Minutes of the Third Meeting of Senate  
Held Friday, November 13, 2009  
ITEC Lecture Theatre, Robertson Library, 3:00 p.m.


Regrets: B. Davetian, T. Goddard, R. Kurial, C. Lacroix, J. MacDonald, C. MacQuarrie, M. Shaver,

Absent: M. Brinklow McKnight, D. Coll, J. Faria, M. O’Halloran, C. Song, A. Trivett

Guests: M. Turnbull, K. McKenna

1. Approval of Agenda

The agenda was approved with the addition of Patrick Callbeck as a new Student Senator. Moved (K. Critchley/D. Sims). Carried.

2. Approval of Minutes of October 16, 2009

The minutes of October 16, 2009 were approved. Moved (K. Critchley/D. Seeler). Carried.


No Business Arising.

4. President’s Report

- UPEI ranked #8 among 21 Universities (primarily undergraduate) in 2009 Maclean’s report. The most important area to do better is “reputational” which accounts for 22% of the total.
- Deans of Arts and Science are on campus for Atlantic Regional meetings
- Search Committee for the VP Academic has met on three occasions. The advertisement will be circulated shortly. The ad will be placed in CAUT Bulletin and University Affairs, inviting applications or expressions of interest by January 5, 2010.
- Lynn Hogan, of UPEI Daycare, was recognized with Prime Minister’s Certificate of Achievement in Early Childhood Education
- Women’s Field Hockey won the AUS Regional Championship
- Men’s and Women’s Soccer teams came second in Regional finals and are participating in the CIS Championships
- Panther Sport celebrates Academic All Canadian Athletes on November 18, an all-time high of 49 UPEI students.
- Mary Simon, President of Inuit Tapiriit Kanatami and Eva Aariak, Premier of Nunavut, were on PEI in early November, including meetings with UPEI colleagues who are working on projects in Nunavut. There was an article in the Globe and Mail on 9 November recognizing the continuing work between Nunavut and UPEI.
• There has been no major H1N1 impacts on campus. Vaccinations on campus will occur as soon as vaccines are available.
• The University Annual Update is being held on November 26 at 3:00 p.m. in the Alex H. MacKinnon Auditorium
• 2nd Annual Faculty/Staff vs Student Trivia Challenge, November 13 from 5-7 p.m. Good luck to all.

5. Student Engagement Update
J. Velaidum and T. Cullen gave an overview of what is happening to date with Student Engagement
- 76 Mentors enrolled in the mentorship program
- Working to get the campus radio up and running for September 2010
- Student scholar program with Katherine Schultz
- Students come first initiative – 15 great stories about student journeys will be highlighted
- Mamdouh Elgharib is working closely around engagement initiatives with international students
- Looking at making New Student Orientation (NSO) Program year long
- Ensure that front line staff understand students’ needs
- Collaborating to have a system in place to interact more with students in Global Issues
- Curriculum Review and Development will be necessary for progress on student engagement
- Faculty and Staff Trivia
- Shinerama was a great success
- NSO – best turnout ever
- Inaugural Alumni Speakers
- No shave November
- Created a three year strategic plan which will tie into the retention plan

The question was asked how these new engagement measures are going to be evaluated. Recognizing that there are no benchmarks at present, J. Velaidum indicated that at year end we will have a full review and take into consideration the feedback we receive from faculty, staff and students.

J. Velaidum noted that the utilization of NSSE is necessary for UPEI regarding benchmarks. One area where we are under represented is providing an “enriching educational experience”. We will explore this area down to the departmental level and then seek the assistance of Senate regarding where we go from there. Students and Faculty will be included in the process.

There are 750 incoming first year students this year and there are 230 students involved in the mentoring program. Given the feedback we are receiving from International students, we need to be more proactive around engagement.

S. MacDonald said the Society for International Students is making a significant contribution to student engagement.
6. Academic Review and Planning Committee

Third Curriculum Report

Moved (S. Thomas/D. Seeler): that Senate approve the following changes to the admissions to the Master of Education Program –

Admission Requirements for Master of Education -

Candidates for admission to the MEd program must have demonstrated high academic standing and potential for self-directed, sustained research. Normally, the basic requirements are:

1. a BEd, or equivalent professional degree, from an approved university with an average of 70% or higher in the last 20 courses. Under exceptional circumstances, a student lacking a previous degree may be permitted to enrol in the M.Ed. Program. In such cases the Graduate Studies Committee must be satisfied that the student has, through teaching experience and in-service training, demonstrated a level of academic competence at least equivalent to that of a BEd degree;

An undergraduate or graduate degree from an approved university with an average of 70% or higher in the last 20 courses (60 credit hours). An applicant lacking a degree, or an applicant possessing a degree with an academic average under 70%, may be considered for admission under exceptional circumstances. In such cases the Graduate Studies Committee must be satisfied that the student has the capacity to complete graduate work. This capacity could be demonstrated through extensive and relevant professional experiences, leadership, research and publications.

1. at least two years of successful professional experience.

1. a valid professional certificate or licence from any Canadian province/territory, or an equivalent foreign certificate or licence. Admission to a graduate course is normally based upon the same requirements as for admission to a graduate program, with exceptions needing the approval both of the Coordinator of Graduate Studies and of the Dean of Education.

Admission to advanced courses of instruction or to the privileges of research does not imply admission to candidacy for a higher degree.

Application for Admission

All documents pertaining to application for admission are to be sent to the Office of the Registrar. All application materials must be received no later than January 15 of the year for
which admission is sought. Late applications are reviewed only if seats are still available after all those meeting the deadline have been considered.

Application Checklist

Graduate Application Form

Personal Statement Form (wpd) (word)

Reference Forms (Professional) & (Academic)

Transcripts:

Official transcripts or certified copies in duplicate of the applicant's complete undergraduate and graduate (if any) record to date are to be sent to the Office of the Registrar. Applicants from outside North America are strongly urged to attach official statements of the grades obtained and the subject matter included. When such transcripts or statements are in a language other than English, a notarized translation of the document must be submitted, in addition to the original document.

Reference Letters:

Letters of reference from two professors, under at least one of whom the applicant has taken a significant proportion of academic work, are to be sent by the professors directly to the Office of the Registrar. An acceptable alternative to one such letter is a letter from the Chair or Dean on behalf of the department or Faculty in which the applicant has studied, or from the employer where the applicant has recently been employed.

English Proficiency:

Students are expected to be proficient in the use of English, both written and oral, when they begin their studies at the University of Prince Edward Island. The University requires that certification of such proficiency be presented by international applicants whose mother tongue first language is other than English or whose normal language of instruction throughout their education was other than English.

Tests of proficiency acceptable to the University, and the minimum scores that must be obtained, are listed under the Admission Requirements for All Programs section of the Calendar. Such students should make arrangements to take the test at least three months before the semester opening date.

Refusal of Admission

Limitations of funds, space, facilities or personnel may make it necessary for the University, at its discretion, to refuse admission to an otherwise acceptable applicant.
**Tentative Admission**

Tentative Admission may be granted an applicant whose record to date is acceptable but whose application is incomplete. If the documents are satisfactory when received, the student's admission is confirmed. If unsatisfactory, admission is denied.

Carried

**Moved** (S. Thomas/J. MacAulay): that Senate approve the admission requirements for PhD in Educational Studies -

**ADMISSION REQUIREMENTS for PhD in EDUCATIONAL STUDIES**

Candidates for admission to the PhD in Educational studies must have demonstrated high academic standing and evidence of ability to conduct original, independent and sustained research. Normally, the basic requirements are:

1. **First class standing** (e.g., a minimum academic average of 80%, or A-, or a GPA of 3.7) or equivalent, in a Masters program conferred by an accredited university (students with Pass grades must request that former professors complete a narrative assessment form to confirm first class standing equivalence and potential for admission to a PhD program).

   - A Masters thesis. An equivalent research report such as a Masters project, or a substantial research-focused technical report, authored solely by the applicant, may also be considered.

   - Evidence of a minimum of 5 years professional experience in field deemed relevant to the field of educational studies.

**Application for Admission**

All documents pertaining to application for admission are to be sent to the Office of the Registrar. All application materials must be received no later than January 15 of the year for which admission is sought. Late applications are reviewed only if seats are still available after all those meeting the deadline have been considered.

Applicants to the UPEI PhD program in Educational Studies would submit the following documents for consideration by the Graduate Studies Committee:

- A current Curriculum Vitae and statement of intent (please see Faculty of Education website for details relating to the statement of intent).

- 3 references (at least two letters should come from professors familiar with the applicant’s work at the Masters level; one would normally come from the applicant’s thesis advisor. The third reference could be provided by another professor familiar with the applicant’s work or by a relevant employer who is in a position to assess the
The candidate’s suitability for a doctoral program). Referees are asked to complete the reference form provided on the Faculty of Education website.

- A portfolio including supporting materials the applicant considers relevant. These materials could include scholarly articles, professional publications, evidence of research-driven professional activities, professional/artistic presentations, performances or exhibits.

Applicants may also be invited to an interview (face-to-face or virtual) to discuss the application with the Graduate Studies Committee.

All applications to the PhD program are assessed on a competitive basis. Satisfaction of the minimum requirements does not guarantee admission to the program. Due to the nature of the program, deferral of admission will normally not be possible. The Faculty of Education endeavours to provide some financial support for all candidates admitted to the program.

**Transcripts**

Official transcripts of the applicant’s complete undergraduate and graduate record to date are to be sent to the Office of the Registrar. Applicants from outside North America are strongly urged to attach official statements of the grades obtained and the subject matter included. When such transcripts or statements are in a language other than English, a notarized translation of the document must be submitted, in addition to the original document.

**English Proficiency**

Students are expected to be proficient in the use of English, both written and oral, when they begin their studies at the University of Prince Edward Island. The University requires that certification of such proficiency be presented by international applicants whose first language is other than English or whose normal language of instruction throughout their education was other than English.

Tests of proficiency acceptable to the University, and the minimum scores that must be obtained, are listed under the Admission Requirements for All Programs section of the Calendar. Such students should make arrangements to take the test at least three months before the semester opening date.

Students whose first language is French may complete the PhD dissertation in Educational Studies in French provided a qualified supervisory Committee can be established at UPEI.

**Refusal of Admission**

Limitations of funds, space, facilities or suitable faculty supervisor may make it necessary for the University, at its discretion, to refuse admission to an otherwise acceptable applicant.

**Tentative Admission**
Tentative Admission may be granted an applicant whose record to date is acceptable but whose application is incomplete. If the documents are satisfactory when received, the student's admission is confirmed. If unsatisfactory, admission is denied.

Carried.

Moved (S. Thomas/M. Sweeney-Nixon): that Senate approve the following changes in title, description and prerequisite for Education 484 –

**Education 484 - Change in title, number, course description and prerequisite –**

**Education 489 - Littératie - éducation en français-partie-2**

This course explores and deepens students’ understanding of the pedagogical principles and techniques of literacy development in French first and second language contexts at the early, middle and senior years. Using materials available in schools and applying appropriate methods and assessment techniques, students design programs and activities based on the learning outcomes in the Atlantic Provinces Education Foundation French Immersion Curriculum. This course is taught entirely in French and all assignments are completed in French. PREREQUISITE: ED 488

Carried.

7. **Nominating Committee Report**

Moved (S. Thomas/D. Seeler): that Senate approve the following nominations:

**Senate Research Advisory Committee**
Mike Dunn (Senior Undergraduate Student) lord.virail@gmail.com

**Honorary Degrees Committee**
Kathleen Cullen (Graduate Student) kcullen@upei.ca
Matthew Cassidy (Graduate Student) mmcassidy@upei.ca

**Nominating Committee**
Patrick Callbeck – pcallbeck@upei.ca

**Senate Steering Committee**
Timothy Cullen – tcullen@upei.ca

**Academic Appeals Committee**
Timothy Cullen – tcullen@upei.ca
Jarrod Faria – jfarri@upei.ca

**Academic Review and Planning Committee**
Jarrod Faria – jfarri@upei.ca

**Research Grants Committee**
Sean Wiebe, Education

**Senate Representative to Board of Governors**
Gary Evans (Business)

Carried
8. **Report on the Honorary Degree Committee (In camera)**

The Chair brought forward a slate of four nominees to be awarded honorary degrees at Convocation in May 2010.

**Moved** (W. MacLauchlan/D. Buck): to approve the four nominations for honorary degrees.

**Moved** (W. MacLauchlan/D. Buck): to approve the speakers for Convocation.

**Carried.**

9. **Adjournment**

The meeting adjourned at 4:00 p.m.

Respectfully submitted,

Kathleen Kielly, Registrar
Secretary