MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE

The regular meeting of Senate was held on January 13, 2004, at 4:00 p.m. in Room E5004, Education Building.

61.   PRESENT

Dr. M. Collins (Acting Chair), Dr. C. Loomis, Dr. A. Fowler, Dean A. Collins, Mr. R. Ellis, Dr. T. Gordon, Dean R. Gosine, Dean D. Graham, Dr. L. Hensman, Dr. C. Higgs, Dean C. Jablonski, Dr. S. LeFort, Dean R. Lucas, Mrs. M. O'Dea, Mr. L. O'Reilly, Ms. D. Whalen, Dr. R. Adamec, Dr. S. Algoo-Baksh, Dr. J. Ashton, Professor P. Ayres, Dr. S. Birnie-Lefcovitch, Dr. D. Buell, Dr. G. Clark, Mr. C. Dennis, Professor M. Hackett, Dr. J. Harris, Dr. L. Hermanutz, Dr. D. Kimberley, Dr. S. Kocabiyik, Professor V. Kuester, Dr. D. McKay, Dr. M. Morrow, Dr. M. Mulligan, Dr. M. Murray, Dr. F. Murrin, Dr. W. Okshevsky, Dr. D. Peters, Dr. S. Peters, Dr. H. Pike, Dr. J. Quaicoe, Dr. V. Richardson, Dr. D. Rideout, Ms. L. Scott, Dr. F. Shahidi, Dr. M. Skipton, Professor D. Walsh, Dr. S. Wolinetz, Dr. J. Wright, Dr. J. Wyse, Mr. J. Baker, Ms. K. O'Brien-MacDonald, Mr. S. Sullivan, Mr. M. Byrne, Mr. D. Decker, Mr. T. Duggan, Mr. L. Gaulton, Ms. A. Goodman, Mr. L. MacFadden, Ms. J. Magalios.

62.   APOLOGIES FOR ABSENCE

The President, Dean L. Walker, Mr. E. Durnford, Dr. E. Simms, Dr. K. St. John, Ms. J. Tavenor.

Dr. Collins opened the meeting by welcoming Senators back for the first meeting of the new calendar year. He extended a special welcome to Dr. Sandra LeFort, who was recently appointed as Director of the School of Nursing.

Dr. Collins also noted that Captain Wayne Norman had notified Senate of his resignation effective January 1, 2004 and thanked Captain Norman for his contribution to the Senate.

63.   MINUTES

The Minutes of the special and regular meetings held on December 9, 2003, were approved with amendments as follows:

Under the heading "Consent Agenda" amend the first paragraph to read:

"Consent Agenda Items five and six were moved from the Consent Agenda to the Regular Agenda at the request of Dr. McKay and Dr. Mulligan."

Minutes (cont'd)

On Page 92, December 9, 2003 minutes, under Section 51., the fourth and fifth paragraphs should be amended to read as follows:

"It was moved by Dr. McKay, seconded by Dr. Mulligan that the newly revised calendar entry for the School of Pharmacy be submitted to Senate for approval for inclusion in the 2004-2005 calendar. However, after discussion and assurance that the revised Pharmacy entry would be reviewed by the School of Pharmacy, the motion was withdrawn.

It was then moved by Dr. McKay, seconded by Dr. Wright, and carried that the reformatted regulations for the newly approved 1+4 Pharmacy program be included in the 2004-2005 calendar, without having to be resubmitted to Senate for approval."

These amendments have been incorporated into the original copy of the December 9, 2003, minutes.

REPORT OF THE EXECUTIVE COMMITTEE OF SENATE

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

CONSENT AGENDA

It was moved by Dr. Gordon, seconded by Dr. Higgs, and carried that the consent agenda, comprising Items 64 through 66 below, be approved.

64. REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

64.1 School of Music

Page 197, 2003-2004 Calendar, under the heading School of Music, immediately preceding the section entitled Bachelor of Music Degree: Admission and Academic Standards, insert the following:

"**HEALTH STATEMENT**

Music study and music making are activities that demand great mental and physical energy and coordination. For this reason, students are strongly encouraged to maintain a healthy lifestyle, getting adequate rest, proper nutrition, and exercise, and avoiding practices which could be detrimental to good health and well-being."

School of Music (cont'd)

Page 197, 2003-2004 Calendar, under the heading Bachelor of Music Degree: Admission and Academic Standards, insert the following sentence at the end of regulation 9:

"or d) the student has been unable to complete two consecutive semesters or three non-consecutive semesters of applied music studies (Music 140A/B, 240A/B, 340A/B, 440 A/B, 345A/B, 445A/B)."

Delete regulation 13. in its entirety and replace with the following:

"13. Students in the performance major must attain a minimum grade of 75% in each of the jury exam and the course work for Music 345A/B and Music 445A/B. Students who fail to do so will be required to withdraw from the performance major. In such cases, the student may apply in writing to the Director for admission into a major other than performance."

Page 204, under the heading Music Theory Courses, under course 1107. Materials and Techniques of Music I, immediately preceding the "NOTE", insert the following:

"Co-requisite: Music 1117."

Under course 1117. Aural Skills I, immediately following the prerequisite, insert the following:

"Co-requisite: Music 1107."

64.2   Sir Wilfred Grenfell College

Page 98, 2003-2004 Calendar, under the heading Course Descriptions, subheading Chemistry, insert the following new course:

"**1900. Chemistry in Everyday Life.** A course that shows the relevance of chemistry in our daily lives. Following an introduction to atomic structure and chemical bonding, the course will focus on some of the following topics: organic chemistry and fuels; redox processes and batteries; acids, bases, and household cleaners; phases and detergents; the chemical components of foods; polymers and plastics; toiletries, and pharmaceuticals.
Lectures: Three hours per week.
NOTE: Chemistry 1900 may not be used as one of the required courses towards a Minor, Major, or Honours in any science degree program."

64.3   School of Human Kinetics and Recreation

Page 297, 2003-2004 Calendar, under the heading 9. Course Descriptions, insert the following new course:

"**2005. Personal Stress Management.**   Personal stress management is designed to provide students with an introduction to stress and to explore the relationship between exercise, fitness and physical activity and stress management.   It describes how to reorganize one's life by presenting a systematic analysis of stress and coping mechanisms appropriate to different stages of life.   The stress coping mechanisms will be presented with an emphasis on application.
Prerequisites/Co-requisites: Psychology 1000, Psychology 1001.
NOTE: Completion of this course does not qualify students as stress management counsellors. Students interested in this field are advised to contact the Department of Psychology for information on careers in counselling."

Under Course 3110. Curriculum Development and Teaching Methods, insert the following prerequisite:

"PR: HKR 2000, 2210, 2300, 2310, 2320 and 3340"

65.   REPORT OF THE ACADEMIC COUNCIL OF THE SCHOOL OF GRADUATE STUDIES

65.1   Department of Sociology

Page 489, 2003-2004 Calendar, under the heading Sociology, subheading Doctor of Philosophy, delete clause 4. in its entirety and replace with the following:

"Proficiency in a second language will be required when the candidate's supervisory committee determines that knowledge of this second language is necessary for the purpose of the proposed doctoral research."

65.2   Faculty of Medicine

Page 468, under the heading, Master of Science, subheading, Applied Health Services Research (as approved at a meeting of Senate held on May 13, 2003), under item 3) Program of Study, 3) Outline of Program of Study, delete the entry for Semester 4 (Fall) in its entirety and replace with the following:

Faculty of Medicine (cont'd)

" Semester 4 (Fall)
6293 Knowledge Transfer and Research Uptake
6294 Advanced Qualitative Methods
Or
6295 Advanced Quantitative Methods"

Page 468, 2003-2004 Calendar, under the heading, Courses, insert the following new courses:

"6293 Knowledge Transfer and Research Uptake"
"6294 Advanced Qualitative Methods"
"6295 Advanced Quantitative Methods"

Delete the course, "6110-19 Special Topics", in its entirety, and replace with the following:

"6090-6119 Special Topics"
"6131-6139 Special Topics"

Page 486, 2003-2004 Calendar, delete the course, "6110-19 Special Topics", in its entirety, and replace with the following:

"6090-6119 Special Topics"
"6131-6139 Special Topics"

65.3 Faculty of Education

Page 443, 2003-2004 Calendar, under the heading, Regulations Governing the Degree of Master of Education, subheading, H) Specific Programs, delete the title, 2. Teaching and Learning Studies, and replace with the following:

"**2. Curriculum, Teaching, and Learning Studies**
(Current Regulations: Teaching and Learning Studies)"

Under the new section entitled, 2. Curriculum, Teaching, and Learning Studies (Current Regulations: Teaching and Learning Studies), delete the first two paragraphs in their entirety and replace with the following:

Faculty of Education (cont'd)

"The Master of Education in Curriculum, Teaching, and Learning Studies provides opportunities for students to investigate pertinent issues in these interrelated areas from a variety of perspectives: philosophical, historical, social, cultural, cognitive, and technological. The conceptual bases of curriculum, teaching, and learning are explored and analysed along with related examples of historical and current policies and practices. The program encourages the development of broad-based insights into issues related to these areas through an emphasis on critical inquiry and reflective practice. It supports students in the development and enhancement of research capabilities and professional expertise and practice.

Students may choose between two program options in Curriculum, Teaching, and Learning Studies:"

Delete the section entitled, Option One, in its entirety, and replace with the following:

"Option One

Students may choose to specialize in one of a number of areas of study: Computers in Education, Language and Literacy Education, Music Education, Mathematics Education, Science Education, Second Language Education, Social Studies Education, and Teacher-Librarianship."

Delete the section entitled, Option Two, in its entirety, and replace with the following:

"**Option Two**

In consultation with a faculty advisor, students may choose to design a program speciality which addresses their research interests. Specialty foci within Curriculum, Teaching, and Learning Studies are numerous and may include technology and web-based education, arts education, rural and multi-age education, cultural studies and critical theory, and social justice education. Students may alternatively select appropriate courses from other Master of Education program offerings to develop a program to meet their learning goals. Students interested in this option are strongly encouraged to explore and to focus their research and study interests and to discuss these interests with a faculty advisor."

Under the subheading, b) Program Requirements, amend section I) to read as follows:

Faculty of Education (cont'd)

"I) all students in the Master of Education Program (Curriculum, Teaching, and Learning Studies) shall ..."

Amend section v) to read as follows:

"v) students on the comprehensive-course route must complete E6390 Research and Development Seminar in Curriculum, Teaching, and ..."

Amend section vii) to read as follows:

"vii) core specialty courses in the study of curriculum, teaching, and ..."

Amend the following titles by adding an asterisk "*" at the end as follows:

"Computers in Education*"
"Language and Literacy Studies*"
"Mathematics Education*"
"Music Education*"
"Science Education*"
"Second Language Education*"
"Social Studies Education*"
"Teacher-Librarianship*"

At the end of the new section entitled, 2. Curriculum, Teaching and Learning Studies, immediately preceding the title, 3. Counselling Psychology, insert the following sentence:

*Specialty areas have been alphabetized."

Page 445, 2003-2004 Calendar, under the heading, H) Specific Programs, subheading, 3. Counselling Psychology, clause b) Program Requirements, section v), add the following course:

" • **E6700 Ethical and Legal Issues in Counselling**"

65.4   School of Nursing

Page 454, 2003-2004 Calendar, under the heading, Regulations Governing the Degree of Master of Nursing, subheading, D) Programs of Study, subheading, (III) Nurse Practitioner Option, under Required Courses, delete the following entry:

School of Nursing (cont'd)

"Either N6200. Nursing Individuals and Families through Life Transitions ... and N6230. Interventions for Population-based Nursing",

and replace with the following:

"N6200. Nursing Individuals and Families through Life Transitions and N6210. Nursing Therapeutics for Individuals and Families"

Page 456, 2003-2004 Calendar, under the heading, Courses, amend the following courses as follows:

For Course N6020, delete "N6010" from the Pre or co-requisites.

For Course N6200, delete "N6010" from the Prerequisites. Also, delete the sentence, "Pre or co-requisite: N6100", in its entirety.

For Course N6220, amend the Prerequisites to read as follows:

"Prerequisites: N6010 and N6011."

66.   REPORT OF THE COMMITTEE ON COMMITTEES

A memorandum dated 04 December 2003 was received from the Committee on Committees recommending that the following appointments to the Senate Committee on Educational Technology be approved:

Vernon Curran (2006)
Larry Felt (2004)

Amendment to the Membership of the Senate Committee on Undergraduate Scholarships and Financial Aid

A recommendation was received from the Office of Student Recruitment recommending a change in the membership of the Senate Committee on Undergraduate Scholarships and Financial Aid. The Office of Student Recruitment views scholarships, especially those relating to new students, an essential to Memorial University's recruitment success. The Office has had a high level of involvement with the entrance scholarship process, which includes identifying and responding to prospective students who qualify for entrance scholarships, and also has provided some administrative support for the program, in particular, as it relates to Canadian students living outside Newfoundland and Labrador. This role, along with the critical role that scholarships play in the recruitment of students, forms the basis of the request

Report of the Committee on Committees (cont'd)

that the Director (or delegate) of the Office of Student Recruitment be added to the membership of the Committee on Undergraduate Scholarships and Financial Aid. The Committee is recommending that Senate change the terms of reference to include the Director (or delegate) of the Office of Student Recruitment as a member of the Committee on Undergraduate Scholarships and Financial Aid with regular voting privileges.

REGULAR AGENDA

67.   REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

67.1   Division of Lifelong Learning

Page 124, 2003-2004 Calendar, delete the section entitled, Diploma Program in Information Technology, in its entirety and replace with the following:

"DIPLOMA PROGRAM IN INFORMATION AND COMMUNICATIONS TECHNOLOGY

The Diploma in Information and Communications Technology is designed to provide individuals already possessing a post-secondary diploma or degree in any field with the knowledge and skills required to work in today's high technology environment. The program will benefit individuals from a wide variety of backgrounds, including business, education, technical, and administrative.

The program is offered in a collaborative learning environment with a problem-solving focus. The instructors are experienced and industry-certified by Microsoft, ORACLE and Cisco. The Division of Lifelong Learning is the Cisco Regional Academy for Newfoundland and Labrador; Cisco is a world leader in networking for the Internet.

Two options are available for completion of the Diploma in Information and Communications Technology Program:
- Option 1 is taken on a full-time basis and is comprised of three semesters and consists of 32 credit hours and one work-term.
- Option 2 is comprised of 35 credit hours and can be taken full-time in three semesters or part-time in seven semesters.

Division of Lifelong Learning (cont'd)

Program Objectives

The program focus is on four areas: E-Commerce, networking, programming, and databases.

Graduates of the program will:

- Enhance their academic and other credentials with practical technology skills.
- Obtain skills and knowledge that will prepare them to work effectively within a high technology environment.
- Demonstrate the ability to work as part of a team.
- Develop skills required to analyze an organization's information and communications technology needs and design a customized solution.

Admission Requirements

Applicants to the Diploma in Information and Communications Technology normally must have successfully completed a three-year diploma or degree from an accredited post-secondary institution and attained a minimum of 65% on the last 15 courses completed. Admission to the program is limited and competitive. Application to the program must be made in writing to the Division of Lifelong Learning on the appropriate form, and must include an official transcript of post-secondary marks. Applications must be submitted by June 1 for Fall Semester, October 1 for Winter Semester, and February 1 for Spring Semester. Applications received after these deadlines will be considered only if a place is available. In addition, students who have not registered for courses at Memorial University for either of the two immediately preceding semesters must also complete a general application for admission to the University.

Selection of candidates will be based on academic performance and on other criteria considered suitable for an information technology professional, including but not limited to evidence of the ability to cope with a demanding schedule or demonstrated mathematical ability.

Candidates pursuing Option 2 will be required to have at least one year of full-time work experience or equivalent.

<u>Division of Lifelong Learning (cont'd)</u>

Program Requirements

The Diploma in Information and Communications Technology consists of the set curriculum outlined below. All courses are specifically designed for the Diploma in Information and Communications Technology only, and are not applicable towards any other existing degree or diploma program. Courses are normally offered sequentially in an accelerated format. Students enrolled in Option 1 will be required to complete a work-term component. A work-term is not available under Option 2, however, a substantial project (INFO 4500) will be required of each participant prior to completion of the program. Students completing the program on a part-time basis must do so within three calendar years from the date of admission to the program. Students completing the program on a full-time basis must do so within four semesters from the date of admission to the program.

Evaluation, Continuance and Transfer

The pass mark for each course is 65%. A pass must also be awarded for the work-term. Evaluation may include, but not be limited to, any or all of the following: projects, assignments, examinations, and class participation.

Students who obtain a grade of less than 65% in no more than two of the Diploma in Information and Communications Technology courses will be given a probationary promotion and will be required to repeat the course(s) in the next semester in which it (they) is (are) offered.

The foregoing notwithstanding, students will be required to withdraw from the Diploma in Information and Communications Technology program if:

a) a final grade of less than 65% is obtained in more than two courses, or
b) a final grade of less than 65% is obtained in a repeated course, or
c) a final grade of less than 50% is obtained in any one course.

Students may be considered for re-admission by the Admissions Committee, Division of Lifelong Learning.

Students who choose to drop a course(s) are strongly encouraged to consult with the Division of Lifelong Learning to ensure their program can be completed within the specified time.

Students may be permitted to transfer between options at the end of semester one with approval from the Division of Lifelong Learning.

Division of Lifelong Learning (cont'd)

Work Term

Students accepted into Option 1 of the program will complete the work-term component during the third semester of the Diploma in Information and Communications Technology program. The dates for starting and finishing the work-term are shown in the University Diary. To be eligible for the work-term, students must have successfully completed all other courses in the program.   Successful completion of the work-term requirement is a prerequisite to graduation from the Diploma in Information and Communications Technology.

General management of the work-terms is the responsibility of the Division of Lifelong Learning. It is responsible for assisting potential employers to become involved in the program, for the continual development of employment opportunities, for arranging student-employer interviews, for counselling of students, for visiting students on their work assignments and for the evaluation of the work-term. Students are also encouraged to seek out suitable work-term placements.

Students and employers choose each other through the placement competition process. Employers interview students, and both the students and employers express their preferences. Placement is not guaranteed but every effort is made to ensure that appropriate employment is made available.

Students accepted into the Diploma in Information and Communications Technology, Option 1, give permission to the Division of Lifelong Learning to supply their resumes and transcripts to prospective employers.

Salaries paid to students are determined by employers and are based upon their internal wage structures. However, students should not expect the income from work-terms to make them completely self-supporting.

Students may obtain their work-term placements outside the competition. Such work-terms must be confirmed by the employer, and be approved by the Division of Lifelong Learning before the first day on which the student commences work.

A student may, with the permission of the Division of Lifelong Learning, be self-employed during a work-term provided that the student and the Division of Lifelong Learning agree at the start of the work-term on the information to be provided to the Division so that it can evaluate the student's work during the term.

Division of Lifelong Learning (cont'd)

A student who is unable to obtain a work-term or work in approved self employment within four weeks from the start of the work-term will be expected to undertake work under contract to a client within a faculty, another entity of the University, a company, municipality, non-profit organization, or the like. The contract work may be part-time, or occupy only a portion of a semester, and may allow the student to earn an income in other ways. The contract, whether paid or unpaid, must be approved by the Division of Lifelong Learning.

When neither an approved full-time work-term nor an approved contract has been obtained, the Undergraduate Studies Committee may approve a program which provides these students with technical and professional experience expected in the work-term. The program must be such that the development, including the development of the students' communication skills, through the program can be monitored and assessed by the Division of Lifelong Learning with criteria equivalent to those used for full-time work-term positions.

A work-term report must be submitted. This report will be assigned by the Division of Lifelong Learning. Evidence of the student's ability to gather material relating to the job, analyze it effectively and present it in a clear, logical and concise form, will be required in the report. Late reports will not be evaluated, unless prior permission for a late report is given.

The evaluation of the work-term is the responsibility of the Division of Lifelong Learning. Two components are considered in work-term evaluation: on-the-job performance and the work-term report. Each component is evaluated separately.

Evaluation of the work-term will result in the assignment of one of the following recommendations:

PASS WITH DISTINCTION: Indicates excellent performance in both the work report and work performance. The student is commended for his/her outstanding performance in each of the required components; pass with distinction has been awarded to each of the work report and work performance.

PASS: Indicates that performance meets expectations in both the work report and work performance. The student fully meets the requirements of a passing work report and completely satisfactory work-term performance.

FAIL: Indicates failing performance in the work report and/or work performance.

Division of Lifelong Learning (cont'd)

On-the-job performance is assessed by the Division of Lifelong Learning in conjunction with the employer.

If a student fails to achieve a passing grade from a work-term, the student will normally repeat that work-term in a work situation approved by the Division of Lifelong Learning. A given work-term may be repeated only once during the program.

Students who fail to honour an agreement to work with an employer, or who drop a work-term without prior approval of the Division of Lifelong Learning, or who conduct themselves in such a manner as to cause their discharge from the job, will normally be awarded a failed work-term.

Permission to drop a work-term does not constitute a waiver of diploma requirements, and students who obtained such permission must complete an approved work-term in lieu of the one dropped.

Awarding of Diploma

Once all course requirements have been successfully completed, application for awarding of the Diploma must be made in writing on the appropriate form to the Registrar's Office, Memorial University of Newfoundland.

Course Load

Full-time students in semester one will complete 16 credit hours.
Full-time students in semester two will complete 16 credit hours.
Full-time students may register for an additional 3 credit hour course while on the work-term."

Page 125, 2003-2004 Calendar, under the heading, Course List, insert the following new courses:

"**2500. Analysis and Design of Information Systems (1 cr. hr.).** A study of information systems analysis and design concepts, methodologies and tools. The focus will be the purpose of the survey, study, design and implementation of an information system. Topics will include the systems development life cycle, fact finding techniques, process modelling, data flow diagrams and cost benefit analysis.
Prerequisite: INFO 1000."

Division of Lifelong Learning (cont'd)

"**3350. Introduction to SQL and PL/SQL (2 cr. hrs.).** An extensive course in data server technology and SQL programming language. Topics include creating and maintaining database objects including storing, retrieving and manipulating data. The course will teach how to write SQL and SQL* Plus script files using the SQL* Plus tool to generate report-like output. The fundamental concepts of PL/SQL will be covered.
Prerequisite: INFO 3315."

"**3360. Introduction to Oracle Database Administration Fundamentals (2 cr. hrs.).** This course is a firm foundation in basic database administrative tasks. The course offers a conceptual understanding of the Oracle database architecture and how the architectural structures work and interact. Topics include creating an operational database and properly managing the various structures in an effective and efficient manner.
Prerequisite: INFO 3350."

"**3370. Introduction to Oracle Forms (2 cr. hrs.).** This course will cover developing and deploying applications using Oracle Forms. Topics include customizing forms through user input items and controlling data access through the creation of event-related triggers for connectivity to Oracle Server.
Prerequisite: INFO 3360."

Delete the following courses in their entirety:

"**2410. Multi-Media Presentations.**"
"**3340. Introduction to Programming with Oracle.**"
"**3410. Project Planning.**"
"**3420. Publishing and Document Management.**"

Amend the course title for 3320. Programming with Databases to read as follows:

"**3320. Programming with Databases (2 cr. hrs.).**"

Amend the prerequisite for course 3440. Integrated Business Solutions, to read as follows:

"Prerequisites: INFO 3431."

Amend the course title for 3450. Networking Systems III, to read as follows:

"**3450. Networking Systems III (3 cr. hrs.).**"

Division of Lifelong Learning (cont'd)

Amend the course description for the course 4500. Case Study / Student Project, to read as follows:

"**4500. Case Study / Student Project (3 cr. hrs.).** (Restricted to students in Option 2.) A comprehensive analysis of an assigned case. A written report will be required. Skills and knowledge ... "

Delete the prerequisite for the course 4500. Case Study / Student Project, in its entirety, and replace with the following:

"Prerequisite: Successful completion of all other course work, or approval of the Director of the Division of Lifelong Learning, or delegate."

Amend the course description for the course 460W. Work Term, to read as follows:

"**460W. Work Term.** (Restricted to students in Option 1.) The purpose of the work-term is to provide opportunities for students in the program to apply theories and skills learned in the classroom to workplace ... ."

68. REPORT OF THE ACADEMIC COUNCIL OF THE SCHOOL OF GRADUATE STUDIES

68.1 Faculty of Education - Doctor of Philosophy Program

Dr. Jablonski presented the proposed Doctoral Program in Education which was approved at recent meetings of the Faculty Council of Education and the Academic Council of the School of Graduate Studies. He noted that the proposed Ph.D. program is the traditional research thesis program associated with the Ph.D. degree, which is also the established route for doctoral degrees at Memorial. The Faculty of Education intends to offer the Ph.D. which is a broadly based academic research degree, better suited to the type of research and scholarship conducted in the Faculty than the more practice-oriented Ed.D.

The motion to approve the Doctor of Philosophy Program in the Faculty of Education which was moved by Dr. Jablonski, seconded by Dr. A. Collins, carried.

Page 479, 2003-2004 Calendar, immediately preceding the section entitled, Engineering and Applied Science, insert the following new program:

Faculty of Education (cont'd)

"**EDUCATION**

Professor and Dean
Alice Collins

The degrees of Master of Education and Doctor of Philosophy are offered in Education.

The degree of Doctor of Philosophy in Education is offered to qualified candidates, normally by full-time study. The **GENERAL REGULATIONS** of the School of Graduate Studies of Memorial University of Newfoundland outlined in the current Calendar, and the Degree Regulations of the Faculty of Education outlined below will apply.

1. Admission to the Ph.D. Program

General qualifications for admission to the Ph.D. Programs at Memorial University of Newfoundland are set out in the University Calendar, 2003-04, Graduate Studies General Regulations A) Qualifications for Admission, p. ***.

In addition, the following admission requirements apply:

• an "A" standing in a Master's degree in Education or in an equivalent Master's degree from an accredited university;
• evidence of scholarly work, such as a master's thesis, directed research project, or qualifying research paper;
• normally, completion of two years of professional experience in an educational setting.

2. Supervisory Committee

Each candidate will have a supervisory committee comprised of a minimum of three members, at least two of whom shall be members of the Faculty of Education. The thesis supervisor shall be a faculty member in the Faculty of Education, Memorial University.

3. Components of Study

A. Courses

a) Students are required to successfully complete two (2) courses on the doctoral program.

Faculty of Education (cont'd)

Education 7001 - Doctoral Seminar in Education: Area of Specialization
Education 7002 - Advanced Educational Research

b) Based on a consideration of educational background and research interest, students may be required to complete (or have completed at the masters level) as many as two (2) additional courses in research related to their program focus and specialty.

c) Normally, no more than four (4) courses may be undertaken on a candidate's program.

d) Education 7003-30 - Special Topics (offered as required).

B. Comprehensive Examination

The candidate shall undertake a written and an oral comprehensive examination, which will follow **GENERAL REGULATION** H.2. which sets out the procedures for the comprehensive examination.

a) A candidate in a Ph.D. program in Education shall normally take the written Comprehensive Examination prior to the seventh semester of the program. The candidate will have completed required courses prior to taking the Comprehensive Examination. In preparation for the Comprehensive Examination, the doctoral candidate, with the guidance of the candidate's supervisor, will undertake study of the sub-disciplines/areas of concentration identified by the candidate and supervisory committee and approved by the Doctoral Committee. Normally, these will include the candidate's area of concentration and two additional sub-disciplines/areas of concentration.

b) Such study of sub-disciplines will normally include but not be limited to developing a reading list of important historical and current publications within the sub-disciplines, identifying emerging research emphases within the sub-disciplines, and writing scholarly review papers of these publications.

c) In preparation for the written comprehensive examination, the doctoral candidate and the supervisory committee will agree on the topics to be examined. The examination will be written over a two day period.

d) Normally, the oral comprehensive examination will occur within six weeks of the written examination, which if judged to be successful by the Comprehensive Examination Committee, will form the basis of an oral comprehensive examination.

Faculty of Education (cont'd)

e) The procedure for scheduling the Comprehensive Examination shall be initiated by the candidate's supervisor who will notify, in writing, the Dean of Education of the candidate's readiness. The date of both the written examination and the oral examination will be determined by the Dean of Graduate Studies. The candidate will receive a written notice of the scheduled date for both examinations from the Dean of Graduate Studies.

f) The Comprehensive Examination Committee shall be appointed by the Dean of Graduate Studies in accordance with School of Graduate Studies **GENERAL REGULATION** H.2. on the recommendation of the Dean, Faculty of Education. There will be six members of the Comprehensive Examination Committee as follows:

- Dean of Education or delegate (Chair)
- Chair of the Doctoral Committee of the Faculty Council of Education
- Candidate's supervisor
- Second member of candidate's supervisory committee
- Dean of School of Graduate Studies or delegate (nonvoting)
- Member of the Faculty of Education or educational community selected by the Dean of Education.

In the event that the Chair of the Doctoral Committee is the candidate's supervisor, the Dean of Education shall appoint an additional member.

C. Ph.D. Thesis Regulations

a) The candidate must submit a thesis proposal based on his/her own research interest to all members of the Supervisory Committee for critical evaluation. Normally, the proposal must be approved prior to the eighth semester of the program. The Chairperson of the Supervisory Committee will inform the candidate within one month of its acceptance, rejection, or acceptance with recommended changes.

b) If the proposal is not acceptable, the candidate will normally be permitted a second attempt. The revised proposal must be submitted and deemed acceptable by the Supervisory Committee within a semester. Failure to resubmit within this time period will lead to termination of the candidate's program.

c) The thesis shall give evidence of the candidate's ability to carry out independent and original research, develop the necessary theoretical and methodological framework and analyses, and present the findings in a scholarly manner.

Faculty of Education (cont'd)

d) Each candidate will be required to present a seminar on her/his thesis research to the Faculty.

e) Ph.D. program will conclude with the examination and oral defence of the completed thesis in accordance with the appropriate sections of the **GENERAL REGULATION** J.4. governing the School of Graduate Studies.

COURSES

7001. Doctoral Seminar in Education: Area of Specialization
7002. Advanced Educational Research
7003-30. Special Topics"

69.   REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS AND FINANCIAL AID

The Senate Committee on Undergraduate Scholarships and Financial Aid is proposing the introduction of undergraduate entrance scholarships for international students. The Committee noted that at a meeting held on February 6, 2003, the Board of Regents had approved an increase in tuition fees for international undergraduate students and that it had been agreed that a certain percentage of the international tuition differential would be set aside to fund entrance scholarships for international undergraduate students.

While Senate approved the proposal in principle, it was suggested that the wording be revised to clearly reflect the intent. In this regard, it was proposed and agreed by Senate that:

• specific revisions be made to Clause 6 to include an indication that candidates for international entrance scholarships are expected to have achieved academic standing comparable to academic standing prescribed for entrance scholarships awarded to Newfoundland and Labrador and Canadian applicants.

• the opening phrase in the proposed calendar entry be changed to read "A distinct Undergraduate Entrance Scholarships program is available for international students and will be administered by the Committee on Undergraduate Scholarships and Financial Aid".

It was also suggested that the phrase "must be registered for" in the proposed calendar entry should read "must register for" since students will not be registered at the time they are to be considered for these scholarships.

Report of the Senate Committee on Undergraduate Scholarships and Financial Aid (cont'd)

Following discussion, it was agreed that the International Entrance Scholarships proposal be referred back to the Committee on Undergraduate Scholarships and Financial Aid with a request that the document be reviewed by the Committee to ensure that the revised wording reflects the intent and re-submitted to Senate for approval.

70. MUNSU - MOTION WITH REGARD TO DAY OF ACTION

The Memorial University of Newfoundland Students' Union and the Grenfell College Students' Union will be participating in a Canadian Federation of Students' National Day of Action on February 4, 2004. The National Day of Action has been called as part of a campaign for increased funding for post-secondary education. On this day, students in Newfoundland and Labrador will be participating in rallies and events in conjunction with students, faculty and other organizations from across Canada.

In this regard, the unions are requesting that Senate approve the following motion:

Whereas the Senate recognizes the importance of the Canadian Federation of Students National Day of Action;

Be it resolved that the Senate encourage academic units and professors to be flexible in making alternate arrangements, including re-scheduling examinations and the deadlines for submission of assignments, for students who are absent from classes between 11:00 a.m. and 3:00 p.m. on February 4, 2004 so that they may freely participate in the Day of Action with no fear of academic repercussions.

Mr. Duggan noted that the period of time, 11:00 a.m. to 3:00 p.m., requested in the motion as proposed, had been changed to 12:00 p.m. to 2:00 p.m.

Ms. O'Brien-MacDonald requested that the Graduate Students' Union be removed from the letter received from the Memorial University of Newfoundland Students' Union and the Grenfell College Students' Union, not because of lack of support for the resolution, but because the Graduate Students' Union had not been consulted.

MUNSU - Motion with Regard to Day of Action (cont'd)

Several Senators suggested that students should notify their professors of their intention to participate in the National Day of Action. It was also suggested that earlier notice of the National Day of Action would be desirable so that this could be taken into account by instructors in scheduling tests, etc.

It was moved by Mr. Duggan, seconded by Mr. Gaulton, and carried that the Senate encourage academic units and professors to be flexible in making alternate arrangements, including re-scheduling examinations and the deadlines for submission of assignments, for students who are absent from classes between 12:00 p.m. and 2:00 p.m. on February 4, 2004 so that they may freely participate in the Day of Action with no fear of academic repercussions.

71.   ITEMS FOR INFORMATION

The Executive Committee upheld the following appeal:

ECS 2003-04: #3 - Appeal for permission to continue in the Bachelor of Commerce (Co-operative) program without being required to withdraw for two semesters and to make up the requirements for Work Term 3 following Academic Terms 6 & 7.

The Executive Committee denied the following appeal:

ECS 2003-04: #4 - Appeal for a waiver of the prerequisites required for French 4101 and French 4640.

72.   ADJOURNMENT

The meeting adjourned at 4:45 p.m.

_____   _____
CHAIRMAN   ACTING SECRETARY