

Minutes of the Eighth Senate Meeting

April 5, 2013, 3:00 pm, Robertson Library Rm 235

Present: A. Abd-El-Aziz, W. Bradley, D. Buck, B. Campbell, L. Chilton, G. Conboy, S. Dawson, B. Déziel, M. Doyle, A. Duncan, G. Germain, K. Gottschall-Pass, F. Gray, R. Herbert, B. Jeffery, K. Kielly, N. Kujundzic, C. Lacroix, P. MacAulay, D. MacDonald, G. MacDonald, M. MacInnis, D. MacLellan, J. Magrath, L. McDuffee, M. Sweeney-Nixon, S. Opps, L. Pack, C. Ryan, J. Sentance, A. Smallwood, M. Turnbull, K. VanGerven, B. Wagner, D. Wagner, Laura Wisener

Regrets: R. Domike, I.Dowbiggin, L. Edwards, R. Gilmour, R. Lemm, M. Leggott, J. Mitchell, J. Podger, D. Reynolds, S. Thomas, K. Tilleczek

Senate Asst: A. Deighan

The President called the meeting to order.

1. Approval of Agenda

Moved (L. Chilton/D. MacLennan): to approve the agenda.

Carried.

2. Approval of Minutes of March 8, 2013

Moved (L. Chilton/J. Kujundzic): to approve the minutes of March 8, 2013.

Carried.

3. Business Arising from March 8, 2013

Senate Committee on the Enhancement of Teaching Report (SCENT)

Report received and T. Miller gave an overview. As there were no comments or questions, the President thanked T. Miller for her presentation.

The Vice President Academic indicated that work is continuing on the Academic Business Plan Framework through the Academic Planning and Curriculum Committee.

The President updated Senate with information that further to legal opinion, the position of Assistant Vice-President Graduate Studies, added in 2010 as an ex-officio member to the Senate, was in contravention of the University Act. As a consequence, two positions will be removed from the Senate, the position of the AVP Graduate Studies and the Faculty-at-Large position created to balance the Faculty representation. The President thanked B. Wagner for his contributions on Senate and stressed that, as AVP Graduate Studies, B. Wagner continues to play a vital role for any work regarding graduate studies being brought forward to Senate. The AVP Graduate Studies will be invited to attend future meetings of Senate. The President acknowledged as well that 3 years ago, N Kujundzic came onto Senate as the additional Faculty-at-Large member and would have been asked to step down. N. Kujundzic is currently Acting Dean of Arts and will continue

on Senate in this capacity. There will be no replacement for the Faculty-at-Large position left vacant.

The President reminded Senators that the removal of the position of the AVP Graduate Studies as an ex-officio member of Senate was a legal outcome and not one of performance, and he thanked Senators for their unanimous support. The President will formally convey to the AVP Graduate Studies the thanks of Senate

Motion: (S. Opps/D. MacLellan) that, if and when the University Act opens, the position of the AVP Graduate Studies be added as an ex-officio member of the Senate.

Carried Unanimously

4. President's Report

- The Role of Students on Senate (deferred)
- A question has been raised with regard to the Academic Regulation on testing, specifically, 13 (a) Restrictions on testing: No tests or examinations of any kind are to be held during the two-week period preceding the final day of classes, nor during any reading week period, without the permission of the Chair and the appropriate Dean. In-class presentations and practical (lab) examinations scheduled on the course outline are exempted. There was much discussion around the regulation, past practice, and intent, and the manner in which students have been able to obtain clarification on tests with prior approval. The matter has been referred to the Vice President Academic and the Registrar and they are asked to return to Senate at the June 14th meeting with a recommendation for resolution for the future. The Deans will address the issues arising in the current examination block. The President reinforced that our academic regulations are our contract with students and all aspects of the regulations governing the examination period are to be followed.
- Just prior to entering the Senate meeting, the President received notice that the Deputy Minister of Innovation has resigned her position with government and she will be returning to the School of Business.

5. Senate Reports

- **Nominating Committee Report**
Moved (L. Chilton/N. Kujundzic)

The Senate Nominating Committee brings forward the following names as nominees for committees as indicated:

QUESTIONS COMMITTEE

Required: 2 members of Senate

- Kate VanGerven and Marva Sweeney-Nixon were declared by Acclamation

SEARCH COMMITTEE FOR CHANCELLOR

Required: 12 members of Senate

Nominated: Miles Turnbull

- Jane Magrath

- Debbie MacLellan
- Lee Ann Pack
- Alan Duncan
- Richard Lemm
- Jackie Podger
- Walter Bradley
- Mark Leggott

Added to the Search Committee for the Chancellor are:

- Bob Déziel,
- Margaret Doyle, and
- Danielle MacDonald

For the information of Senate:

The following members of faculty have been elected to serve on the URC.

- 1 member - Atlantic Veterinary College - Term May 1, 2013 to April 30, 2014
 - Shelley Burton (Pathology and Microbiology)
- 3 members - Faculty of Arts - All terms May 1, 2013 to April 30, 2014
 - John McIntyre (English)
 - Ed MacDonald (History)
 - Scott Lee (Modern Languages)
- 1 member - Faculty of Science - Term May 1, 2013 to April 30, 2014
 - Bill Whelan (Physics)

- **Academic Planning and Curriculum Report**

Motion (C. Lacroix/M. Turnbull): that Senate approve a proposal for a modification to the Bachelor of Education program.
Carried

Dean Turnbull explained that the modifications in the BEd program were coming forward as incremental changes had occurred over time and MPHEC had requested an update. The timing coincided with a program review and recommendations from the review are also reflected in the modifications. Questions related to the budget were referred to the VP Academic to consider in the preparation of the Academic Business Plan Framework.

- **Seventh Curriculum Report**

Faculty of Arts

Department of Women Studies

1. Motion (C. Lacroix/N. Kujundzic): that Senate approve the following two new courses:

WST 109 – Special Topics
 WST 209 – Special Topics
 Carried

2. Motion (C. Lacroix/N. Kujundzic): that Senate approve the deletion of the following course:

WST 211 – Selected Topics in Women’s Studies
 Carried

School of Business

3. Motion (C. Lacroix/A. Duncan): that Senate approve the deletion of Math 112 for the Bachelor of Business Administration (BBA) and the Accelerated Bachelor of Business (ABBA) degrees. Replace with a non- Business elective.

Carried
 3 Abstentions: G. MacDonald, S. Opps and F. Gray

Faculty of Education

4. Motion (C. Lacroix/M. Turnbull) : that Senate approve the following changes in titles and course descriptions in the Education courses listed below: Carried

Dept.	Course #	Proposed change	Effective date	Reason(s) for request
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Education	403	<p>INTEGRATED ARTS This course familiarizes students with a variety of creative forms of expression and communication used in the elementary curriculum. This course integrates art, music, movement, and drama into the teaching of various subjects in the elementary school curriculum.</p> <p>Three hours a week.ARTS AND SOCIAL TRANSFORMATION</p> <p>This course facilitates creativity through a variety of multi-modal experiences in the visual, literary and performing arts. Students broaden knowledge and expertise in critical inquiry with a focus on the role of the arts in social transformation.</p> <p>Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	412	<p>INTEGRATED FOUNDATIONS OF EDUCATION— This course introduces students to concepts drawn from the disciplines of sociology, history, and philosophy of education. The focus is on the ideas of individuals who have made significant contributions to the advancement of western education.</p> <p>Three hours a week.</p> <p>SCHOOL AND CLASSROOM CULTURE. This course will familiarize students with the variety of often contradictory and unnoticed social, epistemological, economic, political, and cultural influences that have shaped dominant beliefs about K-12 schooling. Students will develop critical inquiry skills as they examine educational assumptions and arrangements, with particular attention to their impact on educational outcomes, in their own lives, in schools, and in society at large. Three hours a week</p>	September 2014	Program revision for MPHEC
Education	415	THE INCLUSIVE CLASSROOM	September 2014	Program revision for MPHEC

Education	423	<p>MATHEMATICS IN THE EARLY YEARS I In this course, students examine the goals of early childhood mathematics and acquire an understanding of the development of fundamental mathematical concepts. The course is grounded in young children's understanding of numeracy in the world around them and focuses on their emerging mathematical knowledge/skills/attitudes. Students learn about effective teaching strategies, assessment, and resources for the early years. Three hours a week</p> <p>PRIMARY/ELEMENTARY MATHEMATICS This course examines the pedagogy of Primary/Elementary mathematics. Instruction focuses on how children learn mathematics, what it means to engage children in doing mathematics, teaching mathematics through problem solving, and curriculum sequencing. Underlying these foundational ideas for teaching, students will have the opportunity to re-learn key areas of mathematics in a twenty-first century approach to teaching and learning. Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	426	<p>MATHEMATICS METHODS IN THE SENIOR YEARS I This course focuses on methods of instruction for selected topics that form part of mathematics. PREREQUISITE: At least a minor in Mathematics, or permission of instructor. Three hours a week. senior years curricula for vocational/academic</p>	September 2014	Program revision for MPHEC

Education	427	<p>MATHEMATICS METHODS IN THE SENIOR YEARS II—INTERMEDIATE/SENIOR MATHEMATICS II This course is a continuation of Education 426, and builds a conceptual foundation for the topics covered in the senior intermediate/senior years curriculum. Emphasis is placed on the critical examination of the current senior intermediate/senior years mathematics curriculum in relation to materials and methodologies. Experience in a variety of teaching methodologies is provided in addition to the development of an understanding of the principles and practices of assessment in mathematics.</p> <p>PREREQUISITE: Education 426 Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	428	<p>MATHEMATICS IN THE EARLY YEARS II A continuation of Education 423, this course provides further understanding of how young learners develop mathematical concepts. Students engage in a variety of effective teaching and assessment strategies which enable children to achieve the outcomes of the mathematics curriculum. This course promotes developing positive attitudes towards mathematics among children</p> <p>PRIMARY/ELEMENTARY MATHEMATICS II A continuation of Education 423, this course further examines and extends the pedagogy of Primary/Elementary focusing on how children conceptualize mathematics and instructional methods required to foster children's numeracy skills.</p> <p>PREREQUISITE: Education 423 Three hours a week.</p>	September 2014	Program revision for MPHEC

Education	432	<p>LITERACY IN THE EARLY YEARS I</p> <p>PRIMARY/ELEMENTARY LANGUAGE AND LITERACIES I</p> <p>This course provides an examination of the foundations of language/literacy processes based on current theories of language acquisition and literacy development. The focus is on six core strands: reading, writing, listening, speaking, viewing and representing, as well as <u>balanced approaches to teaching, learning and assessing literacy skills in the Primary/Elementary grades.</u></p> <p>Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	436	<p>ENGLISH METHODS IN THE SENIOR YEARS I The purpose of this course is to familiarize students with methodology, procedures, materials, and curriculum design related to the teaching of English in the senior years. While specific reference is made to the curriculum developed for P.E.I. schools, the issues and topics are broader in scope. Students are expected to become involved in writing, speaking, reading, and listening activities.</p> <p>PREREQUISITE: At least a minor in English, or permission of instructor.</p> <p>Three hours a week.</p> <p>INTERMEDIATE/SENIOR ENGLISH I This course familiarizes students with a variety of theories, practices, and values for addressing curriculum and pedagogy as they relate to the teaching of English at the Intermediate/Senior level. With a view to being and becoming English teachers, both locally and globally, students will participate in writing, speaking, listening, reading, viewing and representing activities as informed by research and in a range of developmental, socio-cultural, and media contexts.</p> <p>Three hours a week.</p>	September 2014	Program revision for MPHEC

Education	437	<p>ENGLISH METHODS IN THE SENIOR YEARS II This course is a continuation of Education 436, and builds on a conceptual foundation for the key genres taught in the intermediate and secondary English programs. Emphasis is placed on the theories, materials, methods and assessment techniques used in the intermediate and secondary English programs. Thematic and cross-curricular uses of literacy are also covered. PREREQUISITE: Education 436</p> <p>Three hours a week.</p> <p>437 INTERMEDIATE/SENIOR ENGLISH II Building on Ed 436, placement experiences and a growing expertise in English education, students will critically inquire and contribute to current discussions and practices on the nature and cross-curricular scope of language and literacy. Emphasis will be on sense-making and concept development, effective writing instruction, the interactive/iterative relationship between teaching and assessment, and the evolving social/economic relevance of communication genres, modes, and media.</p> <p>PREREQUISITE: Education 436 Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	445	<p>SCIENCE IN THE EARLY YEARS <u>PRIMARY/ELEMENTARY SCIENCE</u></p> <p>The course examines methods of science teaching in the <u>Primary/Elementary grades</u>. Emphasis is placed on practical aspects of organizing and delivering active learning experiences in science, <u>the reading of current literature on method and theory of science, the study of new curricular programs including the integration of science learning with other disciplines, and the relationship between sustainability and science.</u></p> <p>Three hours a week.</p>	September 2014	Program revision for MPHEC

Education	446	<p><u>SCIENCE METHODS I-INTERMEDIATE/SENIOR SCIENCE I</u></p> <p>This course provides an introduction to basic pedagogical concepts and skills needed for the successful and effective teaching of science to <u>Intermediate/Senior high</u>-school students. Using the concepts of general science and the provincial science curriculum, the course examines the nature and limitations of teaching, learning and technology within the Canadian science classroom context. PREREQUISITE: At least a minor in a Natural Science, or permission of the instructor. Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	447	<p><u>SCIENCE METHODS II-INTERMEDIATE/SENIOR SCIENCE II</u></p> <p>This course examines the development, nature, and limitations of science and technology; the role of science and technology in society; and the teaching of science and technology in the schools. Time is devoted to an examination of the provincial science curricula, innovative teaching and assessment strategies and techniques, <u>and the development of active learning opportunities.</u></p> <p>PREREQUISITE: Education 446 Three hours a week.</p>		
Education	449	<p><u>INTRODUCTION TO INDIGENOUS EDUCATION</u> This course provides preservice and experienced teachers with an opportunity to investigate projects and teaching practices in First Nations and northern schools in Canada. This course examines the needs of Indigenous learners and current issues affecting their school success. Participants investigate the history and approaches that have shaped First Nations, Inuit and Metis education in Canada and successful projects that challenge a long history of cultural and cognitive imperialism. Community-based cultural ceremonies and teachings provide a base for understanding and appreciating the increasing importance and power of traditional knowledge in today's world. Three hours a week.</p>	September 2014	Program revision for MPHEC

Education	451	<p>INTEGRATING INDIGENOUS THEMES IN THE CURRICULUM K–12 This course provides beginning and experienced teachers with an opportunity to examine ways in which curriculum and teaching in the public schools can acknowledge more positively the history, contributions, challenges and prospects of indigenous peoples. The focus is on the integration of First Nations and Inuit themes across the curriculum K–12.</p> <p>PREREQUISITE: None. Three hours a week.</p> <p>INTEGRATING INDIGENOUS THEMES IN THE CURRICULUM This course promotes dynamic ways for the public school curriculum to acknowledge more faithfully the histories, cultures, worldviews and teachings of Indigenous peoples in Canada and globally. The importance of developing more culturally responsive pedagogies and assessment practices and more respectful and inclusive research is highlighted. Insights are shared into the processes of recovery for Indigenous communities and the essential supports for their students to experience success at all grade levels. Three hours a week.</p>	September 2014	Program revision for MPHEC
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Education	454	<p>SOCIAL STUDIES IN THE EARLY YEARS I This course examines the learning cycle, activities, and resources for achieving the key stage outcomes of the Atlantic Provinces Social Studies Curriculum and demonstrates how to create a supportive, proactive learning environment in Social Studies from grades 1–5. Three hours a week</p> <p>PRIMARY/ELEMENTARY SOCIAL STUDIES This course promotes dynamic teaching methods and inclusive approaches to inspire young learners and to elevate the quality of teaching and learning through Social Studies at the Primary/Elementary levels. Grounded in the needs of twenty-first century learners, this course offers concrete ways to create more vibrant, engaging, playful, supportive and inviting environments for this core curriculum area to give all learners dignity and honour their diverse ways of learning. Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	456	<p>SOCIAL STUDIES METHODS IN THE SENIOR YEARS I This course examines the learning cycle, activities, and resources for achieving the key stage outcomes of the Atlantic Provinces Studies Curriculum and demonstrates how to create a supportive, proactive learning environment in Social Studies in grades 9–12.</p> <p>PREREQUISITE: A major in social studies subjects, or permission of the instructor.</p> <p>Three hours a week.</p>	September 2014	Program revision for MPHEC

		<p>INTERMEDIATE/SENIOR SOCIAL STUDIES I This course promotes dynamic teaching methods and inclusive approaches to inspire learners in grades 7-12 and to elevate the quality of teaching and learning through Social Studies at the Intermediate/Senior levels. Grounded in the needs of twenty-first century learners, this course offers concrete ways to create more vibrant, engaging, playful, supportive and inviting environments for this core curriculum area to give all learners dignity and honour their diverse ways of learning. Three hours a week.</p>		
Education	457	<p><u>SOCIAL STUDIES METHODS IN THE SENIOR YEARS II</u> <u>INTERMEDIATE/SENIOR SOCIAL STUDIES II</u> This course develops a rationale, framework and procedures for facilitating thematic teaching and <u>learning on critical social issues appropriate for grades 7-12. Skills in curriculum development are refined as students explore authentic assessment practices and ways of promoting student ownership of and co-responsibility for learning.</u> PREREQUISITE: Education 456 Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	459	<p>ENTERPRISE EDUCATION This course introduces students to the principles and methodology of enterprise education. Students learn about the development of enterprise curricula over the last decade, experience first hand the key components of learning for enterprise, and investigate practical ways of nurturing enterprising attitudes, qualities and skills through the existing school curriculum, kindergarten to grade 12. Three hours a week.</p> <p>This course introduces the key principles and components of Learning For Enterprise, an international movement that nurtures initiative, self-determination, creativity and innovation in twenty- first century learners. A workshop design engages participants in classroom and community-based challenges that contribute to learners' confidence in self and community as they apply enterprising capabilities in a wide range of contexts throughout their lives. Specific applications to historically dependent cultures are explored. Three hours a week.</p>	September 2014	Program revision for MPHEC

Education	466	<p>PRINCIPLES OF ENGLISH AS A SECOND LANGUAGE This course examines the teaching of English as a second language. Students acquire an understanding of the theoretical and methodological aspects of learning and teaching in this area. Three hours a week.</p>	September 2014	Program revision for MPHEC
		<p>PRINCIPLES AND PRACTICES OF TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE This course explores the theoretical foundations for teaching English as a second/additional language (ESL/EAL). Students are introduced to fundamental aspects of additional language acquisition and the factors affecting language learning and teaching. The course introduces the needs of English language learners in various contexts including ESL/EAL, mainstream and foreign language classrooms. Students develop a critical perspective on issues related to language learning and teaching. Three hours a week.</p>		
Education	467	<p>TEACHING ENGLISH AS A SECOND LANGUAGE This course is a continuation of Education 466, and is for teachers who wish to acquire expertise in teaching English as a second language. Students develop and select appropriate teaching resources and explore appropriate methodology.</p> <p>PREREQUISITE: Education 466 Three hours a week.</p> <p>APPROACHES AND METHODS FOR TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE This course provides students with the foundations to facilitate language classes in contexts including ESL/EAL, mainstream and foreign language classrooms. The course introduces a range of English language teaching approaches and methodologies and addresses techniques specific to teaching listening, speaking, writing, reading, vocabulary and grammar in an additional language.</p> <p>PREREQUISITE: Education 466 Three hours a week.</p>	September 2014	Program revision for MPHEC

Education	482	<p>ASSESSMENT AND EVALUATION The main focus of this course is on the development of a comprehensive and systematic evaluation process needed to assess the wide array of learning outcomes stressed in public school education. The interrelationship of evaluation with effective teaching and learning is emphasized. Characteristics and uses of a variety of assessment techniques, such as observation, checklists, rating scales, teacher-made tests, and standardized tests, are discussed. Three hours a week.</p> <p>This course examines the complexity of assessment by contrasting assessment theories with common practices in the classroom. Students explore the concept of a balanced assessment program that integrates formative and summative assessment practices. Students develop skills in creating a variety of assessment instruments (e.g., observation check-lists, tests, rubrics, portfolios). Issues and practices of large-scale assessment are also explored. Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	495	<p>INTRODUCTION TO TEACHING AND SCHOOL EXPERIENCE This is a practicum-based course in which students develop an understanding of lesson planning, curriculum and classroom life. The course includes a weekly seminar and four weeks of school experience. Three hours a week.</p> <p>INQUIRY AND ACTION I Through on-campus seminars and five weeks of school placement, students will observe, experience and reflect upon the various roles and responsibilities that a teacher has within the classroom and school and the impact of teaching on learners. They will begin to plan and teach lessons under the guidance of mentor teachers. Using an ePortfolio, they will begin to document their personal and professional growth as educators. Three hours a week.</p>	September 2014	Program revision for MPHEC

Education	496	<p>GENERAL TEACHING METHODS AND SCHOOL EXPERIENCE In this course, students acquire basic teaching strategies through seminars and school experience. Students reflect on their classroom experiences and develop ongoing teaching improvement plans. This course includes a weekly seminar and six weeks of school experience. PREREQUISITE: Education 495 Three hours a week.</p> <p>INQUIRY AND ACTION II Through on-campus seminars and six weeks of school experience, students will undertake planning and teaching effective lessons, themes and units of study. They will use strategies developed in methods courses to facilitate and assess student learning. Feedback from the mentor teacher and faculty advisor will inform self-assessment and personal and professional growth. ePortfolio development will continue. PREREQUISITE: Education 495 Three hours a week.</p>	September 2014	Program revision for MPHEC
Education	497	<p>ISSUES IN TEACHING AND SCHOOL EXPERIENCE In this course, students explore current educational issues. Students develop problem-solving techniques in classroom settings, which form the basis for classroom management. This course includes a weekly seminar and five weeks of school experience. PREREQUISITE: Education 496 Three hours a week.</p>	September 2014	Program revision for MPHEC

		<p>ADVOCACY I – DIFFERENTIATION AND DIVERSITY On-campus seminars and five weeks of practicum placement will focus on developing the skills and strategies required to meet the diverse learning needs of students within the classroom setting. Students effectively plan, implement, and assess adaptations and modifications required for optimal learning by individuals and the entire group. ePortfolio development will continue.</p> <p>PREREQUISITE: Education 496 Three hours a week.</p>		
Education	498	<p>ALTERNATIVES IN TEACHING AND SCHOOL EXPERIENCE In consultation with the faculty, students choose an area, other than their area of concentration, in which to gain greater depth of knowledge and practice. This course includes a weekly seminar and school experience. PREREQUISITE: Education 497 Three hours a week.</p> <p>ADVOCACY II – BECOMING A PROFESSIONAL On-campus seminars and six weeks of practicum placement will prepare students for professional certification in contexts chosen to deepen their knowledge and practice. ePortfolios will be completed and presented to meet course and program requirements. PREREQUISITE: Education 497 Three hours a week.</p>	September 2014	Program revision for MPHEC

5. Motion (C. Lacroix/M. Turnbull): that Senate approve the deletion the following Education Courses
- Education 424 – Curriculum in the Early Years
 - Education 425 – Mathematics in the Middle Years I
 - Education 435 – Language Arts in the Middle Years II
 - Education 438 – Literacy in the Curriculum
 - Education 443 – Curriculum in the Early Years II
 - Education 444 – Science in the Middle Years
 - Education 455 – Social Studies in the Middle Years
- Carried

6. Motion (C. Lacroix/A. M. Turnbull): that Senate approve the following new courses:

Education 411 – Learners and Learning
Education 413 – Multiliteracies
Education 420 – Teaching for Science, Technology, Engineering and Math (STEM)
Education 421 – Teaching for the Humanities
Education 422 – Mathematics for Teachers
Education 431 – Differentiated Instruction
Carried

Faculty of Science

Department of Computer Science and Information Technology

7. Motion (C. Lacroix/D. MacLellan): that Senate approve the deletion of IT111
Carried

Department of Psychology

8. Motion C. Lacroix/C. Ryan: That Senate approve the following change to the Bachelor of Science degree with a major in Psychology:

Bachelor of Science

Students pursuing a Bachelor of Science degree with a major in Psychology will complete the Psychology course requirements as described above for the Bachelor of Arts degree. Students seeking a BSc will also be required to complete a minimum of seven semester courses (21 semester hours) of course work in the Faculty of Science. Credit in each of the following courses is required:

Biology 131 and 132

Mathematics 112, OR Mathematics 151 and 152

Chemistry 111 and 112 OR Physics 111 and 122 (or 112) Information Technology 111

Two courses which have laboratory components at the 200-level or above in one of Biology, Chemistry, Physics, or Foods and Nutrition. Both courses must be in the same discipline area.

Carried

Faculty of Veterinary Medicine

9. Motion (C. Lacroix/LA. Pack): that Senate approve changes to the Class Attendance Policy on page 224 of the 2012-2013 Academic Calendar

ATTENDANCE POLICY Lectures and Laboratories

Student attendance at didactic lectures and laboratories is strongly encouraged but not mandated. Individual course coordinators may choose to make attendance mandatory for a particular course or course component, and points may be assigned based on attendance. If attendance at didactic lectures or laboratories is required for an individual course, it must be specified in the course outline. Submission of a “Pre-Clinical Absence Request” form is not required for missed lectures or laboratories, unless mandated by a particular course coordinator.

Assessments

1. Student attendance at scheduled quizzes, in-class or in-lab graded learning experiences, and midterm and final examinations is required. Permission to make-up missed work involving any of these will be granted for excused absences only. Excused absences may be planned or unplanned. In the event of an excused absence, the instructor may provide a make-up assignment or examination that is different from the one given during regularly scheduled class time.

2. Unplanned absences are due to unavoidable, unpredictable circumstances and include illness, family emergency, or death in the family. The student should follow the procedure below for requesting an excused absence. The student is responsible for communicating with the course coordinator(s) to make arrangements for making up missed work. In emergency situations, the Associate Dean of Academic and Student Affairs may be contacted to assist with these arrangements.

(a) If the student is able, he/she should complete a “Pre-Clinical Absence Request” form before the day of missed work and submit it to the Office of Academic and Student Affairs. If this is not possible, the student should contact the Office by phone (902-894-2827) or email (avc-acad-stu@upei.ca) as soon as possible. The Office will contact the necessary course coordinator(s) to notify them of the student’s absence. In the case of illness, a doctor’s certificate may also be required at the discretion of the Associate Dean of Academic and Student Affairs.

3. Planned absences may be excused when they are for legitimate reasons and when the appropriate procedure for requesting permission has been followed. Legitimate reasons for planned absences include attendance at a scientific meeting where the student is making a scholarly presentation, receiving an award, or representing the AVC in an officially approved capacity; or in observance of a religious holiday. The student should follow the procedure below for requesting an excused absence. If a planned absence is excused, the student is responsible for communicating with the course coordinator(s) to make arrangements for making up missed work.

(b) Adequate documentation detailing the reason for the absence must be provided and a “Pre-Clinical Absence Request” form must be submitted to the Office of Academic and Student Affairs within the first three weeks of the semester and at least four weeks prior to

the planned absence. Students will be notified of the decision regarding their request by the Office of the Academic and Student Affairs.

Carried

6. Other Business

The Chair of the Nominating Committee notified Senate that Senate elections to replace Senators whose terms are expiring is time-sensitive at this point. The VP Academic confirmed that the notice of elections will follow in the near future.

A question was raised about classroom space and whether this topic could be a topic for Senate at a future meeting. The President indicated that this item would likely fall under the umbrella of the Enrolment Management Committee, a Committee chaired by the VP Academic. The President referred the matter to C. Lacroix.

The President notified Senators that owing to volume of Senate business still outstanding in the 2012-2013 academic year, there will be a further meeting of Senate on Friday, June 14, 2013 at 3 p.m. in the same location.

7. Adjournment

Moved (L.Chilton/J. Sentance): to adjourn the meeting at 4:20 p.m.

Respectfully submitted

Kathleen Kielly, Registrar Secretary to Senate