

## SENATE MINUTES

SEPTEMBER 8, 1998

The regular meeting of Senate was held on Tuesday, September 8, 1998, at 4:00 p.m. in Room E5004.

### 1. PRESENT

The President, Dr. J. Strawbridge, Dr. K. Keough, Professor A. Fowler, Dean W. Blake, Dean I. Bowmer, Mr. G. Collins, Dr. G. Gardner (for Acting Dean W. Davidson), Dr. E. Dow, Mr. R. Ellis, Dr. C. Higgs, Dean G. Kealey, Dean W. Ludlow, Dean T. Murphy, Dr. C. Orchard, Mr. L. O'Reilly, Dean T. Piper, Dr. M. Volk, Professor H. Weir, Dr. A. Aboulazm, Dr. R. Adamec, Professor P. Ayres, Dr. J. Bear, Dr. G. Clark, Dr. D. Craig, Ms. C. Dutton, Professor K. Hestekin, Mr. D. Howse, Dr. R. Klein, Professor V. Kuester, Dr. M. Laryea, Dr. W. Locke, Dr. R. Lucas, Dr. I. Mazurkewich, Dr. V. Maxwell, Dr. M. Paul, Dr. R. Payne, Dr. H. Pike, Dr. N. Rich, Dr. R. Rivkin, Dr. G. Sabin, Dr. S. Saha, Dr. D. Thompson, Dr. D. Treslan, Dr. D. Tulett, Dr. R. Venkatesan, Dr. K. Vidyasankar, Professor D. Walsh, Mr. B. Witelaw, Dr. P. Wilson, Dr. S. Wolinetz, Dr. C. Wood, Ms. N. Peckford, Mr. S. Kar, Mr. C. Corbett, Ms. K. Durant, Mr. D. Newton, Ms. T. O'Reilly, Ms. L. Patey.

The Chairman welcomed new and re-elected Senators, Dr. J. Strawbridge, Acting Vice-President (Academic), Dr. E. Dow, Newly Appointed Director, School of Social Work, Dr. S. Saha, Dr. D. Tulett, Dr. G. Clark, Dr. D. Treslan, Professor P. Ayres, Dr. V. Maxwell, Ms. D. Walsh, Dr. A. Aboulazm, Ms. C. Dutton, Mr. D. Howse, Mr. B. Whitelaw, Dr. J. Bear, Dr. M. Laryea, Dr. R. Klein, Dr. H. Pike and Professor M. Coyne.

### 2. APOLOGIES FOR ABSENCE

Apologies were received from the Dr. J. Crosbie, Mr. W. Green, Professor M. Coyne, Dr. M. Mulligan, Dr. D. McKay.

### 3. MINUTES

The Minutes of the Information Session and regular meeting held on May 12, 1998 and the Special Meeting held on June 9, 1998, with minor amendments, were taken as read and confirmed.

#### REPORT OF THE COMMITTEE ON HONORARY DEGREES AND CEREMONIAL

The names of four candidates recommended by the Committee on Honorary Degrees and Ceremonial were presented to the Senate for awarding of doctoral degrees honoris causa. The President introduced each of the nominations and Senators were given the opportunity to discuss the merits of the candidates before voting. Upon voting by a show of hands, each candidate was approved by at least a two-thirds majority vote.

#### REPORT OF THE EXECUTIVE COMMITTEE ON SENATE

It was agreed by separate motion where necessary, that the report of the Executive Committee be approved as follows:

##### 5. \*Report of the Senate Committee on Undergraduate Studies

##### 5.1 Admission to the University, B. General Admission Requirements, Clause c)

Page 48, 1998–99 University Calendar, following the heading B. General Admission Requirements, subheading 2. Students who Have Followed the High School Curriculum of the Province of Newfoundland, delete the current clause 2.c) and replace with the following:

"c) Laboratory Science. Four credits in Laboratory Science (i.e. Biology, Chemistry, Earth Science, Geology, Physics, Earth Systems), including at least two credits at the 3000 level chosen from:

–Biology 3201 (2 credits)

–Chemistry 3202 (2 credits)

–Geology 3203 (2 credits)

–Physics 3204 (2 credits)

-Earth Systems 3213 (2 credits)

NOTE: Re: Course Numbering Earth Systems 3213. The third digit in the course number, "1", indicates that the course is being piloted in a limited number of schools. While the course curriculum will stay the same, as outlined in this document, the course number may change when the course is offered province-wide."

## 5.2 Sir Wilfred Grenfell College

Page 95, 1998-99 University Calendar, following the heading Environmental Studies Courses, amend the entry for Environmental Studies 2000 as follows:

Delete "Co-requisites: Geography 2220 or Statistics 2500 or Statistics 2510"

Delete the current prerequisites and replace with the following:

"Prerequisites: Geography 1000 or Earth Sciences 1001 and either Mathematics 1000 or any two of the following courses Mathematics 1080, 1081, 1050, 1051."

Page 103, following the heading Forestry, subheading, Course Descriptions add the following new course:

1900. Developing Proficiency in Communications. The main objective of this course is the improvement of the communication competency of beginning forestry students. The course will focus on both the written and oral, with emphasis on the former. Forestry 1900 will be linked with the content of Forestry 1010 and 1011.

Following the heading Forestry, amend the third paragraph as follows:

Delete "English 1000 (or equivalent)"

Add "Forestry 1900"

Page 102, following the heading Science, delete the current prerequisite for Science 3001 and replace with the following:

"Prerequisite: completion of at least 45 credit hours."

Page 78, following the heading Explanatory Note: add the following new note:

"5. Courses other than Science 3000 and 3001 will be designated Science Concepts and Issues Courses by the Academic Studies Committee."

### 5.3 Faculty of Business Administration

Page 372, 1998–99 Calendar, following the heading Business Administration Concentrations, subheading Finance, following "Mathematics 2090. Mathematics of Finance" insert the following:

"Economics 3000. Intermediate Micro Theory I

Economics 3010. Intermediate Macro Theory "

Page 375, delete the current prerequisite for Business 6110 and replace with the following:

"Either the former Business 3100 or Business 3101"

Delete the current prerequisite for Business 7120 and replace with the following:

"Business 6100 and Business 6110."

Delete the current prerequisite for Business 6010 and replace with the following:

"Business 2101, 2201, 3320, 3401, 3700, 4320, 4500, and 5301 (or) permission of instructor."

Delete the current prerequisite for Business 7000 and replace with the following:

"Business 2101, 2201, 3320, 3401, 3700, 4000, 4320, 4401, 4500, and 5301 (or) permission of instructor."

## 5.4 Department of Economics

### New Course

3140. Economic Analysis in Health Care. This course evaluates the role of economic analysis to health and medical care. Topics in the application of cost effectiveness analysis [and cost-benefit analysis] to health care programmes, as well as comparisons of the Canadian experience with other health care systems will be discussed.

Prerequisites: Economics 2010 and 2020.

## 5.5 Department of English Language and Literature

### New Course

2151. New Canadian Fiction. A study of fiction of Canadian writers since the 1970s.

## 5.6 Department of French and Spanish

### New Course

3300. Hispanic Cinema and Culture. A study of selected (subtitled) films by representative film-makers from the Hispanic world, such as Luis Buñuel, Carlos Saura, Maria Luisa Bemberg, Eliseo Subiela, Fernando Solanas, Arturo Ripstein, Miguel Littin, Francisco Lombardi et al. Emphasis will be placed on the cultural issues articulated in the works and the historical context in which they are inscribed.

NOTE: This course will NOT count towards the second language requirement for the completion of the Bachelor of Arts degree.

## 5.7 Bachelor of Arts with Certificate in English as a Second Language

Page 182, 1998-99 Calendar, following the entry for Women's Studies, insert the following new programme:

"BACHELOR OF ARTS WITH CERTIFICATE IN ENGLISH AS A SECOND LANGUAGE

Programme Co-ordinator:

The Certificate programme in English as a Second Language is offered to students enrolled in the Bachelor of Arts with Certificate degree programme and to students who wish to upgrade a general B.A. to a B.A. with Certificate.

This programme prepares students for positions in private language schools and community colleges in Canada and overseas, working primarily with adults whose first language is not English. The certificate combines expertise from the Department of English Language and Literature, the Department of Linguistics and the Faculty of Education. The required courses provide a solid understanding of the characteristics and needs of adult ESL learners.

#### ADMISSION

Enrolment in the Certificate Programme in ESL is limited and competitive. A high level of English language proficiency is required. Students are advised to notify the Programme Co-ordinator of their intention to apply for this Certificate. Formal application is normally made in the second semester of the student's second year through the Office of the Registrar.

#### CERTIFICATE REGULATIONS

Students shall complete a minimum of 27 credit hours of work, including six credit hours of instructional field placement. These include:

Required courses:

Fifteen required credit hours in language courses in English and/or Linguistics.

Six credit hours of education studies.

Six credit hours of instructional field placement (Practicum). This practicum will acquaint students through observation and practice with teaching English as a Second Language to adult learners.

## Course List:

English 2390 Introduction to Modern English Structures

Linguistics 2104 Introduction to Linguistics: Phonetics and Phonology

Linguistics 3155 Introduction to Second Language Acquisition

English 3650 Structure of Modern English: Phonology and Morphology

Eng/Ling 3105 Issues in the Acquisition of English and the Adult Learner

Education 2222 Teaching English as a Second Language

Education 4950 Evaluation of Teaching and Learning

English 5100 Instructional Field Placement (Practicum)"

## New Course

Page 142, following the entry for English 3100, add the following new course:

3105. Issues in the Acquisition of English and the Adult Learner. (Same as Linguistics 3105). This course focuses on selected issues in the grammatical, lexical, and pragmatic components of adult-learner English. Techniques of contrastive analysis, error analysis, performance analysis, and discourse analysis of corpora from adult English learners are presented and practised.

Prerequisites: English 2390, 3660; Linguistics 2104; Education 2222; English 2010 is recommended.

## New Courses

English 5100 ESL. Instructional Field Placement. (Practicum). (6 cr. hrs.) The practicum will consist of classroom observation, group discussion of observations, one-to-one tutoring and classroom

teaching practice. Participation in a weekly discussion group and submission of preliminary and final reports are required.

Prerequisite: Eng/Ling. 3105

Linguistics 3105. Issues in the Acquisition of English and the Adult Learner. (Same as English 3105). This course focuses on selected issues in the grammatical, lexical, and pragmatic components of adult-learner English. Techniques of contrastive analysis, error analysis, performance analysis, and discourse analysis of corpora from adult English learners are presented and practised.

Prerequisites: English 2390, 3650; Linguistics 2104; Education 2222; English 2010 is recommended.

## 5.8 Faculty of Engineering and Applied Science

Page 348, 1998–99 Calendar, following the heading Bachelor of Engineering Degree Programme, insert the following after the section Computing Foundations and before Engineering Regulations:

### "MASTER OF ENGINEERING FAST-TRACK OPTION

Students registered in academic term 7 of a Memorial undergraduate engineering programme are eligible to apply for admission to a Master of Engineering fast-track option. The purpose of the option is to encourage students interested in pursuing graduate studies to begin their graduate programme while still registered as an undergraduate student. While enrolled in the option, a student may complete some of the M.Eng. Degree requirements and, hence, potentially be able to graduate earlier from the M.Eng. Programme. For further details and the regulations regarding the option, refer to the regulations governing the degree of Master of Engineering."

## 5.9 Faculty of Education

Page 258, 1998–99 Calendar, delete the current Regulations for the Diploma in Native and Northern Education in Labrador (T.E.P.L.) in its entirety and replace with the following:



## "REGULATIONS FOR THE DIPLOMA IN NATIVE AND NORTHERN EDUCATION IN LABRADOR (T.E.P.L.)

1) A Teacher Education Programme in Labrador, T.E.P.L., is offered by the Faculty of Education with Options in Classroom Teacher or Core Language Teacher.

2) Admission to the TEPL programme requires a regular application for admission to Memorial University of Newfoundland and a special application for admission to the programme. Application forms may be obtained from the Office of Native and Northern Teacher Education Programmes, Faculty of Education, Memorial University of Newfoundland, St. John's, NF, A1B 3X8.

3) The General Admission Requirements of the University as outlined in the Calendar will govern admission to the programme.

4) To be eligible for the Diploma in Native and Northern Education, a candidate shall complete a total of 60 credit hours as follows:

-The following 30 credit hours are required for both Option A – Classroom Teacher and Option B – Core Language Teacher.

-Education 2022 or 2032. The Teaching of Inuttut or The Teaching of Innu-aimun.

-Education 2655. Child Development and Sexual Abuse of the School Aged Child.

-Education 3001. Supervised Practice Teaching in Native Schools I.

-Education 3002. Supervised Practice Teaching in Native Schools II.

-Education 3321. Native Literature.

-Education 4220 or 4230. The Teaching of Inuttut I or the Teaching of Innu-aimun I.

-English 1030. Writing.

-Linguistics 1XXX\*\*\*. Introduction to Reading and Writing in Innu-aimun I or Linguistics 2XXX\*\*\*. Reading and Writing in Inuttut I.

-Linguistics IXXX\*\*\*. Introduction to Reading and Writing in Innu-aimun II or Linguistics 2XXX\*\*\*. Oral Inuttut II.

-Linguistics 2020 or 2030. The Structure of Inuttut I or the Structure of Innu-aimun I.

\*\*\* Course numbers to be determined by the Faculty of Arts

For Option A – Classroom Teacher – the following thirty hours are compulsory in addition to those in 4. Above.

-Education 2182. An introduction to the Teaching of Science in the Primary and Elementary grades.

-Education 2194. Physical Education in the Primary and Elementary Grades.

-Education 2200. Language Arts.

-Education 2350. An Introduction to the Teaching of Mathematics in the Primary and Elementary Grades.

-Education 3007. Teaching Strategies in Native and Northern Schools.

-Education 3140. Creative Arts.

-Education 3281. Tests and Measurements.

-Education 3961. Social Studies in Native and Northern Schools.

-Education 4330. Curriculum and Instruction in Native and Northern Schools I.

-Sociology/Anthropology 2222. Labrador Society and Culture.

-Professional Seminars. This is a non-credit component which is compulsory and will include seminars dealing with topics such as: Classroom Management, Organizational Skills, Healing, Computer Training and Resource Development.

For Option B – Core Language Teacher – the following thirty credit hours are compulsory in addition to those in 4 above.

–Education 2035. The Teaching of History and Culture of Labrador Innu and Inuit.

–Education 2036. The Teaching of Aboriginal Issues.

–Education 2037. Aboriginal Drama.

–Education 2038. Aboriginal Music and Art.

–Education 2039. Cultural Camp.

–Education 2041. Oral Communications.

–Education 3007. Teaching Strategies in Native and Northern Schools.

–Education 4221 or 4231. The Teaching of Inuttut II or the Teaching of Innu-aimun II.

–Education 4330. Curriculum and Instruction in Native and Northern Schools I.

–Linguistics 2021 or 2031. The Structure of Innuttut II or the Structure of Innu-aimun II.

–Professional Seminars. This is a non-credit component which is compulsory and will include seminars dealing with topics such as: Classroom Management, Organizational Skills, Healing, Computer Training, and Resource Development.

Note: Courses designated for the TEPL programme (designated by T) are intended for students registered in this programme, but may be opened to other students upon permission of the Office of Undergraduate Student Services."

Page 258, following the heading Course Descriptions, add T designations to the following courses:

Education 2022

Education 2032

Education 2041

Education 2194

Education 3007

Education 3961

Delete the T designations from the following courses:

Education 2202

Education 2222

Education 2250

Education 2361

Education 2610

Education 3321

Page 269, following the heading Courses in Native and Northern Education, add T designations to the following courses:

Education 2022

Education 2032

Education 3007

Education 3961

Page 258, following the heading Course Descriptions, insert the following course numbers and titles after Education 2032 and before Education 2040:

"2035. The Teaching of History and Culture of Labrador Inuit and Innu(T). (See course description in Native and Northern Education Section).

2036. The Teaching of Aboriginal Issues (T). (See course description in Native and Northern Education Section).

2037. Aboriginal Drama (T). (See course description in Native and Northern Education Section).

2038. Aboriginal Music and Art (T). (See course description in Native and Northern Education Section).

2039. Cultural Camp (T). (See course description in Native and Northern Education Section)."

Page 258, following the heading Course Descriptions, insert the following course number and title after Education 2610 and before Education 2710:

"2655. Recognizing and Protecting Children's Needs (T). ( See course description in Native and Northern Education Section)."

Page 269, following the heading Courses in Native and Northern Education, insert the following new courses:

2035. The Teaching of History and Culture of Labrador Inuit and Innu (T). This course applies the principles of effective teaching to the learning of history and culture as it applies to the Labrador Inuit and Innu. Topics include specific teaching strategies and examination of the selection and use of learning resources for unit planning, development and evaluation.

2036. The Teaching of Aboriginal Issues (T). This course examines the teaching of specific current events relevant to Labrador Inuit and Innu. This will include issues in the areas of education/environment/society politics/self-government/industry and the economy. Class sessions will include a workshop mode of learning (public speaking, panel debates, use of Internet, research, survey and interviews).

2037. Aboriginal Drama (T). This course introduces drama as a way of transmitting culture and values and as a vehicle to communicate. Topics include an examination of the foundation, values and assumptions of drama (with emphasis on aboriginal forms) as an effective means of curriculum implementation in Innu-aimun and Inuktitut. An activity-centred approach will be emphasized.

2038. Aboriginal Music and Art (T). A study of music and art in cultural transmission. The course will develop skills in reading and writing associated with Innu and Inuit cultures, and will emphasize activities for exploring the elements of music. Innu and Inuit art forms will be explored as well as art as decoration in Innu and Inuit society.

2039. Cultural Camp (T). This is a course intended for aboriginal people to learn about ways of helping and healing that are traditional to their own culture and to learn ways of effectively incorporating those cultural aspects in the school curriculum of aboriginal schools. This course includes a one-week field trip to an isolated camp in coastal Labrador, where students and instructors will live according to traditional cultural practices under the guidance of community elders.

Education 2655. Recognizing and Protecting Children's Needs (T). Situations teachers encounter that foster and limit children's basic cognitive, social and emotional growth are studied. Attention is paid to the nature and development of these needs and to situations (particularly those involving neglect and physical, sexual and psychological abuse) that impact on how needs are met. Attention will be paid to the recognition of both positive and abusive situations.

Page 258, following the heading Course Descriptions, add "P, E, IS" to the designation for Education 2222.

Following the course description for Education 2245 add the following:

"Note: Credit may not be obtained for Education 2245 in addition to Education 2230 or Education 2240."

Add "T, NPE" to the designation for Education 4220, 4221, 4230 and 4231.

Delete the current course title for Education 4230 and replace with the following:

"4230. The Teaching of Innu-aimun I."

Delete the current course title for Education 4231 and replace with the following:

"4231. The Teaching of Innu-aimun II."

Page 269, following the heading Courses in Native and Northern Education, delete the current course titles and descriptions for Education 4220, 4221, 4230 and 4231, and replace with the following:

"4220. The Teaching of Inuttut I (T, NS). A variety of teaching techniques will be explored and materials developed to assist in the teaching of Inuttut in Native schools. Problems associated with second-language teaching will be explored.

Prerequisite: At least nine credit hours in Inuttut.

4221. The Teaching of Inuttut II (T, NS). Continued exploration of teaching techniques and material development for the teaching of Inuttut with emphasis on linguistic difficulties encountered in Native schools by children whose first language is English.

Prerequisite: Education 4220.

4230. The Teaching of Innu-aimun I (T, NS). A variety of teaching techniques will be explored and materials developed to assist in the teaching of Innu-aimun in Native Schools.

Prerequisite: At least nine credit hours in Innu-aimun.

4231. The Teaching of Innu-aimun II (T, NS). A variety of teaching techniques and material development for the teaching of Innu-aimun. Linguistic difficulties encountered by students whose first language is not Innu-aimun will be explored.

Prerequisite: Education 4230."

## 5.10 School of Physical Education and Athletics

### New Courses

2004. Enhancing Sport Performance. An overview of the various models, principles and theories used to explain and predict ways in which athletes and exercisers conduct themselves in various sport settings. Selected intervention techniques to enhance performance will be presented.

Lectures: Three hours per week.

2002. Coaching. An introduction of the various methods, principles and theories used to coach developing athletes in various sport settings. Factors such as the coach's role, planning, analysing and developing skills, sport safety, and, physical preparation will be presented with an emphasis on attaining competency in these areas.

Lectures: Three hours per week.

NOTE: Credit may not be obtained for both PHSD 2002 and the former PHSD 421A/B

3002. Advanced Coaching. An advanced study of the various methods, principles and theories used to coach athletes in various sport settings. Topics such as planning, the coach's role, analysing and developing skills, mental training, physical preparation and development of a personal coaching plan will be studied with an emphasis on attaining competency in these areas. Practical coaching experience is a required component of the course.

Lectures: 3 hours per week.

Laboratory: Three hours per week. Students will participate in practical coaching situations from which coaching journals will be developed for course evaluation.

Prerequisite: PHSD 2002



NOTE: Credit may not be obtained for both PHSD 3002 and the former PHSD 421/AB.

Delete PHSD 421A/B.

Page 282, 1998–99 University Calendar, following the heading Regulations For The Degree Of Bachelor Of Recreation Honours (Co-operative), delete the current clause 5a), b) and c) in its entirety and replace with the following:

"5) Students must attain an overall average of at least 75% in RECR and PHSD courses required for the degree and an overall average of at least 70% in the total number of courses required for the degree."

New Course

3545. Outdoor Recreation Leadership. This course acquaints students with the breadth, depth, and scope of outdoor recreation leadership including a detailed examination of theories, principles and practices. The course provides opportunities for individual students to develop, practice, and receive feedback on their outdoor leadership skills. The course includes a required field experience in outdoor recreation leadership.

Lectures: Three hours per week.

Prerequisite: Recreation 2505 or Physical Education 3220 or Permission of Instructor.

Page 276, following the heading Courses Available to Non-Bachelor of Recreation (Co-operative) Students, insert "3545. Outdoor Recreation Leadership" following the entry for "3535. Legal Aspects of Leisure and Recreation Services".

Page 283, following the heading Physical Education (PHSD) Course Descriptions, insert the following new course:

3590. Women in Sport, Physical Activity and Leisure. The purpose of this course is to provide students with an opportunity to critically examine, understand and appreciate women's involvement in and contributions to the areas of sport, physical activity and leisure. The

student will be expected to analyze, synthesize and evaluate a wide range of historical, cultural, philosophical, and socio-psychological issues that have shaped the nature and scope of women's participation in sport, physical activity and leisure.

Lectures: Three hours per week.

Pre-requisite: Sociology 1000 or 2000 or Permission of Instructor.

NOTE: Credit may not be obtained for PHSD 3590 and RECR 3590.

Page 283, following 3410. Sociology of Sport insert "3590. Women in Sport, Physical Activity and Leisure".

Page 283, following the heading Recreation (RECR) Course Descriptions, insert the following new course:

3590. Women in Sport, Physical Activity and Leisure. The purpose of this course is to provide students with an opportunity to critically examine, understand and appreciate women's involvement in and contributions to the areas of sport, physical activity and leisure. The student will be expected to analyze, synthesize and evaluate a wide range of historical, cultural, philosophical, and socio-psychological issues that have shaped the nature and scope of women's participation in sport, physical activity and leisure.

Lectures: Three hours per week.

Pre-requisite: Sociology 1000 or 2000 or Permission of Instructor.

Note: Credit may not be obtained for RECR 3590 and PHSD 3590.

Page 284, following 3575. Community Development and Recreation insert "3590. Women in Sport, Physical Activity and Leisure".

Page 276, 1998-99 University Calendar, following the heading Courses Available to Non-Bachelor of Physical Education (Co-Operative) Students, insert the following entry:

"3590. Women in Sport, Physical Activity and Leisure".

Page 276, 1998–99 University Calendar, following the heading Courses Available to Non–Bachelor of Recreation (Co–Operative) Students, insert the following entry:

"3590. Women in Sport, Physical Activity and Leisure".

#### 5.11 School of Nursing

Page 313, 1998–99 Calendar, following the heading Course List, following the course description for N2003, delete "Corequisite/Prerequisite: Biology 3053".

#### 5.12 Report of the Senate Committee on Undergraduate Studies Sub–Committee to Review Recommendations 4. And 7. Of the Report of the Senate ad hoc Committee on the Teaching of Writing

A memorandum dated July 7, 1998, was received from the Senate Committee on Undergraduate Studies advising that in response to a recommendation from Senate that appropriate action be taken with regard to Recommendations 4. and 7. of the Report of the Senate ad hoc Committee on the Teaching of Writing, a Sub–Committee was appointed to undertake a review of these recommendations.

In its Report to the Senate Committee on Undergraduate Studies, the Sub–Committee endorsed Recommendations 4. and 7. which read as follows:

"Recommendation 4.

The Senate should establish a set of writing expectations for students throughout the University. These should be promulgated in the University Calendar. (A proposed statement of expectations is attached as Appendix V. of the Report).

Recommendation 7.

Students should be informed that good writing is expected in their courses and is a legitimate object of grading in all disciplines. This should be emphasized in the Calendar, in brochures from the Writing Centre, and in the course descriptions and grading proposals given to students at the beginning of each course."

It was moved by Dr. Treslan, seconded by Mr. Collins and carried, that the following calendar changes to General Regulation S., REGULATIONS FOR EXAMINATIONS AND EVALUATIONS, be approved:

Page 56, 1998–99 Calendar, following the heading S. Regulations for Examinations and Evaluations, delete the current clause 3. and replace with the following:

"Students at all university levels should have reasonably sophisticated and effective communication skills and are expected to demonstrate proficiency in logical organization, clarity of expression and grammatical correctness. Hence good writing is expected of students in all courses, not only in those designated "Writing and Research courses." Upon graduation students should be capable of expressing complicated ideas clearly and concisely and should be able to develop arguments in a logical manner.

Good student writing is characterized by the following qualities:

Content – Critical insight and freshness of thought

Clear and penetrating ideas

Perceptive, pure grasp of subject

Intelligent use of primary and secondary sources

A sense of completeness about the handling of the topic

Organization – Effective introduction and conclusion

Main idea is clear and logical development follows

Smooth transitions

Good use of details

Style – Appropriate, accurate, precise and idiomatic diction

Sentences varied in kind, length and effect

Mechanics – Consistently correct spelling

Accurate use of punctuation

Grammatically correct sentences

Well organized paragraphing

When, in the judgement of the instructor, a student persistently fails to display a reasonable standard of literacy, the instructor may consider this as detracting from the quality of the student's work in the course when assigning a final mark or grade."

Insert new clause S.2.b) as follows:

"Good writing skills are required for effective communication. Students are, therefore, expected to demonstrate proficiency in logical organization, clarity of expression and grammatical correctness."

Re-letter the current clause S.2.b) as S.2.c).

Note: Subsequent to the meeting, a memorandum dated September 14, 1998, was received from the Secretary Senate Committee on Undergraduate Studies advising that the University Librarian had pointed out a flaw in the proposed S.3 as forwarded to Senate in that it includes a sentence which is redundant. This was addressed as an editorial change and the above clause S.3 has been amended accordingly.

## 6. Report of the Academic Council of the School of Graduate Studies

### 6.1 Faculty of Education

Page 421, 1998–99 Calendar, following the heading Regulations Governing the Degree of Master of Education, subheading H) Specific Programmes, delete Clause 1. Educational Leadership in its entirety, and replace with the following:

"1. Educational Leadership Studies

Educational Leadership Studies is designed to prepare candidates for leadership in Education.

a) Admission Requirements

In addition to meeting the requirements in the general degree regulations,

- i) students must have completed an undergraduate course in statistics (E2900 or the equivalent)
- ii) students must have completed a range and number of courses in Education deemed appropriate by the Faculty and Dean of Education.
- iii) students must normally have at least two years of teaching/leadership experience.

b) Programme Requirements

i) all students in the Master of Education Programme (Educational Leadership Studies) shall be required to complete:

- \* E6100 Research Designs and Methods in Education (3 credit hours)

- \* E6204 Educational Administration: Theory and Practice (3 credit hours)

- \* E6205 Educational Policy: Theory and Practice (3 credit hours)

and one of the following:

- 4 credit hours (thesis route) within closed electives as listed in iv) below

- 6 credit hours (internship, paper folio, project route) within closed electives as listed in iv) below

ii) Students on the thesis route must complete at least one of the 2 credit hour research courses listed below (E6100 is prerequisite):

- \* E6466 Qualitative Research Methods (2 credit hours)
- \* E6467 Quantitative Research Methods (2 credit hours)
- \* E6468 Critical Approaches to Educational Research (2 Credit hours)

iii) To meet total credit hour requirements students may choose electives from any university graduate offering provided that those chosen are appropriate to the student's programme:

- \* students on the thesis route must complete a total of at least 18 credit hours
- \* students on the internship, paper folio, or project route must complete a total of at least 24 credit hours

iv) Closed electives are those listed below:

- \* E6202 Social Context of Educational Leadership (2 credit hours)
- \* E6203 Leadership: Theory and Practice (2 credit hours)
- \* E6321 Supervisory Processes in Education (2 credit hours)
- \* E6330 Educational Finance (2 credit hours)
- \* E6335 Legal Foundations of Educational Administration (2 credit hours)
- \* E6410 Seminar on Philosophical Issues in Educational Policy and Leadership (2 credit hours)
- \* E6425 Comparative Perspectives in Public Education, Reform and Leadership (2 credit hours)
- \* E6440 Family-School Relations: Leadership and Policy Implications (2 credit hours)"

## New Courses

E6205 Educational Policy: Theory and Practice (3 credit hours)

E6204 Educational Administration: Theory and Practice (3 credit hours)

Page 421, 1998–99 Calendar, following the heading Regulations Governing the Degree of Master of Education, subheading H)

Specific Programmes, delete Clause 2. Teaching and Learning in its entirety, and replace with the following:

## "2. Teaching and Learning Studies

The graduate programme in Teaching and Learning Studies focuses on the cognitive foundations of teaching and learning as well as the concepts of teaching and learning within the context of speciality areas.

This graduate degree is intended to focus on the specialized study of teaching and learning. Two options are available:

- To study in one of the following areas: Language and Literacy Studies, Mathematics Education, Science Education, Second Language Education, and Social Studies for a Specialized Programme.
- To study in two of the specialized areas just specified or in one of the specialized areas in combination with Computers in Education or Teacher-Librarianship for an Integrated Programme.

### a) Admission Requirements

In addition to meeting the requirements in the general degree regulations,

- i) students must have completed an undergraduate course in statistics (E2900 or the equivalent).
- ii) students must have completed a range and number of courses in Education deemed appropriate by the Faculty and Dean of Education.
- iii) students must normally have two years of teaching experience.

### b) Programme Requirements

- i) all students in the Master of Education Programme (Teaching and Learning Studies) shall be required to complete:



- \* E6100 Research Designs and Methods in Education (3 credit hours)
- \* E6300 Cognitive Foundations of Teaching and Learning (2 credit hours)
- \* E6301 Foundations of Teaching and Learning (1 credit hour)

and one of the following:

- the 6 credit hours within one speciality as listed in iv) below
- 4 credit hours from each of two speciality areas
- 4 credit hours from one speciality area plus the 4 credit hours from Computers in Education or Teacher-Librarianship

#### Computers in Education

- \* E6610 Research on Computers in the Curriculum (2 credit hours)
- \* E6620 Issues and Trends in Educational Computing (2 credit hours)

#### Teacher-Librarianship

- \* E6662 Seminar in Teacher-Librarianship (2 credit hours)
- \* E6664 Seminar on School Improvement (2 credit hours)

ii) Students on the thesis route must complete at least one of the 2 credit hour research courses listed below (6100 is prerequisite):

- \* E6466 Qualitative Research Methods (2 credit hours)
- \* E6467 Quantitative Research Methods (2 credit hours)
- \* E6468 Critical Approaches to Educational Research (2 credit hours)

iii) To meet total credit hour requirements students may choose electives from any university graduate offering provided that those chosen are appropriate to the student's programme.

\* students on the thesis route must complete a total of at least 18 credit hours

\* students on the internship, paper folio, or project route must complete a total of at least 24 credit hours

iv) Courses in speciality areas are those listed below:

#### Language and Literacy Studies

E6641 Writing in the Primary, Elementary and Secondary Schools (P,E,IS)(2 credit hours)

E6643 Contemporary Issues in Secondary English (IS) (2 credit hours)

E6645 Literature for Children and Adolescents (P,E,IS) (2credit hours)

E6693 Literacy for the Young Child in Home and School (P,E) (2 credit hours)

#### Mathematics Education

E6630 Critical Issues in Mathematics Education (2credit hours)

E6634 Teaching and Learning to Solve Mathematics Problems (2 credit hours)

E6639 Technology and the Teaching and Learning of Mathematics (2 credit hours)

#### Science Education

E6653 Contemporary Issues in Science Education I (2 credit hours)

E6655 The Nature of Science and Science Education (2 credit hours)

E6658 Teaching and Learning Scientific Concepts, Laws, and Theories (2 credit hours)

#### Second Language Education

E6665 Second Language Curriculum (2 credit hours)

E6667 Second Language Instruction (2 credit hours)

E6668 Current Issues in Second Language Education (2 credit hours)

#### Social Studies Education

E6670 Teaching and Learning Social Studies (2 credit hours)

E6671 Research in Social Studies Education (2 credit hours)

E6672 Issues and Trends in Social Studies (2 credit hours)

#### Legend

P: recommended for students with Primary teaching interests

E: recommended for students with Elementary teaching interests

IS: recommended for students with Intermediate/Secondary teaching interests"

#### New Courses

E6300 Cognitive Foundations of Teaching and Learning (2 credit hours)

E6301 Foundations of Teaching and Learning (1 credit hour)

E6643 Contemporary Issues in Secondary English Education (2 credit hours)

E6653 Contemporary Issues in Science Education I (2 credit hours)

E6693 Literacy for the Young Child in Home and School (2 credit hours)

## 6.2 Faculty of Business Administration

Page 418, 1998–99 Calendar, following the heading Regulations Governing the Degree of Master of Business Administration, subheading E. Programmes of Study, amend clause 5. as follows:

Delete the current Course Prerequisites list in its entirety, including the NOTE, and replace with the following:

### "COURSE PREREQUISITES

B8108 B8103 (or corequisite)

B8203 B8103

B8204 B8104

B8206 B8103 (or corequisite), B8108 (or corequisite), B8109

B8207 B8103, B8108 (or corequisite)

B8208 B8104, B8106, B8206 (or corequisite), B8207 (or corequisite)

B9308 B8106, B8206

B9313 B8206

B9314 B8206

B9315 B8206

B9324 B8204

B9325 B8106

B9326 B8206

B9327 B8104

B9328 B8104

NOTE: All 9000-level courses require the prior completion of nine courses, including any specific prerequisites or corequisites."

Page 419, following the subheading E. Programmes of Study, delete current clause 3.a) and replace with the following:

"a) at least one of B8204, B8210;"

Page 420, following the subheading Table III – MBA Electives, amend Schedule of MBA Electives as follows:

Delete "9321. Labour Relations" and add "8210. Labour Relations"

Amend Table IV – MBA Course Restrictions as follows:

Add Present Course "9321" to Replace Course "8210"

7. Report of the Senate ad hoc Committee on Outstanding Issues with Regard to the Proposed Computer Engineering Programme

At a meeting held on May 12, 1998, Senate considered the Report of the Senate Ad Hoc Committee on Outstanding Issues With Regard to the Proposed Computer Engineering Programme. Senate agreed to refer the following Recommendation 3 of the Report to the Vice-President (Academic) with the request that he report back to Senate on the actions taken:

"A joint committee should be formed to coordinate computer related instruction throughout the university curriculum. Computer education is not only an issue for Computer Science and the Faculty of Engineering and Applied Science. Representation on the committee should include Business, Continuing Education, Science (other than Computer Science), Arts, Engineering and Computer Science. It is essential that the university take a coordinated approach to curriculum development in support of information technology needs. The moribund Computer Science/Engineering Joint Committee on Academic Issues should be subsumed into this committee."

A memorandum dated July 14, 1998 has now been received from the Acting Vice-President (Academic) advising that the Dean of Graduate Studies has been asked to explore the possibility of introducing a graduate-level programme in Information Technology drawing on the expertise residing in the various disciplinary groups within the University. The Dean of Graduate Studies will be establishing a committee to advise him on this matter.

This response was received for information.

#### 8. 1997-98 Report of the Senate Committee on Research

A memorandum dated April 23, 1998, was received from the Senate Committee on Research forwarding the Annual Reports of the Committee for 1996-97 and 1997-98.

It was moved by Dean Kealey, seconded by Mr. O'Reilly, and carried, that the report of the Senate Committee on Research be received.

#### 9. Report of the Senate ad hoc Committee on the Appeal for Readmission by Student #7663263

At a meeting held on April 30, 1998, the Executive Committee of Senate considered an appeal from the above-noted student, submitted on his behalf by his lawyer, Mr. Brian Casey. The Executive Committee recommended to Senate that an ad hoc Committee of Senate be struck to consider this case and to report back to Senate with recommendations regarding the disposition of the student's appeal for re-admission. The Executive Committee asked the Committee on Committees to make recommendations for membership and terms of reference for the ad hoc Committee for consideration by Senate.

At the meeting held on May 12, 1998, Senate agreed to the recommendation of the Executive Committee and approved the appointment and terms of reference for the ad hoc Committee as recommended by the Committee on Committees.

The final report of the ad hoc Committee appointed to consider the appeal of Student #7663263 was circulated to Senators for consideration.

Professor T. Dearness, Chair of the ad hoc Committee was in attendance to answer questions from Senators. Dr. Alice Gaudine a member of the ad hoc Committee was also in attendance, together with Mrs. M. O'Dea on behalf of Mr. G. W. Collins.

Following consideration, it was moved by Dean Piper, seconded by Dr. Tulett and carried, that the Report of the ad hoc Committee be accepted. The appeal for readmission by Student #7663263 is therefore DENIED.

Dr. D. Craig and Mr. G. Collins refrained from taking part in the discussion of this student case, and abstained from voting

It was then moved by Dr. Wolinetz, seconded by Dr. Treslan and carried that an acknowledgment of thanks be made to the ad hoc Committee for the work expended on this student case.

#### 10. Name Change for the School of Physical Education and Athletics

A memorandum dated June 10, 1998 was received from the Director, School of Physical Education and Athletics requesting that the name of the School be changed to the School of Physical Education, Recreation, and Athletics.

It was agreed that this request be forwarded to the Board of Regents.

#### 11. Parking for Senate Members

A memorandum dated 17 August, 1998 was received from the Secretary of Senate advising Senators of parking arrangements for meetings of Senate during the 1998–99 academic year.

This memorandum was received for information.

#### 12. Report of the Committee on Committees

On behalf of the Committee on Committees, Dr. Wolinetz moved that Professor Ruby Kocurko be appointed to the Senate Committee on Undergraduate Studies for term of office commencing

immediately and expiring April 30, 1999. The motion was seconded by Mr. Collins, and carried.

### 13. Student Appeals

The Secretary of the Executive Committee reported that six student appeals (MUN NOS 7933385, 9738782, 9737917, 9737529, 8833493, 8929663) were denied. One undergraduate student appeal (MUN No. 9671421) was upheld.

### 14. OTHER BUSINESS

In response to questions and observations from Senators, the President briefed Senate regarding the continuation of a series of activities designed to help the University meet the challenges of the future. These activities include the special meetings of Senate held on May 12 and June 9, 1998; the University Assembly held on June 23, 1998; the creation of a Subcommittee of the Senate Committee on Academic Planning called the Steering Committee for Strategic Planning; an initiative being conducted for the Division of University Relations broadly entitled "Marketing Memorial"; as well as a series of meetings being held by the President with a group of senior Deans and the Acting Vice-President (Academic). Senators endorsed the need to aggressively pursue these initiatives and to include all sectors of the University community in the consultation process.

### 15. ADJOURNMENT

The meeting adjourned at 6:30 p.m.