

Minutes of the Eighth Senate Meeting
Held Friday, March 11, 2011
ITEC Lecture Theatre, Robertson Library, 3:00 p.m.

Present: W. Bradley, D. Buck, P. Callbeck, B. Campbell, L. Chilton, D. Coll, K. Critchley, D. Dahn, S. Dawson, B. Deziel, R. Domike, G. Doran, I. Dowbiggin, T. Goddard, S. Gantner, K. Gottschall-Pass, F. Gray, K. Kielly, N. Kujundzic, R. Kurial, C. Lacroix, R. Livingstone, A. Lopez, R. MacDonald, W. MacLauchlan, K. Murnaghan, M. Murray, F. Papps, J. Randall, K. Schultz, M. Shaver, H. Stryhn, M. Sweeney-Nixon, S. Thomas, B. Wagner

Regrets: B. Davetian, M. Leggot, B. MacLaine, D. Reynolds, D. Seeler

Absent: B. Banks, G. Bradshaw, M. Doyle, L. Edwards, J. MacAulay, R. Saada, D. Sims

The Chair called the meeting to order.

1. Approval of Agenda

Moved (R. MacDonald/R. Kurial): to approve the agenda.

Carried.

2. Approval of Minutes of February 11, 2011

Moved (K. Gottschall-Pass/D. Dahn): to approve the minutes of February 11, 2011 as amended.

3. Business Arising from the Minutes of February 11, 2011

The minutes of the February 11, 2011 have been amended as follows: correction in the spelling of Gottschall-Pass and the addition of the following statement under agenda item 7. Report of the Ad-hoc Committee on Fall Study Break: M. Murray raised a question with respect to the admissions averages of students entering the Faculty of Arts and the Faculty of Science and whether, as there is a difference in the retention rates between the Faculties, could the difference be attributed to the entrance marks. Y Gong responded that for the 2009 cohort, on average, the high school students in the Faculty of Science presented with an 85% on admission and on average, high school students in the Faculty of Arts presented with an 81% average. She went on to explain that the entrance marks do not fully explain the different retention outcomes between different Faculties, as indicated by the logistic regression results. When several factors are controlled, such as entrance marks, gender, and residence of origin, students in the Faculty of Arts still have a lower likelihood of retention than students in other Faculties/Schools.

4. President's Report

- Tonight is the 24-hour Relay for Life. Good luck to everyone involved in this great cause.
- Student Union elections have taken place and Rob Livingstone has been re-elected as President; Josh Coles as Executive VP; Brittany Banks as VP Activities and Anastasia Smallwood as the Senate Representative. Congratulations to everyone and a good turnout for the vote, over 30%.
- Official reporting numbers for March 1, in comparison to last winter semester, indicate the total course registration for winter semester 2011 is up by 2.4%; total headcount is up by 2.9%.
- Applications processing for the Sept 2011 intake of new students, as of this week, indicate offers are getting out much more quickly and in greater numbers relative to the same time in 2010. We appreciate the good work to the Admissions Team. PEI Grade 12 applicants show an increase over this time last year.
- Congratulations to the VP Academic for his first 'State of the Academy' address, on 'Academic Integrity'.
- 1st Annual UPEI Spelling Bee Smackdown took place and was a resounding success. Thanks to Erin Casey and the Webster Centre team for organizing this.
- UPEI will be the host institution for Atlantic regional server node for Environment Canada's Canadian Climate Change Scenarios Network. This will help to address gaps in data and availability, notably regarding how weather

changes affect coastal regions.

- March 15/16 will see a 2 day event Connecting Aboriginal Cultures. This is the fourth year for this event, during which time there has been an increase in the number of Aboriginal students at UPEI and a growing sense of partnership with First Nations communities on PEI and beyond.
- The Board-Senate Liaison Committee met in late February. Senators will receive an invitation to attend a Reception for members of Senate, the Board of Governors and the Student Union, to take place on March 28, 3:30-5:00. President Designate Abd-el-Aziz will be in attendance. As a follow up to the Presidential Search, the Search Committee will be preparing a report on the Committee's reflections for future consideration.
- Kyle Murnaghan, Exec VP of the SU reported the SU nominees and winner for faculty member of the year: Political Studies' Barry Bartmann, Anthropology's Valerie Campbell, Music's Karem Simon, Biology's Donna Giberson, Education's Judy Hughes, Nursing's Janet Bryanton, History's James Moran, Physics' Douglas Dahn, English's Jane McGrath, Business' Susan Graham, Math's Nasser Saad and Religious Studies' Edward Chung. The 2011 Recipient of the Faculty Member of the Year Award is Rabin Bissessur of Chemistry.

5. Senate Reports

Fifth Nominating Committee Report

Moved (S. Thomas/L. Chilton): to accept the nomination of Allan Hughes to the Student Discipline Appeals Committee. In response to a question regarding the membership on this Committee, S. Thomas noted that there are 3 faculty members, 3 students representatives and one administrator and this Committee is separate from the Student Academic Appeals Committee.

Carried.

Sixth Academic Review and Planning Committee

Moved (J. Randall/C. Lacroix):the Policy for Quality Management for Academic Units, approved by Senate on 3 May 2000, be amended as outlined in the attached document. (Please attach document)

The VP Academic explained that Senators were looking at 3 documents. The first document, for approval, is the revised policy and the two accompanying documents, for information, are sets of guidelines, one for Academic Units and the other for Advisory Teams. The rationale for the revised policy is the need to make the policy more current and to reflect observations made by the MPHEC during their visit to the campus in 2009. A number of groups were canvassed for their input including Faculty Councils, Deans' Council and the Senior Management Group.

J. Randall stated that the revisions can be categorized as major in terms of the need to address elements of the reviews, self-assessments, and how Departments see themselves in the process. Minor changes include an increase in the number of external advisors, to two; units are being asked to look at distance learning, and experiential learning; and some changes to the student surveys.

There was much discussion on the policy as well as the accompanying documents. D. Buck asked for a definition of experiential learning and some examples. J Randall stated that experiential learning can be described as experiences students gain outside the classroom that have a bearing on their degree. Co-op is one common example. Others include internships, practica, community service learning, study aboard, etc.

D. Coll wondered why the change in the number of externals for a program review? J. Randall responded that it is more consistent across universities to have a greater external comment, particularly around sub-specialties. This allows for broader and different opinions/views. The School of Nursing will be undertaking a review starting on Monday. This review will include three externals and 1observer from the PEI Nursing Association.

Further questions arose surrounding the language used in the policy under 4 d) Advisory team (iv). M. Murray commented that by adding 'if applicable' before 'external stakeholders, this may better reflect the meaning. J. Randall indicated that this amendment to the language can be accommodated. Also, M. Murray questioned, under the Quidelines for Academic Units, Self-assessment section *Fulfilment of Mission, Relationship to Broader External*

Context whether reference to the community at large may be too political and not be consistent with the goals of academic research and open-minded exploration of controversial issues. J. Randall offered that different programs will have different impacts or interests from the broader society and perhaps 'society' might be a better word to use in the context. The Chair cautioned that it might not be a very meaningful exercise to attempt to create language in advance of whatever claims might come forward from the community. M. Murray restated his concern saying that the designated bullet might imply that we are attempting to solicit feedback when this might not be the case. J. Randall concluded the discussion indicating that the bullet is an important addition to the policy.

M. Sweeney-Nixon questioned the student survey and wondered if it was useful to survey graduated students? K. Gottschall-Pass concurred that surveying the current students makes sense and their program has just gone through a survey process. This is an area that needs to be addressed.

G. Doran posed a question on section 4 (h) of the policy: Follow-up. Sub ii) states: ARPC: each annual report to Senate will report on actions taken to implement Action Plans. Seeking clarification of the responsibility of ARPC in this context, J. Randall stated that ARPC would have a responsibility to Senate as well as back to the Department concerned. A further clause can be added, as (iii), to reflect this amendment.

D. Dahn asked how 'external reviewers' are being identified? How do Departments decide who are the best external stakeholders to be involved? The VP Academic indicated that different faculty have different needs and for this reason the language is not meant to be too explicit, allowing for the Departments to make the best decisions for their areas.

J. Randall will report back to Senators with agreed upon revisions to the policy to address the concerns raised.
Carried.

Fifth Curriculum Report

FACULTY OF ARTS

Moved (R. Kurial/G. Doran) to approve a new course - **Arts 401 - Capstone in Arts**

Carried

Department of Music

Moved (R. Kurial/F. Gray) to change course descriptions for Music 116 and Music 216 and make changes to Note on Ensemble Requirements:

Music 116 - Students who have keyboard skills at the RCM Grade ~~VIII~~ IV level or higher and/or students who have tested out of Keyboard Proficiency are introduced to the skills necessary to be able to harmonize melodies at the keyboard and to play from figured bass. ~~Students who do not have RCM Grade VIII equivalency are instructed in functional piano.~~ PREREQUISITE: ~~A minimum grade of 50% in the Preliminary Music Theory Test or in the RCM Grade II Theory Exam.~~ RCM Grade IV (or higher) piano AND Music 114 or Permission of the Chair.

Music 216 - Students who have ~~keyboard skills at the RCM Grade VIII level or higher~~ completed Music 116 continue to work on the skills necessary to be able to harmonize melodies at the keyboard and to play from figured bass, and are taught the skills necessary to transpose at sight and to read 4-part scores at the keyboard. ~~Students who do not have RCM Grade VIII equivalency continue instruction in functional piano.~~
PREREQUISITE: Music 116.

Ensemble Requirements: All students enrolled in a ~~Bachelor of Music program~~ music programme must satisfactorily complete the requirements for participation in a minimum of six full-year ensembles for the ~~degree~~ Bachelor of Music and Bachelor of Music Education Degrees as follows:

- Brass/Woodwind/Percussion majors - 2 years Concert Choir, 4 years Wind Symphony

- Piano majors - 2 years Concert Choir, ~~and~~ 4 years Collaborative Piano¹ ~~(or serving as a pianist in a large ensemble)~~
- Voice majors - 4 years Concert Choir, ~~2~~ 4 years Diction Lab.
- Guitar & Bass Majors - 2 years of Concert Choir, 4 years ~~Guitar Ensemble (or serving as a guitarist in a large ensemble)~~ Placement is at the discretion of faculty ~~of another recognized ensemble~~

¹Pianists are required to take Collaborative Piano as their ensemble in lieu of large ensembles unless they are performing as pianist in those large ensembles. Placement is at the discretion of faculty.

Unless the ensemble requirement is fulfilled, graduation will be denied.

Carried

Department of Political Studies

Moved (R. Kurial/D. Coll): to approve the following new course - PST 233 - Political Geography

Carried.

SCHOOL OF BUSINESS

Moved (R. MacDonald/R. Domicke): to delete the second sentence of #2 note on page 70 of the 2010-2011 Academic Calendar and change the title and course description for Business 604

2. Due to enrolment limitations, certain Business electives will normally be available to fourth year students only. ~~Third year students should check with the Dean's office prior to selecting their electives.~~

MANAGING TECHNOLOGICAL INNOVATION OPERATIONS MANAGEMENT

~~This course focuses on the technology strategies that drive competitiveness and improve performance and profitability. It does so by considering successful industry innovations, effective organization, management of technology change in new ventures and multinational enterprises, and the strategic use of information and knowledge to enable global communications. Topics include knowledge management, customer-relationship systems, project management, e-business implementation, and emerging trends. Learning methodology includes applications and group work:~~

concepts and techniques for the design, planning, control, and improvement of manufacturing and service processes. These concepts and techniques pertain to a range of applications in the private and public sectors. Topics include quantitative decision making; process mapping flows of labour, material, capital, and value; supply chain coordination; inventory management; risk mitigation; quality management; process design; and revenue management. Students will complete problem solving and case applications.

Carried.

FACULTY OF SCIENCE

Department of Biology

Moved (C. Lacroix/M. Sweeney-Nixon): to change the physics requirements for Biology Majors and Honours from "Physics 111-122 or 111-112" to Physics 121 (or 111) and 122 (or 112)"

Carried

Department of Computer Science & Information Technology

Moved (C. Lacroix/B. Wagner): to change the second sentence of the Requirements for a Major in Computer Science -

The program requires a total of 120 semester hours of course credit. A total of 48 semester hours of Computer Science is required: ~~39~~ 42 semester hours of core courses, plus ~~9~~ 6 semester hours of electives above the 100 level. The core

consists of Computer Science 151-152, 241, 252, 261, 282, 332, 342, 352, 361, 371, 421, 481, and 482. To receive credit towards a Major in Computer Science, all core computer science courses listed require 60% as a minimum grade. All core courses have three semester hours of credit. The required Mathematics courses are: Mathematics 151-152, 221, 242, 261.

Also required are 6 semester hours of credit from Biology, Chemistry or Physics; 9 semester hours of credit from the Faculty of Arts; Global Issues 151 and 1 other Writing Intensive course, and 3 semester hours of credit from the School of Business Administration. An additional 9 semester hours of credit must be selected from either the Faculty of Science (other than Computer Science and Information Technology) or the School of Business Administration. Students are strongly encouraged to complete some of the Science and Business courses early in their program. Note: Students majoring in computer science with a specialization should consult their specific requirements which differ from the normal requirements listed above.

Carried

Environmental Studies

Moved (C. Lacroix/R. Kurial) to approve the following new courses -

Env 212 - Earth's Physical Environment

Env 224 - Field Course in Ecological Forestry

Env 321 - Natural Hazards

Carried.

Moved (R. Kurial/C. Lacroix) to add or delete the following courses from Arts and Science electives for Environmental Studies -

Faculty of Arts

Economics 352 - Applied Resource Economics

Island Studies 201 - Introduction to Island Studies

Philosophy 206 - Animal Ethics

Philosophy 371 - Community-Based Ethical Inquiry I

Faculty of Science

Biology 327 - Field Coastal Ecology

Biology 391 - Marine Biology

Biology 462 - Limnology (Freshwater Ecosystems)

Biology 465 - Marine Community Ecology

Biology 485 - Environmental Toxicology

~~Biology 412 - Techniques and Problems of Wildlife Biology~~

~~Biology 423 - Land Use on Prince Edward Island~~

Carried.

Department of Family & Nutritional Sciences

Moved (C. Lacroix/K. Gottschall-Pass): to approve the following new course -

FSC 361 Current Issues in Children's Health and Development

Carried

FACULTY OF EDUCATION

Moved (T. Goddard/S. Thomas): to approve a change in title and course description for

Education 701 - Advanced Qualitative Methodology and Methods in Education Research

This course explores ~~an extensive~~ a range of qualitative methodologies and methods in qualitative inquiry in educational studies and locates these approaches in broader theoretical and epistemological trends in social science

~~and humanities, approaches to research in education, such as case studies, narrative research, feminist research, experimental research, surveys, ethnography, mixed methods research, grounded theory, ethnography, phenomenology, arts-based inquiry, action research, post-modern, and post-structural research theories. In addition, students will explore varying ways to collect, analyze and interpret qualitative data. Taught by active researchers with expertise in the respective qualitative research methodologies, the course prepares students for critiquing and using qualitative research choosing their own methodologies for their PhD dissertations — and beyond.~~

~~3 credit hours~~

~~Carried~~

~~Moved (T. Goddard/S. Thomas): to change the title of Education 702 - Directed Studies in Educational Research Advanced Methodology and Methods in Educational Research I~~

~~Moved (T. Goddard/S. Thomas): to approve the following new courses:~~

~~Education 509 - Foundations of Transformational Leadership in Nunavut~~

~~Education 511 - Proactive Instructional Leadership in Nunavut Communities~~

~~Education 512 - Educational Leadership - Engaging Nunavut Parents, Elders and Community~~

~~Education 513 - Leadership of the School Improvement Process in Nunavut Communities~~

~~Education 514 - Action Research in Educational Leadership for Nunavut~~

~~Carried~~

~~Moved (T. Goddard/S. Thomas): to approve the following new course -~~

~~Education 700 - Advanced Quantitative Methodology and Methods in Education Research~~

~~Carried~~

~~Moved (T. Goddard/S. Thomas): to approve calendar entry for B Ed French Program~~

~~Note: UPEI no longer has a B Ed French Immersion Program with the University of Moncton. This program has been approved by MPHEC and this is the calendar entry. The courses will be courses already within the curriculum and we have attached a French title with them.~~

UNDERGRADUATE AND PROFESSIONAL PROGRAMS – APPLICATION AND ADMISSION

REQUIREMENTS

c) Bachelor of Education – enseignement en français langue seconde

(i) Introduction

The Bachelor of Education – enseignement en français langue seconde is a two-year 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 provides the opportunity for students to focus their studies in Early Years (grades 1-5), Middle Years (grades 5-9), or Senior Years (grades 9-12).

(ii) Admission Requirements

The general requirements for admission to the Bachelor of Education, **enseignement en français langue seconde** are:

1. Applicants must have completed the requirements for their undergraduate degree from an approved registered university before August 15 of the first year of the program, and have the degree conferred before beginning the second year of the BEd program.
2. 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 credit hours).
3. At least 6 semester hours of credit in English (at least 3 of which must be in Composition).
4. Applicants whose first language is French, must have completed at least 6 semester hours in French (at least 3 semester hours in a writing intensive course in French in any discipline or the equivalent).
5. Applicants whose first language is not English must also satisfy the UPEI English Language Proficiency requirements.
6. Applicants must complete an oral and written proficiency test in French before admission to the program is confirmed.
7. At least 3 semester hours of credit in Mathematics.
8. Applicants must have completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (early years, middle years, or senior years) into which they seek admission, as follows:

a. Early Years Program Level (grades 1-5)

In addition to the general requirements to enter the Bachelor of Education, **enseignement en français langue seconde**, completion of three semester hours in each of the optional subject areas noted below is strongly recommended:

- Developmental Psychology
- Classics, Fine Arts, or Music
- A laboratory-based Science course
- Canadian History
- One of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology, or Women's Studies, and
- A Modern Language

b. Middle Years Program Level (grades 5-9)*

To enter this program, applicants must have an approved degree with a major and a minor, or at least the equivalent of two minors in different subjects. These subjects must be taught in the public school system and be ones in which the Faculty provides methods courses. In addition, completion of these semester hours in each of the optional subject areas noted below is strongly recommended:

- Developmental Psychology

- Classics, Fine Arts, or Music
- Canadian History
- A laboratory-based Science course
- One of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology, or Women's Studies, and
- A Modern Language

c. Senior Years Program Level (grades 9-12)*

To enter this program, applicants must have an approved degree with a major in one subject and a minor (or equivalent) in another subject. These subjects must be taught in the public school system and be ones in which the faculty provides methods courses. In addition, completion of the three semester hours in each of the optional subject areas noted below is strongly recommended:

- Developmental Psychology
- A Science course
- One of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology, or Women's Studies, and
- A Modern Language

*Majors and minors must clearly relate to the subject areas listed below, for which the Faculty presently offers methodology courses:

- English
- Social Studies (includes Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Political Studies, Sociology, or Women's Studies)
- Science (includes Chemistry, Biology, Geology, and Physics)
- Mathematics (includes Mathematics, Physics, and Computer Science)
- French, and
- Music (offered through the Bachelor of Music Education Program in the Faculty of Arts)

Please note: Preference will be given to:

- Candidates who have completed a first degree in any relevant discipline from a French language university
- Candidates who have completed a major in French from an English university; and
- Candidates who have at least a minor in French studies at a recognized university

French course requirements may be waived by the Faculty of Education for applicants who have significant professional and or life experiences in a French environment.

(iii) Application Process

Prior to completing the application package, candidates should read the Guidelines for Application to Bachelor of Education Program (http://www.upei.ca/fac_ed/html/guidelines.html).

The application deadline is **January 15** (must be postmarked by this date). If seats are still available after the applicants meeting the deadline have been considered, the BEd Committee may review late applications.

The completed application package must include the following:

1. Undergraduate Application Form (two pages). The application forms can be downloaded in .PDF format. This will require the Adobe Acrobat Reader. Complete by hand and submit with the remainder of the package.
2. \$50 Application Fee (\$75 for International Applicants).
3. Faculty of Education Supplementary Information Form and Personal Statement (pdf), word, or wordperfect (nine pages) which may be completed in French or English. Save the form on to your computer. Work on at your leisure. When complete, print, sign, then send with the remainder of your package.
4. Three Reference Forms either English version (3 pages) or French version (four pages). Print off these forms and have each reference submit directly to the UPEI Registrar's Office, or have your reference give back to you in a sealed envelope with the reference's signature over the seal, ready for you to submit with the remainder of your package.
5. 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.

(iv) Assessment of Applications

Every completed file is examined and students are ranked according to

- Academic background, strongly recommended courses, and reference forms (50%)
- Supplementary Information Form (Experience Profile) and Personal Statement (50%)

Candidates will be admitted on the basis of this ranking. Acceptance letters, conditional offers, letters indicating that the applicant is on the waiting list, or letters indicating that the application will not be considered at this time, will be issued by the Registrar's Office.

The successful applicant who receives either an unconditional or conditional offer must confirm his/her acceptance in writing and include a non-refundable deposit of \$500. This confirmation must be received by the Registrar's Office (for transmittal to the Accounting Office) by the date specified in the letter.

Final official transcripts for students who have either received conditional offers or are placed on the waiting list must be received by the Registrar's Office by August 15. The Faculty may request an interview with any potential candidate.

Contact the Registrar's Office if you have any questions.

Phone (902) 566-0608

Fax (902) 566-0795

email: registrar@upei.ca

BACHELOR OF EDUCATION—ENSEIGNEMENT EN FRANÇAIS LANGUE SECONDE

This unique program will provide the variety of courses, French language and cultural experiences and extended field experiences (22 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.

Students must pass all courses in each of the two years to graduate with a Bachelor of Education, enseignement en français langue seconde.

PROGRAM

Tentative Student Schedules

EARLY YEARS CONCENTRATION

ED 402 Meeting the Needs of the Young Learner/ Le jeune apprenant

ED 403 Integrated Arts/ L'Intégration des arts en éducation

ED 412 Integrated Foundations of Education/ Fondements de l'éducation

ED 415 The Inclusive Classroom/ Inclusion en éducation

ED 423 Mathematics in the Early Years I/ Maths au primaire I

ED 428 Mathematics in the Early Years II/ Maths au primaire II

ED 445 Sciences in the Early Years/ Sciences au primaire

ED 454 Social Studies in the Early Years I/ Sciences humaines au primaire

ED 463 Perspectives on Culture and Society in Education/ Perspectives socio-culturelles en éducation

ED 473 Communications/ Communications

ED 474 Technology in Education/ Technologies en éducation

ED 482 Assessment and Evaluation

ED 485 Pédagogie en immersion: Les Principes de base

ED 486 Didactique du français langue seconde; Une Introduction

ED 488 Littératie – Éducation en français – Partie I

ED 489 Littératie – Éducation en français – Partie II

ED 490 Intégration Langue et Contenu

ED 495 Introduction to Teaching and School Experience/ Introduction à l'enseignement

ED 496 General Teaching Methods and School Experience/ Pistes d'enseignement

ED 497 Issues in Teaching and School Experience/ Défis dans l'enseignement

ED 498 Alternatives in Teaching and School Experience/ Alternatives en enseignement

MIDDLE YEARS CONCENTRATION

- ED 403 Integrated Arts/ L'Intégration des arts en éducation
- ED 412 Integrated Foundations of Education/ Fondements de l'éducation
- ED 415 The Inclusive Classroom/ Inclusion en éducation
- ED 417 Meeting the Needs of the Adolescent Learner/ L'apprenant adolescent
- ED 425 Mathematics in the Middle Years I/ Maths à l'intermédiaire I
- ED 429 Mathematics in the Middle Years II/ Maths à l'intermédiaire II
- ED 444 Science in the Middle Years/ Sciences à l'intermédiaire
- ED 455 Social Studies in the Middle Years/ Sciences humaines à l'intermédiaire
- ED 463 Perspectives on Culture and Society in Education/ Perspectives socio-culturelles en éducation
- ED 473 Communications/ Communications
- ED 474 Technology in Education/ Technologies en éducation
- ED 482 Assessment and Evaluation/ Évaluation en éducation
- ED 485 Pédagogie en Immersion : Les Principes de base
- ED 486 Didactique du français langue seconde: Une Introduction
- ED 488 Littérature – Éducation en français – Partie I
- D 489 Littérature – Éducation en français – Partie II
- ED 490 Intégration Langue et Contenu
- ED 495 Introduction to Teaching and School Experience/ Introduction à l'enseignement
- ED 496 General Teaching Methods and School Experience/ Pistes d'enseignement
- ED 497 Issues in Teaching and School Experience/ Défis dans l'enseignement
- ED 498 Alternatives in Teaching and School Experience/ Alternatives en enseignement

SENIOR YEARS CONCENTRATION

- ED 403 Integrated Arts/ L'intégration des arts en éducation
- ED 412 Integrated Foundations of Education/ Fondements de l'éducation
- ED 415 The Inclusive Classroom/ Inclusion en éducation
- ED 417 Meeting the Needs of the Adolescent learner/ L'apprenant adolescent
- ED 418 Guidance in the Schools

ED 463 Perspectives on Culture and Society in Education/ Perspectives socio-culturelles en education

ED 473 Communications/ Communications

ED 474 Technology in Education/ Technologies en éducation

ED 482 Assessment and Evaluation/ Évaluation en éducation

ED 485 Pédagogie en Immersion: Les Principes de base

ED 486 Didactique du français langue seconde: Une Introduction

ED 488 Littératie – Éducation en français – Partie I

ED 489 Littératie – Éducation en français – Partie II

ED 490 Intégration Langue et Contenu

ED 495 Introduction to Teaching and School Experience/ Introduction à l'enseignement

ED 496 General Teaching Methods and School Experience/ Pistes d'enseignement

ED 497 Issues in Teaching and School Experience/ Défis dans l'enseignement

ED 498 Alternatives in Teaching and School Experience/ Alternatives en enseignement

(2 courses from: ED 426 Mathematics in the Senior Years I / Maths au secondaire I

ED 427 Mathematics in the Senior Years II/ Maths au secondaire II

or ED 446 Science Methods I/ Sciences au secondaire I

ED 447 Science Methods II/ Sciences au secondaire II

or ED 456 Social Studies Methods in the Senior Years I / Sciences humaines au secondaire I

ED 457 Social Studies methods in the Senior Years I / Sciences humaines au secondaire II

Carried.

FACULTY OF VETERINARY MEDICINE

Note: The AVMA Council on Education has recommended to the Department of Health Management an introduction of a core-elective curriculum in year 3 so that students will have an opportunity to focus on their area(s) of interest while still getting a broad based veterinary education in entry level knowledge and skills.

Moved (H. Stryhn/A. López): to change course description for VHM 222 - Principles of Theriogenology - In this course, students develop an understanding of reproductive physiology and control of the estrous cycle in the common domestic species. Artificial insemination and embryo transfer are is discussed ~~Certain diseases and conditions affecting the reproductive system of domestic animals are introduced.~~ and companion animal theriogenology is presented in detail.

Carried.

Moved (H. Stryhn/A. López): Motion to delete the following courses

VHM 321 - Theriogenology

VHM 331 - Large Animal Medicine I

VHM 341 - Large Animal Surgery I

VHM 371 - Health Management of Swine

VHM 332 - Large Animal Medicine II
VHM 342 - Large Animal Surgery II
VHM 372 - Health Management of Dairy Cattle
VHM 382 - Health Management of Beef Cattle, Horses and Small Ruminants
Carried.

Moved (H. Stryhn/A. López): to add the following statement to page 216 before Third Year, Semester 5 -

THE THIRD YEAR

The third year of the DVM program consists of core and elective courses. Students are required to take all of the core courses and 6 credit hours of Health Management elective courses. The majority of elective courses are delivered in 5 week modules(m) in semester 6.

Carried

Moved (H. Stryhn/A. López): to approve the following new courses:

VHM 322: FOOD ANIMAL HEALTH AND DISEASE
VHM 323: EQUINE HEALTH AND DISEASE
VHM 324: CLINICAL TECHNIQUES IN LARGE ANIMALS
VHM 325: PRODUCTION AND INFECTIOUS DISEASES OF FOOD ANIMALS
VHM 326: BOVINE HERD MANAGEMENT AND NUTRITION
VHM 327: ADVANCED BOVINE MASTITIS AND QUALITY MILK PRODUCTION
VHM 328: CURRENT ISSUES IN BOVINE LAMENESS, WELFARE AND COW COMFORT
VHM 329: TOPICS IN POULTRY AND SWINE
VHM 333: TOPICS IN SMALL RUMINANTS
VHM 334: HEALTH OF AQUATIC FOOD ANIMALS AND THE ECOSYSTEM
VHM 335: TOPICS IN ADVANCED BOVINE THERIOGENOLOGY
VHM 337: ADVANCED EQUINE THERIOGENOLOGY TECHNIQUES
VHM 336: TOPICS IN ADVANCED EQUINE THERIOGENOLOGY
VHM 338: ADVANCED BOVINE THERIOGENOLOGY TECHNIQUES
VHM 339: TOPICS IN ADVANCED EQUINE MEDICINE
VHM 343: ADVANCED EQUINE MEDICINE TECHNIQUES
VHM 344: EQUINE PREVENTATIVE MEDICINE
VHM 345: FOOD ANIMAL ANESTHESIA AND SURGERY
VHM 346: TECHNIQUES IN FOOD ANIMAL ANESTHESIA AND SURGERY
VHM 347 - EQUINE ANESTHESIA & SURGERY
VHM 348: TECHNIQUES IN EQUINE ANESTHESIA AND SURGERY
VHM 349: MUSCULOSKELETAL DISEASES OF THE HORSE
VHM 351: TECHNIQUES IN THE EVALUATION OF EQUINE MUSCULOSKELETAL DISEASES
VHM 352: PRINCIPLES OF INTEGRATIVE MEDICINE
VHM 353: TECHNIQUES OF INTEGRATIVE MEDICINE
VHM 481: CLINICS IN RUMINANT MEDICINE AND SURGERY ROTATION AT THE UNIVERSITY OF MONTREAL - FACULTY OF VETERINARY MEDICINE (English Rotation)

Carried.

Moved (H. Stryhn/A. López): to approve changes to the table on pages 215 - 216 of the 2010-2011 Academic Calendar

DOCTOR OF VETERINARY MEDICINE PROGRAM

DOCTOR OF VETERINARY MEDICINE PROGRAM

| | | Weekly Contact | | |
|--------------------|--|-----------------------|-------------------|---------------|
| <i>First Year</i> | Course | Lecture | Laboratory | Credit |
| <i>Semester 1</i> | | | | |
| VBS 101 | Macroscopic Anatomy I | 2 | 5 | 4 |
| VBS 111 | Microscopic Anatomy I | 1 | 2 | 2 |
| VBS 121 | Physiology I | 2 | 0 | 2 |
| VBS 141 | Integration of Structure and Function I | 0 | 5 | 2 |
| VCA 131 | Animal Behavior and Animal Welfare | 1 | 2 | 2 |
| VHM 101 | Introduction to Veterinary Medicine | 2 | 0 | 2 |
| VHM 111 | Animal Production Systems | 2 | 3 | 3 |
| VPM 111 | Immunology | 2 | 1 | 2 |
| Total | | 12 | 18 | 19 |
| <i>Semester 2</i> | | | | |
| VBS 102 | Macroscopic Anatomy II | 2 | 5 | 4 |
| VBS 112 | Microscopic Anatomy II | 1.4 | 1.7 | 3 |
| VBS 122 | Physiology II | 2 | 0 | 2 |
| VBS 142 | Integration of Structure and Function II | 0 | 3 | 1 |
| VHM 112 | Principles of Veterinary Epidemiology | 2 | 1 | 2 |
| VHM 124 | Clinical Orientation I | 0 | 3 | 1 |
| VPM 122 | Parasitology | 2 | 2 | 3 |
| VPM 152 | General Pathology | 2 | 2 | 3 |
| Total | | 11.4 | 17.7 | 19 |
| Second Year | | | | |
| <i>Semester 3</i> | | | | |
| VBS 241 | Veterinary Pharmacology & Toxicology I | 3 | 2 | 4 |
| VCA 252 | Principles of Diagnostic Imaging | 1 | 1 | 1 |
| VHM 231 | Veterinary Public Health | 2 | 0 | 2 |
| VHM 241 | Principles of Health Management | 1 | 1 | 1 |
| VHM 251 | Clinical Orientation II | 1 | 2 | 1 |
| VPM 201 | Bacteriology and Mycology | 3 | 4 | 5 |

| | | | | |
|-------------------|---|-----------|-----------|-----------|
| VPM 211 | Virology | 2 | 2 | 3 |
| VPM 221 | Systemic Pathology I | 2 | 2 | 3 |
| Total | | 15 | 14 | 20 |
| <i>Semester 4</i> | | | | |
| VBS 242 | Veterinary Pharmacology & Toxicology II | 2 | 1 | 2 |
| VCA 212 | Principles of Medicine | 2 | 0 | 2 |
| VCA 242 | Principles of Anaesthesiology and Surgery | 3 | 2 | 4 |
| VHM 222 | Principles of Theriogeniology | 2 | 0 | 2 |
| VPM 222 | Systemic Pathology II | 2 | 2 | 3 |
| VPM 242 | Clinical Pathology | 2 | 2 | 3 |
| VPM 262 | Aquaculture and Fish Health | 2 | 2 | 3 |
| Total | | 15 | 9 | 19 |

THE THIRD YEAR

The third year of the DVM program consists of core and elective courses. Students are required to take all of the core courses and 6 credit hours of Health Management elective courses. The majority of elective courses are delivered in 5 week modules (m) in semester 6.

Third Year

Semester 5

| | | | | |
|--------------------|---|--------------|--------------|--------------|
| VCA 311 | Cardiorespiratory Diseases of Small Animals | 2 | 0 | 2 |
| VCA 321 | Musculoskeletal Diseases of Small Animals | 2 | 0 | 2 |
| VCA 331 | Neurologic and Ophthalmologic Diseases of Small Animals | 2 | 0 | 2 |
| VCA 340 | Surgical Exercises in Companion Animals | 0 | 2 | 0 |
| VCA 341 | Diagnostic Radiology | 1 | 1 | 0 |
| VCA 342 | Medical Exercises in Companion Animals | 0 | 1 | 0 |
| VHM 321 | Theriogeniology | 2 | 2 | 3 |
| VHM 331 | Large Animal Medicine I | 2 | 1 | 2 |
| VHM 341 | Large Animal Surgery I | 2 | 2 | 3 |
| VHM 371 | Health Management of Swine | 2 | 1 | 2 |
| <u>VHM 322</u> | <u>Food Animal Health and Disease</u> | <u>5</u> | <u>0</u> | <u>5</u> |
| <u>VHM 323</u> | <u>Equine Health and Disease</u> | <u>4</u> | <u>0</u> | <u>4</u> |
| <u>VHM 324</u> | <u>Clinical Techniques in Large Animals</u> | <u>0</u> | <u>2</u> | <u>0.5</u> |
| Total | | 15 | 10 | 16 |
| Total | | 16 | 6 | 16 |
| <i>Electives</i> | | | | |
| VBS 351 | Exotic Mammal Medicine | 1 | 0 | 11 |
| <u>VHM 352</u> | <u>Principles of Integrative Medicine</u> | <u>1</u> | <u>0</u> | |

Semester 6

| | | | | |
|--------------------|---|--------------|--------------|--------------|
| VBS 312 | Clinical Pharmacology and Toxicology | 1 | 1 | 1 |
| VCA 312 | Gastrointestinal, Hepatic, and Dental Diseases of Small Animals | 2 | 0 | 2 |
| VCA 322 | Endocrine and Dermatological Diseases of Small Animals | 2 | 0 | 2 |
| VCA 332 | Renal, Genitourinary, Immunologic and Hemolymphatic Diseases of Small Animals | 2 | 0 | 2 |
| VCA 340 | Surgical Exercises in Companion Animals | 0 | 2 | 2 |
| VCA 341 | Diagnostic Radiology | 1 | 1 | 2 |
| VCA 342 | Medical Exercises in Companion Animals | 0 | 1 | 1 |
| VHM 332 | Large Animal Medicine II | 2 | 1 | 2 |
| VHM 342 | Large Animal Surgery II | 2 | 2 | 3 |
| VHM 372 | Health Management of Dairy Cattle | 2 | 1 | 2 |
| VHM 382 | Health Management of Beef Cattle, Horses and Small Ruminants | 2 | 1 | 2 |
| Total | | 16 | 10 | 21 |
| | | <u>8</u> | <u>5</u> | <u>12</u> |
| <u>Electives</u> | | | | |
| <u>VHM 325</u> | Production and Infectious Diseases of Food Animals | M | | 0.5 |
| <u>VHM 326</u> | Bovine Herd Management and Nutrition | M | | 0.5 |
| <u>VHM 327</u> | Advanced Bovine Mastitis and Quality Milk Production | M | | 1.0 |
| <u>VHM 328</u> | Current Issues in Bovine Lameness, Welfare and Cow Comfort | M | | 0.5 |
| <u>VHM 329</u> | Topics in Poultry and Swine | | | |
| <u>VHM 333</u> | Topics in Small Ruminants | M | | 0.5 |
| <u>VHM 334</u> | Health of Aquatic Animals and the Ecosystem | M | | 1.0 |
| <u>VHM 339</u> | Topics in Advanced Equine Medicine | M | | 1.0 |
| <u>VHM 343</u> | Advanced Equine Medicine Techniques | M | | 1.0 |
| <u>VHM 344</u> | Equine Preventative Medicine | M | | 0.5 |
| <u>VHM 345</u> | Food Animal Anaesthesia and Surgery | M | | 0.5 |
| <u>VHM 346</u> | Techniques in Food Animal Anaesthesia and Surgery | M | | 1.0 |
| <u>VHM 347</u> | Equine Anaesthesia and Surgery | M | | 0.5 |
| <u>VHM 348</u> | Techniques in Equine Anaesthesia and Surgery | M | | 1.0 |
| <u>VHM 349</u> | Musculoskeletal Diseases of the Horse | M | | 0.5 |
| <u>VHM 351</u> | Techniques in the Evaluation of Equine Musculoskeletal Diseases | M | | 1.0 |
| <u>VHM 353</u> | Techniques of Integrative Medicine | M | | 0.5 |
| <u>VHM 336</u> | Topics in Advanced Equine Theriogenology | M | | 0.5 |
| <u>VHM 337</u> | Advanced Equine Theriogenology Techniques | M | | 0.5 |
| <u>VHM 335</u> | Topics in Advanced Bovine Theriogenology | M | | 0.5 |
| <u>VHM 338</u> | Advanced Bovine Theriogenology Techniques | M | | 0.5 |
| VBS 352 | Avian and Reptile Medicine | 1 | 0 | 1 |

M – Designates Modular Course Format

6. Senate Committee on Enhancement of Teaching

The report of the Senate Committee on Enhancement of Teaching was received. R. Livingstone questioned the level of student involvement in the committee meetings as he was a member of this committee and does not recall receiving notices of meetings. S. Dawson responded that all committee members were included on notices of meetings and doesn't recall any issues with this. As there appears to have been some miscommunication around the meeting times, the Chair requested that the committee look into their listserve for the group and ensure that all committee members, once defined, are updated and included in correspondence.

7. Report of Ad-hoc Committee on Fall Study Break

J. Randall, who chaired the Ad-hoc Committee, introduced the topic and explained the documents provided to Senate. The Committee was charged to look at a number of queries that were articulated by Senators and while the Committee did not address a number of the questions, J. Randall indicated it would be difficult and/or misleading to make uninformed observations where data did not exist.

The Committee prepared an inventory of universities in Canada that incorporated some type of Fall Break in 2010, conducted an email survey of those universities to ascertain whether they had undertaken any evaluation of the consequences of those breaks, surveyed faculty and staff at UPEI to assess their experiences with this year's Break, and gathered input from Student Residences, the Library and Student Services on student usage during the period of the Break. Also, the Committee received for information a report of the "Number of Days Off and Teaching Days at Selected Canadian Universities for Fall 2010 Semester".

A number of concerns were expressed by members of the Committee and in the feedback received: do not reduce the number of teaching days, do not reduce the number of days for the study period before exams, and do not portray this as a student vacation. The recommendations emanated from this feedback and are presented to Senate today in the Summary and Recommendations section of the report, as follows: establishment the requirement for a minimum 60 teaching days as part of the Fall and Winter schedules, continue the pilot of incorporating one or two non-teaching days into the week of the Fall semester that includes Remembrance Day for the next three academic years (2011, 2012, 2013), title the non-teaching period "Student Development Day(s)" and charge the Student Recruitment, Retention and Engagement Committee with developing a plan for a set of student-centered activities into these one or two day periods in a manner similar to York University's Co-Curricular Week, and report back to Senate with an evaluation of this set of activities following the 2nd year of this initiative (i.e., following November, 2010). Also, the Committee recommended a plan for assigning the non-teaching days when Remembrance Day falls on any particular day during the week.

There was much discussion on the report and instead a making a motion at the outset, it was Senate's wish to have the conversation first before proceeding with a motion.

There were a number of questions raised around why, when Remembrance Day falls on a Wednesday, that Monday and Tuesday were selected as the non-teaching days when Thursday and Friday might have less impact on the loss of class time. Traditionally, holidays fall on a Monday so it would be more advantageous to move the non-teaching days to Thursday and Friday.

Senators commented as well on the York University model and whether UPEI envisions itself as offering such an extensive array of activities. J. Randall responded that UPEI has the benefit of gaining experience from the York model and we could focus on activities more popular to students, and take that into account when we propose a UPEI

plan. Also, Senators discussed the varying levels of needs of students, and this could possibly inform decision making around scheduled activities. An example for meeting the needs of students could be for each level or academic year of student, an event could be planned for that group of students: essentially, 4 events, one for each year of student.

F. Gray wondered what was happening with the original idea, the one that brought the topic to Senate in the beginning, that being a period of time off for students to catch up and prepare for exams. J. Randall responded that the fall break is very much still a work in progress. In his discussions with other VP Academics, by default, if a University does not actively do something to promote activity on the campus in the break period, the time off can be perceived as a vacation.

L. Chilton questioned why the break is not occurring earlier in the semester, around Thanksgiving? The Chair responded that with an earlier break in the semester, there could be a concern around retention. There could be an inclination for students who want to leave and return home to not return to campus. Also, Remembrance Day, falling where it does, sometimes mid-week, it tends to be an orphan day. It becomes logical to add days around this time period.

D. Buck concurred with an earlier comment that we might be moving away from the original intent of the break and there is a difference between orientation type activities, and retention which might focus on de-stressing, and getting a sense of catching up with a semester's work. J. Randall indicated that at the early stages we will be learning a great deal from the decisions students make around attending or not attending certain events, when, and if, made available.

G. Doran was pleased to see the number of teaching days declared at a minimum of 60 for the fall and winter semesters.

Moved (J. Randall/K. Murnaghan): to receive the report and adopt the recommendations with a friendly amendment to 2) b. When Remembrance Day falls on a Wednesday, the two non-teaching days incorporated in the schedule are the following Thursday and Friday; and the creation of a new bullet 2) e. When Remembrance Day falls on a Friday, the one non-teaching day is on the preceding Thursday.

Carried. One absention.

H. Stryhn asked whether the 2011-12 academic calendar dates would be amended to include a minimum of 60 teaching days and the Registrar responded that the revised dates would be coming forward for approval to the next meeting of Senate.

8. Other Business

F. Gray requested that the materials presented at the meetings of Senate be arranged in such a way that the members can read the documents presented. Perhaps a larger font would assist in making the documents legible when on the screen. The Secretary to Senate will look into this request.

9. Adjournment

The meeting was adjourned at 4:25 p.m.

Respectfully submitted,

Kathleen Kielly, Registrar

Secretary to Senate