

Minutes of the Fourth Meeting of Senate
held Friday, December 2, 2005
ITEC Lecture Theatre, Robertson Library, 3:00 pm

Present: H. Barkema, A. Buchanan, D. Buck, E. Coady, S. Coady, D. Coll, K. Critchley, B. Davetian, M. Doyle, N. Etkin, R. Gallant, R. Gordon, F. Gray, R. Haines, M. Hughes, S. Jones, C. Keen, R. Kurial, S. Lee, F. Markham, J. Moran, M. Murray, M. J. McCarthy, R. MacDonald, W. MacLauchlan, J. Nimmo, T. Ogilvie, W. Peters, G. Pike, S. Qadri, W. Rankaduwa, D. Ryan, K. Schultz, D. Seeler, J. Sentance, S. Simpson, E. Spangler, H. Sutherland, S. Thomas, V. Timmons, J. Velaidum

Regrets: L. Miller, M. MacEachern,

Absent: M. MacKinnon

Guests: W. Cutcliffe, M. Hannaford, C. Toombs, D. Wagner

1. APPROVAL OF THE AGENDA

The Chair welcomed everyone to the Fourth Senate Meeting of 05-06 academic year and the last day of classes for the academic term. The Chair noted the very impressive turnout for the meeting and requested that two items be added to the agenda under Other Business - Enrolment Statistics for December 1st; and Report of the Honorary Degree Committee. This latter item to be dealt with *in camera* at the end of the meeting.

Moved (S. Coady/W. Rankaduwa): That the agenda be approved as amended.

2. APPROVAL OF THE MINUTES from November 4, 2005

The minutes should read "Third Meeting".

Moved (D. Seeler/J. Sentance): That Senate approve the minutes of November 4, 2005.

Carried

3. BUSINESS ARISING FROM THE MINUTES of November 4, 2005

(i) UPEI Academic Plan 2005: Guiding Principles

The Chair asked V. Timmons to lead the discussion on this item.

V. Timmons noted that Senators received two copies of the UPEI Academic Plan 2005: Guiding Principles. One of the copies highlighted the changes suggested at the last meeting of Senate. Senators were thanked for their contribution to the discussion and the enrichment of the document, and were asked to accept it as presented with the understanding that it is a living document.

After some discussion on procedural matters it was agreed that the October 14th motion be removed from the table for continued debate:

Moved (V. Timmons/D. Buck): That Senate accept the UPEI Academic Plan 2005: Guiding Principles.

D. Ryan acknowledged the work of the committee in preparing the document, but indicated several concerns. In particular, he noted that in his research into other academic plans, it appears that many institutions use their academic plan to reflect and reinforce the core values of the institution. This appears lacking in the UPEI document and in its absence there remains uncertainty about whether the document on the table is a statement of "vision" or "strategy" or a mixture of both.

He further pointed out that arguments against this document have not been about the process, but the substance. And while the document represents some good ideas, we must ensure it represents our core values before it can be accepted as an initial academic plan. An academic plan should reflect everything that we are about, and there is still a great deal of work to be done before the UPEI academic plan can make that claim.

V. Timmons thanked D. Ryan's for his thoughtful intervention. She noted that this is not a strategic plan but guiding principles for an academic plan. We hope to build a strategy from it. The Committee did look at many academic plans. This document reflects extensive consultation. Dr. Timmons asked Senate to allow the Committee to reflect the feedback of Senate and to use this document as a base to continue the work.

M. Murray indicated three concerns. He felt that the revisions to theme #7 related to the best balance in undergraduate programming were not sufficient. Higher education should emphasize the intrinsic value of learning. Market awareness is more fitting for trade schools and should not be cited as a principle for determining academic programming. Second: Faculty development should be a theme. Students benefit from improved faculty. Third: There is confusion as to whether this is a strategy or guiding principles. The strategies listed here may well be good strategies to pursue. However, we should develop a document that expresses the guiding principles, or core values, of UPEI.

B. Davetian noted that it is not a completed plan but a plan to develop a document. It identifies the areas that we should not forget to look at.

J. Velaidum questioned to what end these guiding principles are to be used. He asked the question: if these are guiding principles, then are faculty members contractually obligated to support this?

V. Timmons noted that these are guiding principles for the academic plan, not for faculty contracts. They are very separate things. It was noted that the suggestion of referring to the document as "guiding principles" rather than a "strategy" came from two of the meetings with faculties.

S. Lee reiterated D. Ryan's concerns about core values. He applauded the inclusion of a reference to the importance of liberal arts in theme #7 following the last meeting of Senate, but expressed a concern that it was not articulated as strongly as it could be. Because these guiding principles will be important in decision making it is important that these core values be enshrined.

D. Ryan sought clarification on the exact motion on the floor. If this is called "Academic Plan:Guiding Principles", that suggests more vision than strategy. Yet there are a number of strategies in the document.

The Chair noted the motion is to accept the UPEI Academic Plan: Guiding Principles.

H. Barkema suggested that the issue might be one of title. He noted that this is a report of a consultative process with the campus community. It is a very good first step. It would be a very acceptable and valuable document to build on towards an academic plan.

W. Peters drew the attention of Senate to one of the five aims of the academic plan on page 2 entitled: "to develop a strategy which links academic planning to space, budget and infrastructure planning". He expressed concern as to why this is not further addressed within the document. He noted that Senate should have some concern about decisions that will be made in the context of budgets and planning space that will have an impact on academic programming.

W. Rankaduwa noted that there were two issues from the last meeting that were a concern; one was related to the importance of core liberal arts and science, and the other was to incorporate a separate section on research. He indicated that both those issues had been addressed and he expressed the view that Senate should now give the Committee the mandate to go forward.

S. Simpson expressed her comfort with the document and noted that some problem may arise from the wording, in that the document says “academic plan”. It might be more helpful if it said **guiding principles for an academic plan** or **guiding principles for a future academic plan**.

The Chair inquired of the mover of the motion if there was objection to altering the title of the document. V. Timmons indicated there was not.

The Chair suggested two alternate approaches: In keeping with S. Simpson’s suggestion refer to it as “Guiding Principles For an Academic Plan”. Another alternative, based on H. Barkema’s intervention, would be to refer to it as “The Academic Planning Facilitation Committee Report 2005: Guiding Principles.” C. Keen suggested a third alternative, being: “UPEI Academic Planning 2005: Guiding Principles.”

Both the mover and the seconder of the motion agreed to amend their motion accordingly to reflect the C. Keen title suggestion.

The Chair stated that many of the concerns that were raised were about the degree to which the document is or is not prescriptive. The approach that the committee has taken based on an extensive consultation process is one that favors more the narrative than the prescriptive process. The discussion around the Senate table has been a very robust, positive and substantive. He stated his belief that we can benefit from the work of the committee and the ongoing role that this document will play as we work with it and improve upon it.

D. Ryan asked for clarification as to whether the motion is to call the document “UPEI Academic Planning 2005: Guiding Principles,” and expressed confusion as to what the next steps are to be. V. Timmons stated the committee will keep working to attain a collective view. A revised document will continue to come back to Senate. D. Ryan asked if this revised document will eventually constitute the academic plan and vision. V. Timmons indicated that it will be an ongoing living document.

The Chair stated his understanding that the motion now is: “that Senate accept “UPEI Academic Planning 2005: Guiding Principles”, A Report by the Academic Planning Facilitation Committee based on the 2004-2005 Consultative Process.

Moved (V. Timmons/D. Buck): that Senate accept “UPEI Academic Planning 2005: Guiding Principles”, A Report Prepared by the Academic Planning Facilitation Committee based on the 2004-2005 Consultative Process.

Carried.

4. REPORT OF THE PRESIDENT

In his report to Senate, the President extended congratulations to all who contributed to UPEI’s ranking of 8th among primarily undergrad universities in the 2005 Maclean’s ranking. Among other notable achievements:

- The UPEI Retirees group met on December 2nd and there were about 100 in attendance
- Congratulations to the School of Business and graduates - The Chartered Accountant Uniform final exams were recently announced. 2500 candidates wrote the exam nationally, with a National pass average of 74%. The PEI average for this year was 100%. (Last year PEI had 11 of their 12 candidates (91.7%) successfully pass the national exams.) UPEI student Mike O’Meara was in the top 50 in Canada.
- Faculty Association #2 signed the first agreement on November 28th
- The Research Breakfast was held on Wednesday, November 30th. Wimal Rankaduwa and Gary Evans presented.
- A report from MPHEC studying research in the region 1995–2002 indicates that UPEI has made impressive progress and growth during this period
- Congratulations to Anne Compton, an alumna of Prince of Wales College (PWC ‘69) who has been awarded the Governor General’s Literary Award in Poetry for 2005, for her book *Processional*. This is the second Governor General’s award in three years for a PWC grad.

- Congratulations to Amy Connolly and Ryan Anstey - CIS Soccer Players of the Year
- UPEI's Tessa Roche is the 2005 women's soccer Rookie of the Year for AUS and led Canada in scoring
- Ashley MacDonald was All Canadian in Rugby
- UPEI played host to a very successful visit to campus on November 8 by Governor General Michaëlle Jean & His Excellency Jean Daniel Lafond
- On Friday, December 9th at 4 p.m. in the Main Faculty Lounge there is a Faculty & Staff Time sponsored by the Deans - everyone welcome
- Campus Christmas reception begins at 3:00 p.m. on December 20th in the W.A. Murphy Student Centre
- UPEI received a gift to support 16 new scholarships in Entrepreneurial Leadership (\$3000 annually) in memory of Harry MacLauchlan
- The Ernest E. And Gertrude Annear Poole Memorial Scholarship (\$2000) will assist UPEI research graduate students studying watershed integrity

5. REPORT OF SENATE STANDING COMMITTEES

(i) Third Report of the Senate Nominating Committee

Moved (J. Moran/D. Seeler): that Senate approve the Third report of the Senate Nominating Committee:

Honorary Degree Committee

Hans Connor (Alumni Rep)
Jeff Somers (Alumni Rep)

Selection Committee for the University Librarian

Dawn Hooper (Librarian)
Betty Jeffery (Librarian)
Leo Cheverie (Library Support)
Ron Collins (Teaching Faculty)
Joseph Velaidum (Teaching Faculty)
Mark Townshend (Student)
Jessica Smith (Student)

Carried

(ii) First Report of the Curriculum, Course Change and Calendar Committee (4C's)

Department of English

Moved (R.Kurial/E. Coady): that Senate approve the following prerequisite:

Prerequisite addition to English 101 - Successful completion (a passing grade) of the English Academic Program (EAP) program for those students enrolled in the EAP program.

Carried

Moved (R.Kurial/J. Moran): that Senate approve the following note:

Add the following note to the end of the calendar entry for English Academic Preparation Program on Page 30 of the 2005-2006 Calendar - Note: Successful completion of the English Academic Preparation program is a prerequisite for acceptance into English 101 (Academic Writing).

Carried

Department of History

Moved (R.Kurial/J. Moran): that Senate approve the following new course:

History 309 - Science, Magic, Witchcraft and the Occult, 1300-1700

Carried

Moved (R.Kurial/J. Moran): that Senate approve the following prerequisite:

History 472 change prerequisite **from** “Previous course work in British or European history is recommended” **to** “History 262 or permission of the instructor”.

Carried

Department of Modern Languages

Moved (R.Kurial/S. Lee): that Senate approve the following revisions to the modern languages calendar entry:

Revisions in course sequences and restrictions on page 150 of the 2005-2006 Calendar -
Students may not reverse the sequence of any courses taken from French 101 to French 241. Courses
numbered 242 and above may be taken concurrently.

Carried

Moved (R.Kurial/S. Lee): that Senate approve the following additional hours of credit:

French 241 and French 242 - **addition to hours of credit** “Three hours a week” to “Three hours a week
plus one hour conversation class”

Carried

Moved (R.Kurial/S. Lee): that Senate approve the following title change and addition of conversation class:

French 221 - Change title **from** Intermediate French II **to** Langue et lectures I
Three hours a week plus one hour conversation class.

Carried

Moved (R.Kurial/S. Lee): that Senate approve the following title change, course description and addition of conversation class:

French 222 - Change title **from** Intermediate French II **to** Langue et lectures II
This course is a continuation of French 221. Three hours a week plus one hour conversation class.

Carried

Moved (R.Kurial/S. Lee): that Senate approve the following new courses:

French 211 — French V
French 212 — French VI
Span 301 — Composition and Oral Practice I
Span 302 — Composition and Oral Practice II

Span 401 — The Structure of Spanish

Span 402 — Practical Translation

Span 415 — Cervantes' *Don Quixote* and the Formation of the Modern Novel

Carried

Moved (R.Kurial/W. Rankaduwa): that Senate approve the following new course:

IDS 201 — Introduction to International Development Studies

Carried

Moved (R.Kurial/W. Rankaduwa): that Senate move the following new calendar entry:

Requirements for a Minor in International Development Studies

Students wishing to minor in International Development Studies must complete twenty-one semester hours according to the program described below. All courses are valued at three semester hours.

1. The core course in International Development Studies
IDS 201: Introduction to International Development Studies

PLUS

2. Two courses (6 semester hours) from the list of electives as follows:

i) minimum of six semester hours from

- a) EC 341: Economic Development Theory
EC 342: Economic Development Policy

Or

- b) PS 221: Political Economy and Social Change in the Developing World
PS 282: Introduction to International Politics
PS 392: International Political Economy
PS 393: International Theory

ii) four other courses (12 semester hours) from the list of electives below:

Asian Studies

AST 201: Introduction to West Asia

AST 202: Introduction to East Asia

Business

BUS 287: Introduction to International Business

BUS 477: International Marketing

Economics

EC 331: International Trade

EC 332: International Monetary Economics

EC 341: Economic Development Theory

EC 342: Economic Development Policy

Education

ED 462: International Education

ED 465: International Development

International Development Studies

IDS 421-422: Directed Studies

Modern Languages

FR 252: Le Français Des Affaires

FR 446: Traduction: Anglais - Français
FR 447: Traduction: Français - Anglais
GER 201: Intermediate German I
GER 202: Intermediate German II
SPAN 201: Intermediate Spanish I
SPAN 202: Intermediate Spanish II
SPAN 203: Intensive Study Abroad (Salamanca)

Political Studies

PST 221: Political Economy and Social Change in the Developing World
PST 282: Introduction to International Politics
PST 343: Comparative Politics of South Asia
PST 361: Comparative Politics of Africa
PST 362: Comparative Politics of Latin America and the Caribbean
PST 363: Comparative Politics of the Middle East
PST 371: Political Transition in Central and Eastern Europe
PST 372: The Politics of Russia and Its Borderlands
PST 391: Comparative Foreign Policy
PST 392: International Political Economy
PST 393: International Theory

Sociology/Anthropology

SAN 212: Peoples of South Asia
SAN 242: Peoples of Oceania
SAN 251: Peoples of Africa
SAN 412: Globalization

* Special Studies in the other disciplines may be considered.

Carried

Department of Women's Studies

Moved (R.Kurial/M. Doyle): that Senate approve the following title change:

WST 403 - **Change title from "Feminist Theories" to "Theorizing Feminisms"**

Carried

Moved (R.Kurial/N. Etkin): that Senate approve the following calendar entry for the Women's Studies Major and minor changes to the Women's Studies minor:

Requirements for a Major in Women's Studies

Students pursuing a Major in Women's Studies must complete 42 credit hours (14 courses) in the Women's Studies Program. These credit hours must be composed of the 3 required core courses in Women's Studies (101, 302, 403); a minimum of 7 courses from List A—Women's Studies electives and cross-listed courses; and a maximum of 4 courses from List B—Women's Studies approved electives, with no more than 3 courses from any one discipline (the 3 core courses in WS are not included in this limit).

1) Required Courses

WS 101	Introduction to Women's Studies
WS 302	Constructing Difference and Identity
WS 403	Theorizing Feminisms

2) List A Courses:

WS 205	Sex and Culture
WS 206	Bad Girls and Transgressive Women
WS 211	Selected Topics in Women's Studies
WS 221	Writings by Women (English 221)
WS 243	Introduction to Feminist Ethics (Philosophy 243)
WS 261	Sex, Gender and Society (Sociology/Anthropology 261)
WS 311	Identity and Popular Culture
WS 343	Topics in Feminist Philosophy (Philosophy 343)
WS 352	Kinship and Family (Anthropology 352)
WS 381	Women, Economics and the Economy (Economics 381)
WS 385	Women in 19 th Century Canada (History 385)
WS 386	Women in 20 th Century Canada (History 386)
WS 391	Psychology of Women (Psychology 391)
WS 392	Men's Experiences (Psychology 392)
WS 405	The Legacy of the Spanish Mystic (Spanish 405)
WS 412	Feminism and the Body
WS 435	Gender and Sexuality (Psychology 435)
WS 451	Older Women's Experiences of Family Life (Family Science 451)
WS 453	Gender in European History (History 453)
WS 466	Advanced Topics in Gender and Sexuality (English 466)
WS 491	Directed Studies

3) List B – Women's Studies approved electives

From year to year, and as courses are modified or changed in participating departments, the list of acceptable Women's Studies area electives will change. Students should check with the coordinator of the Women's Studies Program to see if courses they are interested in are eligible.

WS 103	Myths of Love, Sex, and Marriage (Religious Studies 103)
WS 321	Women in Eastern Religions (Religious Studies 321)
WS 333	L.M. Montgomery (English 333)
WS 461	Contending Approaches in Comparative Politics (Political Studies 451)
FSC 242	Dynamics of Family Living
HIST 363	Modern Irish History
HIST 382	19 th Century American Society and Culture
HIST 426	A History of the Canadian Working Classes
PHIL 202	Contemporary Moral Issues
PHIL 222	Political Philosophy
PHIL 203	Environmental Philosophy
PHIL 242	Philosophies of Love and Sexuality
PHIL 383	Radical Philosophy
PSY 302	The Emergence of Modern Psychology
PSY 432	Special Topics: Media, Sex, Power
PSY 463	Critical Issues for Contemporary Psychology
SAN 242	Peoples of Oceania
SAN 252	Social Gerontology
SAN 442	Social and Cultural Change
PST 221	Political Economy and Social Change in the Developing World
PST 332	Postmodernism and Contemporary Political Thought

Requirements for a Minor in Women's Studies

A minor in Women's Studies will be recognized when a student has successfully completed twenty-one semester hours of courses in Women's Studies, including 101, 302, and 403. Courses must be selected from List A offerings only.

Carried

SCHOOL OF BUSINESS

Moved (R.MacDonald/K. Critchley): that Senate approve the following changes:

Business 471 change **from** Organizational Theory and Change **to** Organizational Development and Change

Pre-requisite for Business 401 -**4th year Business students or permission of instructor**

Pre-requisite change for Business 466 changed from **Business 331 and 332 or permission of the instructor to Business 332 or permission of instructor**

Pre-requisite for Business 489 - **Business 332, 342 and 351**

Carried

Moved (R.MacDonald/K. Critchley): that Senate approve the following new courses:

Business 221 — Applied Application Development I
Business 222 — Applied Application Development II

Carried

FACULTY OF EDUCATION

Moved (G. Pike/S. Thomas): that Senate approve the following changes in titles and description:

Change title of Education 614 **from** Theories and Principles of Learning **to** Theories of Research and Learning In this course, students address the role of theory in educational research. The aim is to familiarize graduate students with various theoretical frameworks including theories and principles of learning

Education 559 - Change title **from** "Special Topics in Inclusive Education" **to** "Special Topics in Education" and delete the last sentence in the course description. [Each....choice]

Education 585 - change title from "Improving Language and Literary Achievement" **to** "Improving Language and Literacy Achievement"

Carried

Moved (G. Pike/S. Thomas): that Senate approve the deletion of the following prerequisite:

Education 213 - ~~PREREQUISITE: Students are encouraged to complete ED 211 before enrolling in this course or receive permission of the instructor. Twenty-five hours of school-related experience.~~

Carried

Moved (G. Pike/S. Thomas): that Senate approve the deletion of the following courses:

Education 502 - Methodology and Remediation in Language Arts

Education 504 - Teaching Students with Emotional Disorders

Education 505 - Teaching Children with Gifted Abilities

Education 508 - Teaching Children with Physical Disabilities

Carried

Moved (G. Pike/S. Thomas): that Senate approve the following new course:

Education 583 — Differentiation and Individualized Instruction

Carried

Moved (G. Pike/S. Thomas): that Senate approve the following deletion and the calendar entry for the two new certificates:

Delete the Inclusive Education and School Librarianship and replace with the Certificates.

The Education Faculty presently offers two certificate programs: one in School Librarianship and one in Inclusive Education.

Certificate in Inclusive Education

The Certificate in Inclusive Education is designed to provide regular classroom teachers with the background and skills necessary to enable them to provide appropriate instruction for students with special needs. The program is meant to be a comprehensive, professional experience that gives teachers additional specialized training in inclusive practices. The program consists of five courses.

The required courses are as follows:

ED 581	The Inclusive Classroom
ED 582	Assessment of Individual Learners
ED 583	Differentiation and Individualized Instruction
ED 584	Leadership and Collaboration
ED 585	Improving Language and Literacy Achievement

Certificate in School Librarianship

The Certificate in School Librarianship is designed to give qualified teachers specialized knowledge in the role of contemporary school libraries, as well as expertise in being a teacher-librarian. It includes five core courses from the introductory level through to specialized courses in the selection and organization of resources, technology, the school library program, children's literature, cooperative planning, collection development, budgets, advocacy, and leadership issues for teacher-librarians.

The required courses are as follows:

ED 571	The School Library Resource Centre
ED 572	Information Literacy and the School Library
ED 573	Children's Literature in Education OR
ED 574	Young Adult Literature
ED 575	Selection of Learning Resources
ED 576	School Library Collection Development

For information on courses for these certificates please contact the Faculty of Education.

Carried

Moved (G. Pike/S. Thomas): that Senate approve the following revisions to the Bachelor of Education - Specialization in Teaching French Immersion Program - Senior Year:

Revisions to the Bachelor of Education - Specialization in Teaching French Immersion Program

Year 1 - Term 1 - UPEI - No Changes

Year 1 - Term 2 - Université de Moncton

Educ 1102	Intégration en éducation
Educ 2121	Animation et communication (ou 3202, 4201, 4301)
Educ 3013	Ordinateurs à l'école
Educ XXX	Subject 2 methods Part 2 (students choose an EDDP course according to their background)
<u>Educ 2103</u>	<u>Littératie en langue seconde</u>

Year 2 - Term 1 - Université de Moncton

Educ 3814	Programmation et évaluation
Educ 2123	Psychopédagogie des ados
<u>Educ 3033</u>	<u>Éducation interculturelle et internationale</u>
Educ 4322	Motivation et gestion de classe
Educ 4513	Didactique de FLS
<u>Education Elective</u>	

Year 2 - Term 2 - UPEI

<u>ED 415</u>	<u>Inclusive Education</u>
ED 438	Literacy in the Curriculum
ED 463	Perspectives on Culture and Society
<u>ED 477</u>	<u>French Methods Part 2</u>
<u>ED 484</u>	<u>Littératie en langue seconde 2</u>
ED 498	Alternatives in Teaching and School Experience
ED 418	Literacy in the Curriculum
<u>Education Elective</u>	

Carried

Moved (G. Pike/S. Thomas): that Senate approve the changes to the Master of Education Program and the Calendar Entry:

The Faculty of Education is now offering two avenues for the Master of Education Program, a thesis based program and course based program

MASTER OF EDUCATION IN LEADERSHIP IN LEARNING PROGRAM (MEd)

The MEd in Leadership in Learning program is designed to provide experienced educators with the knowledge and skills required to become more effective educational leaders. The overall aim of the program is to promote and support educational scholarship, research, and improved practice.

A) PROGRAM REQUIREMENTS

Students enrolled in the graduate program are required to choose a thesis-based or course-based option. In the thesis-based option students will complete five compulsory courses, one elective course, and a thesis (4 course equivalents). In the course-based option, students will complete seven compulsory courses and three elective courses.

THESIS-BASED OPTION

Compulsory Courses (5 required courses)

Education 611 Introduction to Research Methods in Education

Education 612 Quantitative Research Design

or

Education 613 Qualitative Research Design

Education 614 Theories of Research and Learning

Education 615 Educational Leadership

Education 619 Critical Pedagogy

Elective Courses (1 required)

Education 601 Selected Topics in Education

Education 616 Action Research in Education

Education 617 Issues in Educational Leadership

Education 618 Learning, Leadership and Reflective Practice

Education 621 Current Research in Learning

Education 622 Research on Learning Difficulties

Education 623 Statistics for Research in Education

Education 624 Change: Leadership in Learning

Education 625 Curriculum: Leadership in Learning

Education 626 Technology: Leadership in Learning

Education 627 Global Education

Education 628 International Education and Development

Education 629 Program Evaluation

Education 691 Directed Study

Education 695 Graduate Seminar

Thesis

Education 699 (4 course equivalents)

COURSE-BASED OPTION

Compulsory Courses (7 required courses)

Education 611 Introduction to Research Methods in Education

Education 612 Quantitative Research Design

or

Education 613 Qualitative Research Design

Education 614 Theories of Research and Learning

Education 615 Educational Leadership

Education 617 Issues in Educational Leadership

Education 619 Critical Pedagogy

Education 625 Curriculum: Leadership in Learning

Elective Courses (3 courses required)

Education 601 Selected Topics in Education

Education 616 Action Research in Education

Education 618 Learning, Leadership and Reflective Practice

Education 621 Current Research in Learning

Education 622 Research on Learning Difficulties

Education 623 Statistics for Research in Education

Education 624 Change: Leadership in Learning

Education 626 Technology: Leadership in Learning

Education 627 Global Education

Education 628 International Education and Development

Education 629 Program Evaluation

Education 691 Directed Study

Education 695 Graduate Seminar

B) THE THESIS

Each candidate in the thesis-based option is required to submit a thesis based upon research conducted under supervision as described in this section of the calendar. The thesis must demonstrate the student's capacity for original and independent research and should extend the knowledge base in the field under study.

Carried

FACULTY OF SCIENCE

Departments of Computer Science, Engineering and Mathematics & Statistics

Moved (R.Gordon/D. Ryan): that Senate approve the following new courses:

- CS 322 — INTRODUCTION TO BIOINFORMATICS**
- ENGN 252 — INTRODUCTION TO CHEMICAL ENGINEERING**
- MATH 222 — INTRODUCTORY STATISTICS II**

Carried

Moved (R.Gordon/D. Ryan): that Senate approve the following changes to the Requirements for a Major in Mathematics and Honors in Mathematics:

Requirements for a Major in Mathematics

The Major program requires a total of 120 semester hours of course credit. A total of 45 semester hours of Mathematics is required: 33 semester hours of core courses, plus 12 semester hours of electives above the 100 level, at least 6 semester hours of which must be above the 200 level. The core consists of Math 151-152, 221, 242, 251-252, 261, 272, 351, 361, ~~plus at least one of 301, 321 or 331 plus any three of Math 301, 331, 351, 361.~~ ~~Nine semester hours of Computer Science are required: Computer Science 151-152 plus 3 semester hours at the 200 level or above. Also required are 15 semester hours of courses offered by the Faculty of Science (other than Mathematics or Computer Science) and 15 semester hours of courses offered by the Faculty of Arts (including the 6 semester hours of English required by the University).~~

Also required are 6 semester hours of English, Computer Science 151-152 and an additional 15 semester hours of courses offered by the Faculty of Science. Physics 111-112 is highly recommended. Students are strongly encouraged to take some of the science courses early in their program.

The specific courses required are listed below:

	Semester Hours Credit	
First Year		
Mathematics 151-152	6	
Computer Science 151-152	6	
Electives		18
Second Year		
Mathematics 221	3	
Mathematics 242	3	
Mathematics 251-252	6	
Mathematics 261	3	
Mathematics 272	3	
Computer Science	3	
Electives		9

Third & Fourth Year

Mathematics three of 301, 321, 331, 351, 361	9	
At least one of Mathematics 301, 321 or 331	3	
Mathematics 351	3	
Mathematics 361	3	
Mathematics Electives	12	
Electives		39
Total	120	

Changes to Requirements in Honors Math

Requirements for Honours in Mathematics

The Honours program in Mathematics is designed to provide research experience at the undergraduate level. It is intended for students who are planning to pursue postgraduate studies in Mathematics or a related discipline, or who are planning a career where research experience would be an asset. The Honours program requires a total of 126 semester hours of course credit. A total of 60 semester hours of Mathematics are required: 39 semester hours of core courses, a 6 semester hour Honours project (Math 480), plus 15 semester hours of electives above the 100 level, at least 3 semester hours of which must be at the 400 level. The core consists of Math 151-152, 221, 242, 251-252, 261, 272, 301, 321, 331, 351, 361. [...]

Also required are 6 semester hours of English, Computer Science 151-152 and an additional 15 semester hours of courses offered by the Faculty of Science. Physics 111-112 is highly recommended. Students are strongly encouraged to take some of the science courses early in their program.

To graduate with the Honours in Mathematics, students must achieve a minimum average of 75% in all Mathematics courses combined, and must achieve a minimum overall average of 70% in all courses submitted for the degree. The specific courses required are listed below:

	Semester Hours Credit	
First Year		
Mathematics 151-152	6	
Computer Science 151-152	6	
Electives		18
Second Year		
Mathematics 221	3	
Mathematics 242	3	
Mathematics 251-252	6	
Mathematics 261	3	
Mathematics 272	3	
Computer Science	3	
Electives		9 12
Third and Fourth Year		
Mathematics 301	3	
Mathematics 321	3	
Mathematics 331	3	
Mathematics 351	3	
Mathematics 361	3	
Mathematics 480 (Honours project)	6	
Mathematics Electives	2 18	
Electives		27
Total	126	

Carried

Department of Physics

Moved (R.Gordon/D. Ryan): that Senate approve the following revisions for the Requirements in Physics, Physics with Engineering and Honors:

Addition to Requirements for a Major in Physics - At least six courses taken from among Physics 311, 322, 332, 382, 391, 401, 411, 421, 422, 431, 441, 451, 481. At least one of the courses chosen must be at the 400 level.

Addition to Requirements for Honors in Physics - Electives, at least two of which must be Physics electives chosen from the following: Physics 332, 382, 391, 422, 431, 451, 461, 462, 472, 481.

Changes to Requirements for Physics with Engineering Major -At least eight additional courses taken from the following: Physics 202 (if not already counted above), 272, 311, 322, 332, 372, 382, 391, 402, 411, 421, 422, 431, 441, 451, 481, and Engineering 332, 341, 342. At least one of the courses chosen must be at the 400 level.

Carried

SCHOOL OF NURSING

Moved (K. Critchley/M.J. MacCarthy): that Senate approve the following changes in clinical hours and prerequisites:

Nursing 213 - change in clinical hours from **10.5** to **11.5** and change prerequisites from **Nursing 102, Biology 121, Biology 122** to **Nursing 102, Biology 121, Biology 122, and VPM 101.**

Nursing 223 - change in clinical hours from **10.5** to **13**

Nursing change prerequisites from **Nursing 323** to **Nursing 223, VBS 212 and Biology 232**

Carried.

FACULTY OF VETERINARY MEDICINE

Moved (T. Ogilvie/D. Seeler): that Senate approve the following new courses:

VCA 434 Community Practice:
VBS 490 External Clinical Experience

MISCELLANEOUS

Moved (V. Timmons/D. Seeler): that Senate approve the following new calendar entry:

Unclassified Student (formerly non-program student)

Unclassified Student registration allows persons interested in taking courses for general interest to register in undergraduate courses without having to gain admission to the University.

The following conditions apply to registration as an unclassified student:

1. Unclassified Student enrolment does not constitute formal admission to the University. Unclassified Students may not register as continuing students.
2. Course prerequisites must be met where applicable, and Faculties/Schools are responsible for enforcing prerequisites. Enrolment in some courses may require permission from the relevant Faculty/School.

Unclassified Students are required to present unofficial transcripts of prior post-secondary work at registration in order to register in a course with a prerequisite.

3. Unclassified Students must meet the University's English Language Proficiency Requirements.
4. Unclassified Students have access to classes only as space and quotas permit. Registration must take place at the dates specified in the **Academic Schedule** (after continuing and admitted students).
5. Unclassified Students must meet minimum academic standards for continuation of registration privileges. A full-time student who fails a semester* while under Unclassified Student status will have his/her registration privileges permanently suspended as an Unclassified Student. A part-time student who fails two out of three consecutive semesters* while under Unclassified Student status will have his/her registration privileges permanently suspended as an Unclassified Student. A suspension of registration privileges is recorded on the student's transcript.

At the beginning of each registration period for Unclassified Students, the Registrar will determine registration eligibility for Unclassified Students.

6. Unclassified Students are subject to the same Course Withdrawal policies as admitted students.
7. Unclassified Students may apply for formal admission or readmission at any time through one of the approved admission routes. At the point of admission, courses completed via the Unclassified Student route are included in the admission decision process.
8. Unclassified Students whose registration privileges have been suspended may not re-register until they have been offered admission to a University of Prince Edward Island program.
9. Upon subsequent application for admission or readmission, courses completed via Unclassified Student registration may be counted toward the student's program, subject to the appropriate rules regarding Dismissal regulations. Any courses completed within 12 months of being Dismissed from this or any other post-secondary institution will not be applied toward a student's program.
10. Only students who have been admitted to a University of Prince Edward Island program may graduate with a University of Prince Edward Island degree, diploma, or certificate. However, a student who has been previously admitted, and not subsequently dismissed, may graduate while under Unclassified Student status. Such students must have been admitted to the program of graduation at some point. As well, such students must have met the admission and graduation requirements of that program. The documentation for the admission route must be on file. Students who have been Dismissed must be readmitted to the University and to the program of studies before they will be permitted to graduate. Such students must apply for admission according to regular application procedures and deadlines.
11. Official transcripts are issued for Unclassified Students.
12. Unclassified Students denied registration privileges may appeal in writing to the Senate Committee on Student Academic Appeals through the Registrar.
13. Registration application requirements are satisfied by submitting a completed Unclassified Student Registration Form to the Registrar's Office, after paying the registration fee and deposit at the Accounting Office for each semester. Any required documentation must be presented at the time of each registration.
14. A maximum of 30 semester-hours may be taken as an Unclassified Student.

* See Academic Regulation #17 for the definition of a failed semester.

Carried

There was discussion on the word "unclassified". It was asked if another title could be considered such as, "independent". The Chair indicated that this could certainly be looked at.

The calendar dates were returned for clarification on the number of days between the last day of classes and the beginning of exams; classes beginning on January 3, 2007 rather than the 2nd. There were a number of queries with regards to the summer session dates and Senate dates also. C. Toombs will revise the dates and return to the next Senate meeting in January 2006.

Moved (V. Timmons/R. Kurial) that Senate approve to extend the meeting for another fifteen minutes.

Carried.

6. OTHER BUSINESS

(i) Report on Enrollment Statistics

M. Hannaford led the discussion regarding enrolment statistics. Part time numbers have dropped significantly. It was noted that the most telling numbers are course enrolments rather than numbers of students.

(ii) Report on the Honorary Degree Committee (In Camera)

Moved (D. Seeler/H. Barkema): that Senate approve the slate of 5 candidates to receive honorary degrees at the 2006 Convocation.

Moved (T. Ogilvie/D. Seeler): that Senate approve the two recommended candidates to deliver the convocation address at Convocation 2006.

7. ADJOURNMENT

Moved (J. Velaidum/R. Kurial): that Senate adjourn at 5:20 p.m.

Respectfully submitted,

Alan Buchanan
Secretary