I ED 4270 Mathes 2 ED 4460 Sciences 1 ED 4470 Sciences 2 ED 4760 French Methods ED 4800 Teaching in a Core French, Immersion and French First Language in a Minority Context Setting</p>

**Rationale for Change:** As the outcomes of ED 4740 are embedded in all of our courses, and as technology is an integral component of STEM and has similar outcomes to the ED 4200 (STEM) class, we





**CALENDAR & CURRICULUM CHANGE**

**Motion #5**

propose removing ED 4740 as a required course. This will allow room in the students' program for additional study in the area of culture and society and global citizenship.

**Effective Term:** SUMMER 2022

**Implications for Other Programs:** N/A

**Impact on Students Currently Enrolled:** N/A

**Authorization**

**Date:**

Departmental Approval: Bachelor of Education Committee	January 14, 2022
Faculty/School Approval: Faculty of Education Council	January 21, 2022
Faculty Dean's Approval: Dr. Tess Miller, Dean (Interim)	January 21, 2022
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	February 22, 2022

Form Version: January 2022

**CALENDAR & CURRICULUM CHANGE**

**Motion #6**

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

Faculty/School/Department: **Education**

Department/Program(s)/Academic Regulations: **Bachelor of Education**

**MOTION: To incorporate the expanded admission into the standard application process for the Bachelor of Education program as proposed.**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p><b>Bachelor of Education (BEd)</b></p> <p><b>(i) Introduction</b></p> <p>The Bachelor of Education (BEd) is a 12-month post-degree program consisting of 60 credit hours in education with the program commencing in May of each year. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It provides the opportunity for students to focus their studies in Primary/Elementary Years (K–6) or Intermediate/Senior Years (grades 7–12), and in International, Indigenous, or Adult and Workplace Education.</p> <p><b>(ii) Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• Applicants must have completed the requirements for their undergraduate degree from an approved registered university and have the degree conferred before June 30.</li> <li>• Applicants must have an overall average of not less than 70% (at least between C+ and B-) computed on the 20 highest grades of the last 22 courses (3 semester hour of credit). Applicants who have an average of less than 70% may be considered on a case-by-case basis. Graduate study may be taken into consideration for admission requirements.</li> <li>• Applicants must have at least 6 semester hours of credit in English or equivalent (at least 3 of which are recommended to be in Composition);</li> <li>• Applicants whose first language is not English must also satisfy the UPEI English Language Proficiency requirements.</li> </ul>	<p><b>Bachelor of Education (BEd)</b></p> <p><b>(i) Introduction</b></p> <p>The Bachelor of Education (BEd) is a 12-month post-degree program consisting of 60 credit hours in education with the program commencing in May of each year. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It provides the opportunity for students to focus their studies in Primary/Elementary Years (K–6) or Intermediate/Senior Years (grades 7–12), and in International, Indigenous, or Adult and Workplace Education.</p> <p><b>(ii) Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• Applicants must have completed the requirements for their undergraduate degree from an approved registered university and have the degree conferred before June 30.</li> <li>• Applicants must have an overall average of not less than 70% (at least between C+ and B-) computed on the 20 highest grades of the last 22 courses (3 semester hour of credit). Applicants who have an average of less than 70% may be considered on a case-by-case basis. Graduate study may be taken into consideration for admission requirements.</li> <li>• Applicants must have at least 6 semester hours of credit in English or equivalent (at least 3 of which are recommended to be in Composition);</li> <li>• Applicants whose first language is not English must also satisfy the UPEI English Language Proficiency requirements.</li> </ul>



CALENDAR & CURRICULUM CHANGE

Motion #6

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<ul style="list-style-type: none"> <li>Applicants must have completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (Primary/Elementary or Intermediate/Senior) into which they seek admission, as follows:</li> </ul> <p><b>(a) Primary/Elementary (K-6)</b></p> <ul style="list-style-type: none"> <li>3 credit hours in Math</li> <li>6 credit hours in Social Studies (as listed below);</li> <li>6 credit hours in Science (as listed below); (3 of which must be a lab-based science); and</li> <li>A course in Developmental Psychology or equivalent.</li> </ul> <p><b>Note 1:</b> Applicants are strongly encouraged to take Education 2110 or 2130 (Introduction to Education) at UPEI (or equivalent at other universities) prior to beginning the BEd program. Courses in Fine Arts or Music will also be considered assets.</p> <p><b>(b) Intermediate/Senior (grades 7-12)</b></p> <ul style="list-style-type: none"> <li>At least 3 credit hours in Math.</li> </ul> <p>Applicants must have appropriate coursework in two defined teachable areas as outlined below:</p> <ul style="list-style-type: none"> <li>at least 42 credit hours of university coursework in a first teachable area as listed below; and</li> <li>at least 18 credit hours of university coursework in a second teachable area as listed below, preferably in a teachable area different from the first.</li> </ul> <p>The following courses* relate to teachable areas:</p> <p>English (includes Communications, Creative Writing, Drama, Journalism, linguistic, Media Studies, and Theatre);</p> <p>Social Studies (includes Acadian Studies, Anthropology, Canadian Studies, Economics, Environmental Studies, Family Science, Geography, Global Studies, History, Indigenous Studies, Law, Philosophy, Political Science, Religious Studies, Sociology, and Diversity and Social Justice Studies);</p>	<ul style="list-style-type: none"> <li>Applicants must complete Experience Profile.</li> </ul> <ul style="list-style-type: none"> <li>Applicants must have completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (Primary/Elementary or Intermediate/Senior) into which they seek admission, as follows:</li> </ul> <p><b>(a) Primary/Elementary (K-6)</b></p> <ul style="list-style-type: none"> <li>3 credit hours in Math</li> <li>6 credit hours in Social Studies (as listed below);</li> <li>6 credit hours in Science (as listed below); (3 of which must be a lab-based science); and</li> <li>A course in Developmental Psychology or equivalent.</li> </ul> <p><b>Note 1:</b> Applicants are strongly encouraged to take Education 2110 or 2130 (Introduction to Education) at UPEI (or equivalent at other universities) prior to beginning the BEd program. Courses in Fine Arts or Music will also be considered assets.</p> <p><b>(b) Intermediate/Senior (grades 7-12)</b></p> <ul style="list-style-type: none"> <li>At least 3 credit hours in Math.</li> </ul> <p>Applicants must have appropriate coursework in two defined teachable areas as outlined below:</p> <ul style="list-style-type: none"> <li>at least 42 credit hours of university coursework in a first teachable area as listed below; and</li> <li>at least 18 credit hours of university coursework in a second teachable area as listed below, preferably in a teachable area different from the first.</li> </ul> <p>The following courses* relate to teachable areas:</p> <p>English (includes Communications, Creative Writing, Drama, Journalism, linguistic, Media Studies, and Theatre);</p> <p>Social Studies (includes Acadian Studies, Anthropology, Canadian Studies, Economics, Environmental Studies, Family Science, Geography, Global Studies, History, Indigenous Studies, Law, Philosophy, Political Science, Religious Studies, Sociology, and Diversity and Social</p>

CALENDAR & CURRICULUM CHANGE

Motion #6

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>Science (includes Chemistry, Biology, Foods and Nutrition, Forestry, Geology/Earth Sciences, Health Sciences, Kinesiology, Oceanography, Environmental Science, Agriculture, and Physics);</p> <p>Mathematics (includes Mathematics, Physics, Statistics, and Computer Science);</p> <p>French; and Music (offered through the Bachelor of Music Education program in the Faculty of Arts).</p> <p>*Courses not listed may be evaluated on a case-by-case basis.</p> <p><b>(iii) Application Process</b></p> <p>Applications for the Bachelor of Education Program open on June 1st of each year and will close on September 15th. Applicants are normally notified of admission decisions in late November.</p> <p><b>Expanded Admission entry:</b></p> <p>The minimum entrance requirement is an undergraduate degree along with the minimum requirements to be certified as a licensed teacher by the province of PEI.</p> <ul style="list-style-type: none"> <li>• If a potential applicant does not meet the other established entry criteria to be considered for acceptance, but has a combination of study and life/work experience that may demonstrate the potential for a successful educational career, such individuals are encouraged to apply for Expanded Admission.</li> <li>• Additional consideration will be made for applicants who identify themselves as belonging to an FNMI (First Nations, Métis and Inuit) or an under-represented community.</li> <li>• The required Experience Profile plays an important role in the decision-making process by the Selection Committee.</li> <li>• Expanded Admission entry applicants being considered by the Selection Committee may be required to participate in an interview.</li> </ul>	<p>Justice Studies);</p> <p>Science (includes Chemistry, Biology, Foods and Nutrition, Forestry, Geology/Earth Sciences, Health Sciences, Kinesiology, Oceanography, Environmental Science, Agriculture, and Physics);</p> <p>Mathematics (includes Mathematics, Physics, Statistics, and Computer Science);</p> <p>French; and Music (offered through the Bachelor of Music Education program in the Faculty of Arts).</p> <p>*Courses not listed may be evaluated on a case-by-case basis.</p> <p><b>(iii) Application Process</b></p> <p>Applications for the Bachelor of Education Program open on June 1st of each year and will close on September 15th. Applicants are normally notified of admission decisions in late November.</p> <p><b><u>Expanded Additional Admission entry considerations:</u></b></p> <p>The minimum entrance requirement is an undergraduate degree along with the minimum requirements to be certified as a licensed teacher by the province of PEI.</p> <ul style="list-style-type: none"> <li>• If a potential applicant does not meet the other established entry criteria to be considered for acceptance, but has a combination of study and life/work experience that may demonstrate the potential for a successful educational career, such individuals are encouraged to apply <del>for Expanded Admission.</del></li> <li>• Additional consideration will be made for applicants who identify themselves as belonging to an FNMI (First Nations, Métis and Inuit) or an under-represented community.</li> <li>• The required Experience Profile plays an important role in the decision-making process by the Selection Committee.</li> <li>• <del>Expanded Admission entry applicants</del> <u>Applicants</u> being considered by the Selection Committee may be required to participate in an interview.</li> </ul>



**CALENDAR & CURRICULUM CHANGE**

**Motion #6**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>Follow UPEI's undergraduate application process for professional programs, and submit other requirements including:</p> <ul style="list-style-type: none"> <li>• UPEI Application Fee</li> <li>• Official transcripts are required from each post-secondary institution where you have taken a course. Original transcripts are required even if transfer credits were given by another institution</li> <li>• The Experience Profile and official transcripts must be received by the Registrar's Office in order for an application to be assessed.</li> </ul>	<p>Follow UPEI's undergraduate application process for professional programs, and submit other requirements including:</p> <ul style="list-style-type: none"> <li>• UPEI Application Fee</li> <li>• Official transcripts are required from each post-secondary institution where you have taken a course. Original transcripts are required even if transfer credits were given by another institution</li> <li>• The Experience Profile and official transcripts must be received by the Registrar's Office in order for an application to be assessed.</li> </ul>

**Rationale for Change:** The expanded admission created confusion amongst students, and the office staff was overwhelmed by the number of questions regarding which pathway students should follow. The expanded admission was intended to increase the number of applicants from under-represented or disadvantaged individuals and communities, but by including everyone in the standard process all applicants can provide an explanation of their personal experience, providing the selection committee increased flexibility in choosing successful candidates.

**Effective Term:** SUMMER 2023

**Implications for Other Programs:** N/A

**Impact on Students Currently Enrolled:** N/A

<b>Authorization</b>	<b>Date:</b>
Departmental Approval: Bachelor of Education Committee	January 14, 2022
Faculty/School Approval: Faculty of Education Council	January 21, 2022
Faculty Dean's Approval: Dr. Tess Miller, Dean (Interim)	January 21, 2022
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	February 22, 2022

CALENDAR & CURRICULUM CHANGE

Motion #7

Revision is for a: Calendar Entry Change

Faculty/School/Department: Education

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

**MOTION: To update the admissions requirements and incorporate the expanded application process into the standard application process for the Bachelor of Education (français langue seconde) program as proposed.**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p><b>Bachelor of Education—français langue seconde</b></p> <p><b>(i) Introduction</b></p> <p>The Bachelor of Education—français langue seconde is a 12-month post-degree program consisting of 60 credit hours in Education with the program commencing in May of each year. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It provides the opportunity for students to focus their studies in Primary/Elementary (grades K-6), or Intermediate/Senior (grades 7-12), and International, Indigenous, or Adult Education.</p> <p><b>(ii) Admission Requirements</b></p> <p>Applicants must have completed the requirements for their undergraduate degree from an approved registered university and have the degree conferred before June 30.</p> <ul style="list-style-type: none"> <li>Applicants must have an overall average of not less than 70% (at least between C+ and B-) computed on the 20 highest grades of the last 22 courses (3 semester hours of credit each). Applicants who have an average of less than 70% may be considered on a case-by-case basis. Graduate study may be taken into consideration for admission requirements.</li> <li>Applicants must have at least 6 semester hours in French (at least 3 semester hours in a writing-intensive course in any discipline).</li> </ul>	<p><b>Bachelor of Education—français langue seconde</b></p> <p><b>(i) Introduction</b></p> <p>The Bachelor of Education—français langue seconde is a 12-month post-degree program consisting of 60 credit hours in Education with the program commencing in May of each year. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It provides the opportunity for students to focus their studies in Primary/Elementary (grades K-6), or Intermediate/Senior (grades 7-12), and International, Indigenous, or Adult Education.</p> <p><b>(ii) Admission Requirements</b></p> <p>Applicants must have completed the requirements for their undergraduate degree from an approved registered university and have the degree conferred before June 30.</p> <ul style="list-style-type: none"> <li>Applicants must have an overall average of not less than 70% (at least between C+ and B-) computed on the 20 highest grades of the last 22 courses (3 semester hours of credit each). Applicants who have an average of less than 70% may be considered on a case-by-case basis. Graduate study may be taken into consideration for admission requirements.</li> <li>Applicants <u>who have completed a degree where the language of instruction was not French</u> must have at least 6 semester hours in French (at least 3 semester hours in a writing-intensive course in any discipline). <u>However, applicants who receive, in the last year, a level B2 (at least 70% in all categories) on DELF are not required to complete 6 semester hours in French.</u></li> </ul>

**CALENDAR & CURRICULUM CHANGE**

**Motion #7**

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<ul style="list-style-type: none"> <li>• Applicants whose first language is not English must also satisfy the UPEI English Language Proficiency requirements.</li> <li>• Applicants must pass an oral and written proficiency test in French before admission to the specialization is confirmed.</li> <li>• Applicants must have completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (Primary/Elementary or Intermediate/Senior) into which they seek admission, as follows: <b>Primary/Elementary (grades K-6)</b> <ul style="list-style-type: none"> <li>• 3 credit hours in Math</li> <li>• 6 credit hours in Social Studies (as listed below);</li> <li>• 6 credit hours in Science (as listed below) (3 of which must be a lab-based science); and</li> <li>• a course in Developmental Psychology or equivalent.</li> </ul> <p>Note 1: Applicants are strongly encouraged to take Education 2130 (Introduction to Education) at UPEI (or equivalent at other universities) prior to beginning the BEd program. Courses in Fine Arts or Music will also be considered assets.</p> <b>Intermediate/Senior (grades 7-12)</b> <ul style="list-style-type: none"> <li>• At least 6 credit hours in Math.</li> </ul> <p>Applicants must have appropriate coursework in two defined teachable areas as outlined below:</p> <ul style="list-style-type: none"> <li>• at least 42 credit hours of university coursework in a first teachable area as listed below; and</li> <li>• at least 18 credit hours of university coursework in a second teachable area as listed below, preferably in a teachable area different from the first.</li> </ul> <p>The following courses* relate to teachable areas:</p> <p><b>English</b> (includes Communications, Creative Writing, Drama, Journalism, linguistic, Media Studies, and Theatre);</p> <p><b>Social Studies</b> (includes Acadian Studies, Anthropology, Canadian Studies, Economics,</p> </li> </ul>	<ul style="list-style-type: none"> <li>• Applicants whose first language is not English must also satisfy the UPEI English Language Proficiency requirements.</li> <li>• Applicants must complete Experience Profile.</li> <li>• Applicants must pass an oral and written proficiency test in French before admission to the specialization is confirmed.</li> <li>• Applicants must have completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (Primary/Elementary or Intermediate/Senior) into which they seek admission, as follows: <b>Primary/Elementary (grades K-6)</b> <ul style="list-style-type: none"> <li>• 3 credit hours in Math</li> <li>• 6 credit hours in Social Studies (as listed below);</li> <li>• 6 credit hours in Science (as listed below) (3 of which must be a lab-based science); and</li> <li>• a course in Developmental Psychology or equivalent.</li> </ul> <p>Note 1: Applicants are strongly encouraged to take Education 2130 (Introduction to Education) at UPEI (or equivalent at other universities) prior to beginning the BEd program. Courses in Fine Arts or Music will also be considered assets.</p> <b>Intermediate/Senior (grades 7-12)</b> <ul style="list-style-type: none"> <li>• At least 6 credit hours in Math.</li> </ul> <p>Applicants must have appropriate coursework in two defined teachable areas as outlined below:</p> <ul style="list-style-type: none"> <li>• at least 42 credit hours of university coursework in a first teachable area as listed below; and</li> <li>• at least 18 credit hours of university coursework in a second teachable area as listed below, preferably in a teachable area different from the first.</li> </ul> <p>The following courses* relate to teachable areas:</p> <p><b>English</b> (includes Communications, Creative Writing, Drama, Journalism, linguistic, Media Studies, and Theatre);</p> </li> </ul>

CALENDAR & CURRICULUM CHANGE

Motion #7

Reproduction of Current Calendar Entry	Proposed revision with changes underlined and deletions indicated clearly
<p>Environmental Studies, Family Science, Geography, Global Studies, History, Indigenous Studies, Law, Philosophy, Political Science, Religious Studies, Sociology, and Diversity and Social Justice Studies);</p> <p><b>Science</b> (includes Chemistry, Biology, Foods and Nutrition, Forestry, Geology/Earth Sciences, Health Sciences, Kinesiology, Oceanography, Environmental Science, Agriculture, and Physics);</p> <p><b>Mathematics</b> (includes Mathematics, Physics, Statistics, and Computer Science);</p> <p><b>French</b>; and <b>Music</b> (offered through the Bachelor of Music Education program in the Faculty of Arts). *Courses not listed may be evaluated on a case-by-case basis.</p> <p><b>Please note:</b> Preference will be given to:</p> <ul style="list-style-type: none"> <li>• Candidates who have completed a first degree in any relevant discipline from a French language university;</li> <li>• Candidates who have completed a major in French from an English university;</li> <li>• Candidates who have at least a minor in French studies at a recognized university;</li> <li>• Applicants who have significant professional and or life experiences in a French environment are also encouraged to apply. Successful applicants may be required to complete French language course requirements during the two year education program.</li> </ul> <p><b>(iii) Application Process</b></p> <p>Apply before <b>February 15</b> to be considered for entrance scholarships. The program begins in May and applications will be accepted until the program has reached the full complement of students. Applications received after the full complement of students will only be considered if a seat becomes available or for the following academic year. Applicants are encouraged to apply early to be considered for the program.</p>	<p><b>Social Studies</b> (includes Acadian Studies, Anthropology, Canadian Studies, Economics, Environmental Studies, Family Science, Geography, Global Studies, History, Indigenous Studies, Law, Philosophy, Political Science, Religious Studies, Sociology, and Diversity and Social Justice Studies);</p> <p><b>Science</b> (includes Chemistry, Biology, Foods and Nutrition, Forestry, Geology/Earth Sciences, Health Sciences, Kinesiology, Oceanography, Environmental Science, Agriculture, and Physics);</p> <p><b>Mathematics</b> (includes Mathematics, Physics, Statistics, and Computer Science);</p> <p><b>French</b>; and <b>Music</b> (offered through the Bachelor of Music Education program in the Faculty of Arts). *Courses not listed may be evaluated on a case-by-case basis.</p> <p><b>Please note:</b> Preference will be given to:</p> <ul style="list-style-type: none"> <li>• Candidates who have completed a first degree in any relevant discipline from a French language university;</li> <li>• Candidates who have completed a major in French from an English university;</li> <li>• Candidates who have at least a minor in French studies at a recognized university;</li> <li>• Applicants who have significant professional and or life experiences in a French environment are also encouraged to apply. Successful applicants may be required to complete French language course requirements during the two year education program.</li> </ul> <p><b>(iii) Application Process</b></p> <p><del>Apply before February 15 to be considered for entrance scholarships. The program begins in May and applications</del> <u>Applications for the Bachelor of Education (français langue seconde) program open on June 1<sup>st</sup> of each year and</u> will be accepted until the program has reached the full complement of students <u>or program begins</u>. Applications received after the full complement of students will only be considered if a seat becomes available or for the following academic year. Applicants</p>





CALENDAR & CURRICULUM CHANGE

Motion #7

<p><u>Reproduction of Current Calendar Entry</u></p>	<p><u>Proposed revision with changes underlined and deletions indicated clearly</u></p>
<p>Follow UPEI's undergraduate application process for professional programs, and submit other requirements including:</p> <ul style="list-style-type: none"> <li>• UPEI Application Fee</li> <li>• Two copies of official transcripts are required from each post-secondary institution where you have taken a course. Original transcripts are required even if transfer credits were given by another institution.</li> </ul>	<p>are encouraged to apply early to be considered for the program.</p> <p><b><u>Additional Admission Consideration:</u></b></p> <p><u>The minimum entrance requirement is an undergraduate degree along with the minimum requirements to be certified as a licensed teacher by the province of PEI.</u></p> <ul style="list-style-type: none"> <li>• <u>If a potential applicant does not meet the other established entry criteria to be considered for acceptance, but has a combination of study and life/work experience that may demonstrate the potential for a successful educational career, such individuals are encouraged to apply.</u></li> <li>• <u>Additional consideration will be made for applicants who identify themselves as belonging to an FNMI (First Nations, Métis and Inuit) or an under-represented community.</u></li> <li>• <u>The required Experience Profile plays an important role in the decision-making process by the Selection Committee.</u></li> <li>• <u>Applicants being considered by the Selection Committee may be required to participate in an interview.</u></li> </ul> <p>Follow UPEI's undergraduate application process for professional programs, and submit other requirements including:</p> <ul style="list-style-type: none"> <li>• UPEI Application Fee</li> <li>• Two copies of official transcripts are required from each post-secondary institution where you have taken a course. Original transcripts are required even if transfer credits were given by another institution.</li> </ul>

**Rationale for Change:**

The proposed changes to admissions process to the BEd (fls) program include a) expanding what can be accepted for French credits, b) incorporating the expanded admission process used in the BEd (English) program into the standard admissions process for BEd (fls), and c) opening the deadline for application until a full cohort is reached. Detailed rationale is included below.

Applicants from a French Language University that do not have 6 credit hours in French but have



**CALENDAR & CURRICULUM CHANGE**

**Motion #7**

completed a degree in French should be admissible to the program, because they should have the required competencies. Additionally, applicants who have not completed 6 credit hours in French but who receive a level B2 in the last year, should also have the required competencies for the program.

The expanded admission process has also been incorporated into the standard admission process. The expanded process created confusion amongst students, and the office staff was overwhelmed by the number of questions regarding which pathway students should follow. The expanded admission was intended to increase the number of applicants from under-represented or disadvantaged individuals and communities, but by including everyone in the standard process all applicants can provide an explanation of their personal experience, providing the selection committee increased flexibility in choosing successful candidates. Further, the expanded criteria was omitted from the BEd (fls) admissions entry of the academic calendar, so this content has been incorporated into the calendar entry in keeping with similar proposed changes to the BEd program admissions.

While the Bachelor of Education (English) program receives sufficient volume of applicants to reach capacity with a closing date of September 15<sup>th</sup>, the BEd (fls) program normally requires additional time for recruitment efforts. For this reason, we wish to keep the window for application acceptance open until a full cohort is reached.

**Effective Term:** SUMMER 2022

**Implications for Other Programs:** N/A

**Impact on Students Currently Enrolled:** N/A

<b>Authorization</b>	<b>Date:</b>
Departmental Approval: Bachelor of Education Committee	January 14, 2022
Faculty/School Approval: Faculty of Education Council	January 21, 2022
Faculty Dean's Approval: Dr. Tess Miller, Dean (Interim)	January 21, 2022
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	February 22, 2022

Form Version: January 2022



## SUMMARY OF FACULTY OF SCIENCE MOTION #'S 8-9

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### Environmental Studies

- Cross-level Listing Change for ENV 4310
- Cross-level Listing Change for ENV 4330

**CALENDAR & CURRICULUM CHANGE**

**Motion #8**

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

Faculty/School/Department: **Science**

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

**MOTION: To remove the cross-level listing of ENV 4310 with ESC 8030 as proposed.**

<p>4310 ENVIRONMENTAL IMPACT ASSESSMENT This course examines Environmental Impact Assessment (EIA) from philosophical, methodological and institutional perspectives. The evolution of EIA in Canada will be the focus. The strategic role of EIA will be explored as to its effectiveness as a tool for achieving sustainability goals. Case studies illustrating major issues and applications will be presented at a variety of geographical scales. Some field trips may be required. Cross-level listed with ESC 8030. PREREQUISITES: ENV 1010 or with permission of instructor Three semester hours of credit</p>	<p>4310 ENVIRONMENTAL IMPACT ASSESSMENT This course examines Environmental Impact Assessment (EIA) from philosophical, methodological and institutional perspectives. The evolution of EIA in Canada will be the focus. The strategic role of EIA will be explored as to its effectiveness as a tool for achieving sustainability goals. Case studies illustrating major issues and applications will be presented at a variety of geographical scales. Some field trips may be required. <del>Cross-level listed with ESC 8030.</del> PREREQUISITES: ENV 1010 or with permission of instructor Three semester hours of credit</p>
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**Rationale for Change:** Given increasing numbers in both Environmental Sciences graduate programs and the undergraduate Environmental Studies degree program, the learning outcomes for both graduate and undergraduate students will be better addressed by teaching two separate courses.

**Effective Term:** FALL 2022

**Implications for Other Programs:** The graduate program in the Faculty of Science will be required to hire an instructor to teach this course for graduate students.

**Impact on Students Currently Enrolled:** None

<b>Authorization</b>	<b>Date:</b>
Departmental Approval: Environmental Studies Steering committee	December 9, 2021
Faculty/School Approval: Science Council	January 17, 2022
Faculty Dean's Approval: Nola Etkin	January 17, 2022
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	February 22, 2022

**CALENDAR & CURRICULUM CHANGE**

**Motion #9**

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

Faculty/School/Department: **Science**

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

**MOTION: To remove the cross-level listing of ENV 4330 with ESC 8020 as proposed.**

<p>4330 ENVIRONMENTAL COMMUNICATION STRATEGIES This course promotes the development of communication skills in the context of environmental issues and exposes students to direct interaction with representatives from industry, government and the community. The course will also provide broad theoretical and practical knowledge needed to resolve disputes as well as skills training in techniques of mediation, facilitation, and negotiation. Cross-level listed with ESC 8020. PREREQUISITE: ENV 1010 or ENV 2030 or permission of the instructor Three semester hours of credit</p>	<p>4330 ENVIRONMENTAL COMMUNICATION STRATEGIES This course promotes the development of communication skills in the context of environmental issues and exposes students to direct interaction with representatives from industry, government and the community. The course will also provide broad theoretical and practical knowledge needed to resolve disputes as well as skills training in techniques of mediation, facilitation, and negotiation. <del>Cross level listed with ESC 8020.</del> PREREQUISITE: ENV 1010 or ENV 2030 or permission of the instructor Three semester hours of credit</p>
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**Rationale for Change:** Given increasing numbers in both Environmental Sciences graduate programs and the undergraduate Environmental Studies degree program, the learning outcomes for both graduate and undergraduate students will be better addressed by teaching two separate courses.

**Effective Term:** FALL 2022

**Implications for Other Programs:** The graduate program in the Faculty of Science will be required to hire an instructor to teach this course for graduate students.

**Impact on Students Currently Enrolled:** None

<b>Authorization</b>	<b>Date:</b>
Departmental Approval: Environmental Studies Steering committee	December 9, 2021
Faculty/School Approval: Science Council	January 17, 2022
Faculty Dean's Approval: Nola Etkin	January 17, 2022
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	February 22, 2022



## SUMMARY OF FACULTY OF GRADUATE STUDIES MOTION #10

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VHM 8520 – New Course Proposal

**NEW COURSE PROPOSAL**

**Motion #10**

Faculty/School: **Veterinary Medicine**

Department/Program(s): **Department of Health Management, Graduate Program**

**MOTION: To approve a new cross-level listed graduate course entitled VHM 8520 Comparative Animal Cognition as proposed.**

Course Number and Title	VHM 8520 Comparative Animal Cognition
Description	This course will expose students to the complexities of animal behavior, beyond typical products of instincts and simple associative learning. Complex behaviors and higher-order cognitive processes will be explored from a critical perspective, as well as the issues and challenges in their evaluation in animals, scientific approaches and standards of proof for the science of Comparative Animal Cognition. The diversity of current theories of animal cognition and abilities across a broad range of complex functions and species will be discussed. Imbedded in the overall course perspective is the continued issue of how our perceptions of the cognitive abilities of animals shape our expectations and relationships with them, including an examination of interpretations of cognitive lives of various species contribute to concerns for animal welfare practices and the impact on natural behavior of animals.
Cross-level Listing	PSY 4320
Prerequisite/Co-Requisite	Graduate student
Credit(s)	3
Notation	Three hours lecture and two hour of seminar per week.

**This is:** An Elective Course

**Grade Mode:** Numeric (Standard)

**Anticipated Enrolment:** 2 to 10 students  
*If there is an enrolment limit, please explain.*

**Is there an Enrolment Cap:** No

**Rationale for New Course:** The Psychology Department supports this cross-level listing. This cross-level listed course is meant for graduate students at AVC with interest in animal behavior and welfare. To differentiate the graduate course from the existing undergraduate course (PSY 4320), this new course will incorporate a seminar series that allows for in-depth discussion and analysis of cognitive processes across domesticated species relevant to veterinary medicine (e.g., canine, feline, cattle, equine and poultry). Currently, there are very few courses available for students that take the Animal Welfare stream as a graduate student at AVC. This course will help provide students with basic knowledge in concepts related to animal cognition to help prepare them for more advanced coursework and thesis research.

**Effective Term:** SUMMER 2022

**Implications for Other Programs:** None anticipated

**Impact on Students Currently Enrolled:** None anticipated

**Resources Required:** No additional resources

**NEW COURSE PROPOSAL**

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

*If yes, please explain.* Not applicable

***Authorization***

***Date:***

Departmental Approval: Dr. John Vanleeuwen, Chair of Health Management	November 26, 2021
Faculty/School Approval: AVC Graduate Studies Committee	December 1, 2021
Faculty Dean's Approval: Dr. John VanLeeuwen, Interim Dean	December 14, 2021
Graduate Studies Dean's Approval: Dr. Rabin Bissessur	December 15, 2021
Registrar's Office Approval: Darcy McCardle	February 15, 2022



**NEW COURSE PROPOSAL**

**Motion #10**

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**LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**

**VHM 8520 Comparative Animal Cognition**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of January 2022:

- Collections - Holdings, Subscriptions, Other
  - Books (catalogue searches for print and online titles published after 2010)
    - Cognition in animals or Animal intelligence or Animal memory or Learning in animals or Animals -- Learning or Psychology, Comparative or Comparative psychiatry or Animal psychopathology or Animal psychology or Pets Psychology or Animal behavior or Behavior, Animal or Ethology or Pets Behavior or Animal welfare = 532 results
    - Journals
      - Subject: Animal Culture – 250 peer reviewed journals (505 total)
      - Subject: Animal behavior – 26 peer reviewed journals (31 total)
      - Subject: Psychology – 588 peer reviewed journals (816 total)
  - Databases
    - CAB Abstracts (via CAB Direct & EBSCOhost) main veterinary indexing database which also includes some full text for conference proceedings and selected journals)
    - Earth, Atmospheric & Aquatic Science Database (includes Aquatic Sciences & Fisheries Abstracts, Oceanic Abstracts, and Meteorological & Geostrophysical Abstracts)
    - JoVE: Journal of Visualized Experiments
    - PubMed
    - Plumb's Veterinary Drugs
    - Scopus
    - SAGE Research Methods Video Practical Research and Academic Skills
    - Sage Research Methods Foundations
    - VetMed Resource
- Subscription Dependencies (in interdisciplinary packages)
  - eBooks
    - Elsevier eBooks
    - Sage Knowledge Complete
    - Springer eBooks
  - Journals
    - Elsevier ScienceDirect
    - Springer LINK
    - SAGE Premier Collection
    - Wiley Online
  - Databases (interdisciplinary)
    - Academic Search Complete
    - GreenFile
    - OneSearch (EBSCO EDS - Proxied)
    - Statista
  - Media



**NEW COURSE PROPOSAL**

**Motion #10**

- Academic Videos Online (AVON, Alexander Street Press)
- NFB Campus
- Physical Space in Library (other than holdings, explain) - N/A
- Library Administrative/Research Support - AVC Liaison Librarian Kim Mears provides support to both students and faculty as needed. She monitors publication lists for new titles in the topic area and purchases appropriate titles as existing budgetary resources permit.

New resources needed to support this proposal:

- Capital Requirements (other than new course-specific) - None
- Collections:
  - Monographs – Sufficient, but dependencies
  - Subscriptions – Sufficient, but dependencies
  - Databases – Sufficient, but dependencies
  - Other – Sufficient, but dependencies
- Physical Space in Library (other than holdings, explain) - N/A
- Library Administrative/Research Support - N/A
- Other One-Time or Ongoing Library expenses (e.g. software licenses) -

Summary of additional budget allocation required:

1. One-time:   0   For each of   0   consecutive years
- Annual:   0  
  - Per-year percentage increase in annual:   0

Does the budget allocation for library resources in this proposal meet the requirement?

The Library currently has the resources to support this course, but it is almost entirely supported by database and eBook subscriptions and so ongoing institutional annual budgetary support (including the need to account for annual cost increases) is required to maintain these resources.

Date Received by Liaison/Collections Librarian	November 26, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	January 14, 2022

Form Version: September 2020