A Faculty Meeting will be held at 12 noon prior to the Faculty Council meeting. Ms. Lisa Charlong-Norris, Grants Facilitation Officer, will provide information on database of funding opportunities; SSHRC templates; new internal signature form for grants; upcoming public/web profiles; and upcoming funding deadlines. Information will also be provided on tri-agency funding regulations.

REGULAR MEETING OF THE FACULTY COUNCIL, FACULTY OF EDUCATION
TUESDAY, JUNE 6, 2017, 12:30 P.M., ROOM ED2030B (McCANN CENTRE)

AGENDA

1. Approval of Minutes of Previous Meeting
   i) Minutes of Regular Meeting of April 18, 2017 (attached)
   ii) Minutes of Special Meeting (Executive Committee) of May 15, 2017 (attached)

2. Business Arising

3. New Business

4. Correspondence

5. Notice of Motion

6. Reports of Committees
   7. i) Nominating Committee
      Recommendation for (i) Membership of Standing Committees of the Faculty Council of Education, and (ii) Representation to other Faculty Councils – 2017-18 Academic Year (attached)

      ii) Graduate Studies Committee
      Correspondence dated May 29, from Chair, Committee on Graduate Studies, re Documents for Consideration at Faculty Council (attached)

8. Associate Dean’s Report – Undergraduate

9. Associate Dean’s Report – Graduate

10. Acting Dean’s Report

11. Reports from Representatives from other Councils

12. Other Business
   i) Ms. Beth Maddigan, Division Head, Education Library, re Sage Journal Cancellations & New Course Resources System

Secretary
Faculty Council, Faculty of Education

Attachments (4)
MINUTES
REGULAR MEETING OF THE FACULTY COUNCIL, FACULTY OF EDUCATION
TUESDAY, APRIL 18, 2017, 12:30PM, ROOM ED2030B (MCCANN CENTRE)

Chairperson: Dr. Rhonda Joy, Acting Dean

Apologies for Absence: Dr. Jennifer Anderson, Dr. Anne Burke, Dr. Jerome Delaney, Dr. Morgan Gardner, Dr. Greg Harris, Dr. Kimberly Maich, Dr. Heather McLeod, Dr. Sylvia Moore, Dr. Andrea Rose, Dr. Henry Schulz

2010. **APPROVAL OF AGENDA**

It was **moved** by Dr. Walter Okshevsky, **seconded** by Dr. Mary Sturdy, that the Agenda be accepted as circulated.

**CARRIED.**

2011. **APPROVAL OF MINUTES**

It was **moved** by Dr. Xuemei Li, **seconded** by Dr. Sturdy, that the Minutes be approved as distributed.

**CARRIED.**

2012. **REPORTS OF COMMITTEES**

i) **Graduate Studies Committee**

Dr. Scott Johnston, Chair, Committee on Graduate Studies, presented recommended changes for a new sub speciality and course changes as follows:

1. **Proposed new CTLS sub speciality - Indigenous and Place-based Education.**

   It was **moved** by Dr. Johnston, **seconded** by Dr. Ursula Kelly, that the CTLS sub speciality be accepted as presented.

   **CARRIED.**

2. **E6462 – Cultural, Landscapes, Knowledge and Pedagogy be introduced as a new course.**

   It was **moved** by Dr. Johnston, **seconded** by Dr. Kelly, that the new course E6462 be accepted as presented.

   **CARRIED.**

3. **E6924 – Decolonizing Pedagogies be moved from a special topics course to a regular course as presented.**

   It was **moved** by Dr. Johnston, **seconded** by Dr. Sturdy, that E6924 be converted from a special topics course to a regular course as presented.

   **CARRIED.**
4. E6927 – Digital Game-based Learning be converted from a special topics course to a regular course.

It was moved by Dr. Johnston, seconded by Dr. Stordy, that the course E6927 be converted from a special topics course to a regular course as presented.

CARRIED.

ii) Doctoral Studies Committee

Dr. Cecile Badenhorst, Chair, Doctoral Studies Program Committee, presented a request to amend Section 32.9.3, Program of Study, to change the wording regarding courses ED701A/B and ED702A/B as outlined in her correspondence of March 31, 2017.

It was moved by Dr. Badenhorst, seconded by Dr. Okshevsky, that the wording as presented be accepted.

CARRIED.

2013. ASSOCIATE DEAN’S REPORT- UNDERGRADUATE

Dr. Gerald Galway presented the Associate Dean’s Report – Undergraduate as attached.

2014. ASSOCIATE DEAN’S REPORT- GRADUATE

Dr. Rhonda Joy reported on the following:
- Registration is ongoing for graduate students;
- The meeting with Ms. Lisa Charlton-Norris, Grants Facilitation Officer, Faculty of Education, is postponed (April 19, 2017) and will be rescheduled;
- The Graduate Office has six offers out for PhD students and is currently waiting to hear back;
- The staff within the Graduate Office is now using on-base or a paperless registration process. Eventually, faculty will also be required to use this system;
- Dr. Joy is currently working with CITL on the development of advertising campaigns for its online graduate programs. This coincides with the re-development of the Faculty of Education’s website which should be complete late August/early Fall and the new ads should be ready at that time as well;
- Work is continuing on the development of diplomas, and the Post-Secondary Education group has four diplomas near completion;
- Dr. Joy currently has two roles - Associate Dean of Graduate Programs and Research and Acting Dean.

2015. DEAN’S REPORT

As Acting Dean, Dr. Joy reported on the following:
- The Teaching and Learning Framework Report is online and she encourages all faculty members to read it;
- Professional Development (PD) sessions are scheduled for staff members during the week of April 24th; some offices may be closed for morning sessions;
- The Faculty of Education currently has several staff positions vacant and in the process of being filled - the Senior Administrative Officer (SAO), Communications Advisor, and the Coordinator of the IBED Program in Labrador.

Adjournment

Council adjourned at 1:17 p.m.

______________________________  ________________________________
Chairperson  Date

______________________________
Secretary
Good afternoon. Today I’d like to give you an update on several items. I have been asked and have agreed to an extension to my interim appointment to August 31, 2017.

Internship

First of all, our intermediate-secondary students and our post-degree primary-elementary students have completed their internships. Intermediate-secondary students are now completing the institutes. There were two students who withdrew from the internship, one for personal reasons and the other for medical reasons. A few students have to complete extra days to account for days missed because of school closures due to weather. On May 8 spring semester begins and all of our Intermediate-Secondary and Primary-Elementary second degree students will be back on campus.

Admissions

Since my last report the Admissions Committee has met to consider applications to our programs beginning in May and September. As I noted in my last report, there are the same numbers of cohorts for 2017-18 as there is for the current year, but some softening of the enrolment numbers

- For the I-S with Conjoint Technology Education Diploma we admitted 20 students. This is the normal admission level.
- For the Primary-Elementary Second Degree Program there are 30 students in St. John’s (5 French immersion) and 16 admitted in Corner Brook (slight reductions over the current year.
- For the Intermediate-Secondary group we have 93 (plus the 20 Conjoint students for a total of 113); these are similar to the numbers for last year, so this means three groups for most of the required courses.
- There are 25 primary-elementary first-degree students and 11 music education students (slight reductions over the current year).

2017-18 Academic Year

Very shortly we will begin planning for the 2017-18 academic year. We will be sending a notice out to faculty in the coming weeks regarding preferences for course assignments for the new year. Like the current year, you can expect to teach a combination of undergraduate and graduate courses in 2017-18. So for those faculty members who normally teach mostly or all grad courses, I urge you to let us know which undergraduate courses you would prefer to teach, so that you are not assigned a course you were not expecting.
Faculty Sponsored Session on Teaching Students with Autism

On May 1 at 10:00am we will be sponsoring a session on *Neurodiversity and Mental Health* including Autism Spectrum Disorder. This session is aimed at instructors, administrators and academic staff and will cover issues related to teaching and managing students with various cognitive and mental health challenges. Given that we are seeing more cases of students in these circumstances I am urging faculty members to attend. Katie will be sending out an invitation and I ask that you register your interest in attending with Katie. Kelly Neville who is coordinator with the Wellness Centre and Amy Baird, who is a student support and crisis management officer will lead the session. We have also invited some folks from the Registrar’s Office.

Premier’s Task Force [Pass out handout]

During our recent discussions with the Premier’s Task Force on Educational Outcomes we began a dialogue on mathematics education. At the request of the Task Force there were a couple of meetings held with faculty members from the department of mathematics and statistics and mathematics education faculty. I think it’s safe to say that we had two very productive meetings where issues of teacher confidence and competence to teach primary elementary mathematics were discussed. Also discussed were ways that university could assist in helping to improve mathematics outcomes in the K-12 school system.

There were a number of areas discussed and one of these relates to University-level mathematics proficiency as well as preparation in terms of mathematics pedagogy. In the coming weeks and months we hope to continue the dialogue and potentially to make some recommendations relating to mathematics education. This could include modifications to mathematics courses, the possibility of a bridging course, additional instruction in mathematics pedagogy, the introduction of a lab component to our mathematics education courses and opportunities for primary elementary students to get more experience, through MUCEPS working as math tutors or mathematics lab assistants.

Admission Standard

One of the interesting items emanating from the mathematics meetings bears on our recent discussions in the admissions committee and in faculty council, from time to time, on admissions standards, which now stand at 65 percent in pre-admission courses or the last 30 credit hours prior to admission. You will recall that there has been some dialogue on raising the admission standards in our pre service teacher education programs to 70 percent.

For purposes of analysis we divided current primary-elementary pre-service students into two groups, those who entered with admission averages less that 70 percent and
those with admission averages of 70 percent and above. There is actually quite a
difference in the math performance of students in the two groups, as you will see from
the handout. Although our numbers are lower than we might like or expect, I think this
analysis is useful to the discussion of admission standards.

This concludes my report.

Respectfully submitted,

Gerald Galway, Associate Dean, Undergraduate Programs
Appendix: Analysis of Mathematics Course Completion and Grades

Faculty of Education Pre-service Teacher Education Programs - 2017

P/E 2nd Degree: Candidates with an overall average 70% and above
Average math mark - 71.9%
Completion of Math 1001 - 6
Completion of Math 1000 - 29
Completion of Math 1090 - 14
Completion of Math 1051 - 23
Completion of Math 1050 - 22

P/E 2nd Degree Candidates with an overall average 65 – 69.9%
Average math mark - 58.7%
Completion of Math 1001 - 0
Completion of Math 1000 - 4
Completion of Math 1090 - 5
Completion of Math 1051 - 3
Completion of Math 1050 - 3

P/E 1st Degree Candidates with an overall average 70% and above
Average math mark - 66.3%
Completion of Math 1001 - 0
Completion of Math 1000 - 4
Completion of Math 1090 - 8
Completion of Math 1051 - 13
Completion of Math 1050 - 4

P/E 1st Degree Candidates with an overall average 65 – 69.9%
Average math mark - 61.1%
Completion of Math 1001 - 0
Completion of Math 1000 - 0
Completion of Math 1090 - 1
Completion of Math 1051 - 4
Completion of Math 1050 - 1
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

SPECIAL MEETING (VIA E-MAIL) OF THE EXECUTIVE OF
FACULTY COUNCIL, FACULTY OF EDUCATION
MONDAY, MAY 15, 2017

Members: rjov@mun.ca; amoghaddam@mun.ca; mstordy@mun.ca;

For the Degree of Bachelor of Education (Intermediate/Secondary). Bachelor of Education
(Post-Secondary), Bachelor of Education (Primary/Elementary), Bachelor of Music
Education, Bachelor of Special Education

MOTION #1

Ms. L. Walsh certified that the candidates named on the attached Convocation Applicant
Report had fulfilled all the academic requirements for the above-noted degrees and moved
that their names be approved for submission to Senate.

CARRIED.

For the Diploma in Adult Learning and Post-Secondary Education and the Diploma in Post-
Secondary Education

MOTION #2:

Ms. L. Walsh certified that the candidates named on the attached Convocation Applicant
Report had fulfilled all the academic requirements for the above-noted diplomas and moved
that their names be approved for submission to Senate.

CARRIED.

MOTION #3:

Ms. L. Walsh requested that the Registrar be empowered in consultation with the Dean or
Director and Chairperson of the appropriate Faculty Committee to add to the lists the names
of candidates who fulfill all the requirements for the degree or diploma between this meeting
and convocation.

CARRIED.

The Convocation Report with the names of all the candidates has been forwarded to the
Secretary for minute purposes.

Chairperson

Date

Secretary
REPORTS OF COMMITTEES
Nominating Committee
2017 03 06

TO: All Members, Faculty Council of the Faculty of Education

FROM: Chairperson, Nominating Committee

SUBJECT: Recommendation for (i) Membership of Standing Committees of the Faculty Council of Education, and (ii) Representation to other Faculty Councils 2017-18 Academic Year

The Nominating Committee makes the following recommendations for membership of the Standing Committees of the Faculty Council of Education, and representatives to other Faculty Councils for the 2016-2017 Academic Year:

STANDING COMMITTEES

A. The Executive Committee of the Council

1. Chairperson – Dean, Faculty of Education
2. Ms. S. Lewis (Secretary) (replacing Ms. G. Jackson)
3. Dr. A. Moghaddam
4. Dr. M. Stordy
5. Undergraduate Student Representative
6. Graduate Student Representative

B. Nominating Committee

1. Chairperson (to be selected from Committee membership)
2. Dr. B. Barrell
3. Dr. T. Doyle (replacing Dr. M. Cahill)
4. Dr. S. Penney

C. Committee on Undergraduate Studies

1. Chairperson (to be selected from Committee membership)
2. Associate Dean, Undergraduate Programs (ex-officio)
3. Representative, Office of the Registrar (ex-officio) – Ms. L. Walsh
4. Representative, Office of Student Services (ex-officio)
5. Dr. S. Penney (Co-Chair)
6. Dr. C. Arnold
7. Dr. T. Johnson (replacing Dr. M. Cahill)
8. Dr. M. Sturdy
9. Undergraduate Student Representative
10. Undergraduate Student Representative

D. Committee on Graduate Studies

1. Chairperson (to be selected from Committee membership)
2. Associate Dean of Graduate Programs (ex-officio)
3. Elected Members on Academic Council, School of Graduate Studies:
   Counselling Psychology Representative – Dr. M. Gardner
4. Educational Leadership Representative – Dr. S. Johnston
5. Curriculum, Teaching and Learning Representative – Dr. S. Azam
6. Post-Secondary Representative – Dr. J. Hoben
7. Informational Technology Representative – Dr. B. Mann
8. Graduate Student Representative
9. Graduate Student Representative

E. Admissions Committee

1. Chairperson (to be selected from Committee membership)
2. Associate Dean, Undergraduate Programs (ex-officio)
3. Coordinator of Undergraduate Programs (ex-officio)
4. Representative, Office of the Registrar (ex-officio) – Ms. L. Walsh
5. Dr. S. Pickett
6. Dr. J. Buley (replacing Dr. T. Johnson)
7. Dr. N. Hurley
8. Dr. G. Young
9. Undergraduate Student Representative

F. Research and Development Committee

1. Chairperson (to be selected from Committee membership)
2. Dr. E. Yeoman
3. Dr. D. Kelly
4. Dr. J. Delaney
5. Dr. B. Barrell

G. Social Committee

1. Chairperson (to be selected from Committee membership)
2. Dr. B. Barrell  
3. Dr. G. Young  
4. Dr. S. Penney  
5. Ms. L. Tucker  
6. Ms. C. Madol/Ms. N. Bishop

H. **Doctoral Studies Program Committee**

1. Chairperson (to be selected from Committee membership)  
2. Associate Dean, Graduate Programs (ex officio)  
3. Dr. C. Badenhorst  
4. Dr. B. Barrell  
5. Dr. H. Schulz  
6. Dr. T. Seifert  
7. Dr. X. Li  
8. Representatives from Supervisory Committees (non-voting members)  
9. Doctoral Student Representative  
10. Doctoral Student Representative

I. **Ethics in Human Research**

1. Chairperson (to be selected from Committee membership)  
2. Dr. E. Furey  
3. Dr. H. Schulz  
4. Dr. A. Burke  
5. Graduate Student Representative

J. **Scholarships and Awards Committee**

1. Ms. L. Redmond  
2. Dr. M. Kondratieva  
3. Dr. G. Harris  
4. Staff Member – Office of the Dean  
5. Staff Member – One member from the Undergraduate Office (if undergraduate) (non-voting) or one member from the Graduate Office (if graduate) (non-voting)

**REPRESENTATIVES TO OTHER FACULTY COUNCILS**

1. Faculty of Humanities and Social Sciences – Dr. W. Okshevsky  
2. Faculty of Science – Dr. M. Stordy  
3. Faculty of Engineering and Applied Science – Mr. D. Gill  
4. Faculty of Business Administration – Dr. U. Kelly  
5. Faculty of Medicine – Dr. K. Maich
6. School of Human Kinetics and Recreation – Dr. X. Li
7. School of Nursing – Dr. D. Mulcahy
8. School of Social Work - Dr. S. Pickett
9. School of Music – Dr. D. Buley (replacing Dr. A. Rose)
11. Fisheries and Marine Institute – Dr. K. Anderson
12. Q.E. II Library – Ms. B. Maddigan

Nominating Committee

2017-06-29
May 29, 2017

TO: Secretary, Faculty Council, Faculty of Education
FROM: Committee on Graduate Studies
SUBJECT: Documents for Consideration

The Committee on Graduate Studies has approved the following items and is now forwarded to Faculty Council for consideration:

1. Proposed name and description change for E6620;

Thank you.

Scott Johnston, Ph.D.
Chair
Committee on Graduate Studies

/th
Proposed name and calendar description changes for ED6620

Submitted by David Gill
Ratified by M.Ed. (IT) Program Group

Overview of CURRENT and PROPOSED (in RED) changes

6620 - Issues and Trends in Educational Computing - CURRENT

Using a consultative process this course surveys the major trends and issues that are associated with using a computer to promote teaching and learning. The primary emphasis is on identifying and critically reviewing practices and developing strategies for better integration of computers in the learning process. Students are required to have a basic working knowledge of word processing, e-mail, information retrieval and file management.

6620 - Issues and Trends in Educational Technology - PROPOSED

Using a consultative process this course surveys the historical and philosophical development, major trends, and issues that are associated with using educational technology to promote teaching and learning. The primary emphasis is on identifying and critically reviewing practices and developing strategies for better integration of educational technologies in the learning process. Students are required to have a basic working knowledge of word processing, e-mail, information retrieval and file management.

Rationale

ED 6620 is a foundational course within the conjoint MUN/CBU M. Ed. (IT) program. To our group's knowledge the course has not had any major revisions since the inception of the M.Ed. (IT) program almost 20 years ago. As we work and study in such a fast changing discipline, our group has decided that it is time to refresh this course to better reflect current trends in research and teaching and learning. The proposed changes to the title and description are slight, but will allow us to move forward in a current and meaningful way. The name change also reflects our MUN/CBU program group's efforts towards rebranding from "Information Technology" to "Educational Technology". As we move forward with our program re-branding, having these course changes in place will help with a smoother transition and continuity for our current and future students.
Education 6620: “Issues and Trends in Educational Technology”

ED 6620 Course Pedagogy:
This course aims to situate learning within the context of genuine inquiry through a social constructivist/constructionist lens. Inquiry-based learning is much more than a simple teaching method, it is a philosophy of learning that focuses on deeply probing into authentic emerging questions through a disciplined approach (Clifford & Marinucci, 2008). Friesen (2013), defines inquiry-based learning as the “dynamic process of coming to know and understand the world in genuine and authentic ways that take their cue from how knowledge actually lives and works in the world” (p. 154). This perspective will frame how we investigate the course topics throughout the term. In addition to inquiry-based learning a social constructivist/constructionist epistemological perspective will also be assumed. Social constructivism contents that knowledge construction extends beyond an individual’s cognition and is distributed through a social network (Hyslop-Margison & Strobel, 2007; Kim, 2001). Closely related to this idea is Papert and Harel (1991) constructionism which assumes that knowledge is developed when learners actively engage in constructing public artifacts. With a contextual focus on the theoretical and practical applications of trending educational technologies in various educational settings students will be expected to explore, question, discuss, critique, deconstruct and construct knowledge and meaning through a mix of socially constructed shared activities and individual reflection. The aim of this pedagogical approach is to help bridge the gap between theory and practice in a genuine and meaningful way.

References


http://doi.org/10.1080/08878730701728945


Course Overview:
Using a consultative process this course surveys the historical and philosophical development, major trends, and issues that are associated with using educational technology to promote teaching and learning. The primary emphasis is on identifying and critically reviewing practices and developing strategies for better integration of educational technologies in the learning process.
Course Objectives:
Through the duration of the course students will:

1. explore, discuss, and understand the historical and philosophical foundations of educational technology.
2. explore, discuss, and understand the values and ethical considerations embedded in educational technologies and their use.
3. explore, discuss, and understand generational and intergenerational impacts on the development and use of educational technologies.
4. explore, discuss, and understand the significance of various learning theories on the development and use of educational technologies and learning environments.
5. explore and discuss current trends, challenges, and developments in educational technology.
6. develop a degree of personal educational technology literacy through collaborative discussion and work.
7. reflect on their own personal and professional practice in relation to the course topics and discussion.
8. design and develop workable solutions to real world problems of practice.

Evaluation

Class and on-line participation (20%)
Critically responding to topic/weekly discussion questions, your peers’ thoughts and positions, reflective papers, and emerging major group work themes and ideas throughout the duration of the course. Active participation in the synchronous sessions will also be considered within this learning task (there will be alternative asynchronous activities available for individuals that cannot attend synchronous sessions). Your responses and interactions should be of an academic nature supported by scholarly evidence from our field of study while relying on your professional experiences.

Shared Concept-Map (10%)
In groups of two (2) students will be responsible for summarizing at least one week worth of discussions (first 10 weeks) via the creation of a shared online concept map. The concept map will be initiated by the instructor and there will be a sign-up sheet made available during the first online meeting.

Individual reflection papers (3 papers -10% each – 30% total)
Based on the philosophical foundations and the prevalent trends or issues you have explored over the course of the term you will be assigned to write three (3) individual reflection papers. These papers will be brief (4-5 pages) and due at three different intervals throughout the term: Week 4, 7, and 10. One of your papers must be shared with the entire class as a discussion prompt. You can choose when and which paper you will share. These papers should examine the various perspectives found within the research literature surrounding your identified philosophical viewpoint/trend/issue. After discussing the continuum found within the literature, reflect on either your past, current, or possible future practice in relation to the research literature continuum.

Situated Group Design Challenge 40%
As a group of two (2) to three (3) identify a problem or issue from your shared professional experience in relation to the issues and trends discussed throughout the course and propose a working solution. The solution should utilize any underlying theories or frameworks related to educational technology and
learning in general that you have explored during the term. This project should also incorporate at least one original visual conceptual framework that helps guide your solution in some way. Individual

Grading and rubric frameworks:
Each assignment will be accompanied by a five (5) point rubric to help guide and clarify aspects of the assignments and the level of work and detail that is expected. Below is an example of one rubric row from the situated group design challenge. Complete rubrics can be found within the “rubric” section of the D2L course.

<table>
<thead>
<tr>
<th>Major Project</th>
<th>Beginning (0-1)</th>
<th>Developing (2-3)</th>
<th>Accomplished (3-4)</th>
<th>Exemplary (4-5)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional overview</td>
<td>Group does not explain their individual professional backgrounds or their possible connections</td>
<td>Group lists their individual professional backgrounds without reflection on possible connections</td>
<td>Group explains their individual professional backgrounds and reflects on possible connections</td>
<td>Group explains their individual professional backgrounds and reflects on possible connections</td>
<td></td>
</tr>
</tbody>
</table>

Required Texts:
All texts are freely available online through the QEI Library.


Weekly Readings

Week 01


Alternative Readings – Week 01

1. Molenda, M. (2008). Historical foundations. In Handbook of research on educational communications and technology (pp. 3–20). [Available in hardcopy from MUN library]. This will need to be scanned.


Week 02


Week 03


Additional – Supplemental Readings/Viewings


Week 04


Alternative/Recommended Readings


Week 05


Alternative/Recommended Readings


Week 06


Alternative/Recommended Readings


Week 07


Alternative/Recommended Readings


Week 08


Week 09


Alternative/Recommended Readings


Week 10


Alternative/Recommended Readings

11.8.2 Curriculum, Teaching and Learning Studies

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:

**Option One**


**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. 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.

1. **Admission Requirements**

   In addition to meeting the requirements in the School of Graduate Studies General Regulations, students must have completed a range and number of courses in Education deemed appropriate by the Faculty and Dean of Education.

   a. a minimum of two years of teaching or related experience is recommended.

   b. for a specialization in special education, a completed Bachelor of Special Education Degree or equivalent is required and enrolment will be limited to applicants articulating a research focus for which appropriate thesis supervision is available.

2. **Program Requirements**

   a. all students in the Master of Education Program (Curriculum, Teaching and Learning Studies) shall be required to complete:

      - 6100 Research Designs and Methods in Education
      - 6300 Teaching and Learning
      - 6602 Curriculum Studies

   b. students on the thesis route must complete at least one of the research courses listed below (6100 is prerequisite):

      - 6466 Qualitative Research Methods
      - 6467 Quantitative Research Methods
      - 6468 Critical Approaches to Educational Research
      - 6469 Theoretical and Methodological Foundations of Action Research
      - 6909 Narrative Approaches to Teaching, Learning and Research

      and at least 2 courses from any university graduate offering provided that those chosen are appropriate to the student's program.

   c. students choosing Option One on the internship, paper folio, project route, and comprehensive-course route must complete at least 2 courses within one particular
specialty area from the list in **Core speciality courses in the study of curriculum, teaching and learning areas** below.

d. students choosing Option Two must choose courses that have been designated through consultation with faculty advisor during the first semester of studies in this program.

e. students choosing the Mathematics Education specialization within Curriculum, Teaching and Learning Studies must complete 6630 Critical Issues in Mathematics Education prior to completing other Mathematics Education specialty courses.

f. students choosing the Special Education specialization within Curriculum, Teaching and Learning Studies must complete a thesis and at least two of the required Special Education specialty courses.

g. students on the comprehensive-course route must complete one of the following courses: E6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies or E6394 Biographical Explorations of Teaching and Learning or E6913 Putting Action Research Methodologies Into Practice (prereq. E6469). Normally students would be permitted to register for one of these courses only after all other course requirements have been met, or during the student's last semester of studies.

h. 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 program:
   - 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 and the appropriate course option 6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours), 6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours), or 6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
   - students on the comprehensive-course route must complete a total of at least 30 credit hours

i. **Core speciality courses in the study of curriculum, teaching and learning areas:**
   - **Computers in Education**
     - 6610 Research on Computers in the Curriculum
     - 6620 Issues and Trends in Educational Computing Technology

### 11.8.5 Information Technology

The graduate program in Information Technology is offered in partnership with Cape Breton University (CBU). It is designed to facilitate the educational use of information technology in a wide variety of settings. The program will be of interest to educators at all levels including K-12 teachers, school administrators, those in the post-secondary system, business and industry, as well as those in most other adult learning situations.

Information technology in this Master of Education program encompasses computer, communications, networking, and multi-media applications. The overall intent of the program is to:

- provide educators with skill sets and pedagogical expertise that will enable them to address computer and related information technology in a teaching/learning situation;
- develop potential information technology leaders for the educational system;
- develop instructional designers, for a variety of educational settings, who are able to combine information technology with learning theory to enhance curriculum development and delivery;
• provide a basis for the continued professional development of educators in the area of information technology;
• develop an awareness of the applications of information technology in a wide variety of educational contexts; and
• develop research expertise and potential in the use and application of information technology for teaching and learning purposes.

Candidates for the program will have attained, prior to acceptance, some fundamental knowledge and skills with respect to information technology through prerequisite experiences, and have attained a recognized undergraduate degree in an appropriate discipline with at least a second class standing (see specific regulations for details). The program components are designed to enable candidates to build on their prior experience through the development of pedagogical links and information technology applications. It is intended that the program be offered primarily as a part-time program through distance delivered courses, with other delivery formats to be considered/utilised where feasible. Access to specific computer hardware, software, and the Internet is required and will be the responsibility of each candidate.

A steering committee comprised of three members from each of the Faculty of Education at Memorial University of Newfoundland and the Institute for Education at CBU is responsible to the Associate Dean of Graduate Programs and Research, Faculty of Education, for selected aspects of the program. The latter include assessing student applications, recommending approval of instructors who are not regular faculty members at either CBU or Memorial University of Newfoundland, and recommending course or program changes. This committee is to be co-chaired by the Associate Dean of Graduate Programs and Research, Faculty of Education, Memorial University of Newfoundland and the Director of the Institute for Education at CBU, or their designate(s).

CBU courses offered as part of this program are indicated by the prefix "CBU EDU" followed by the specific course number.

1. Admission Requirements
   Admission to the program is competitive and selective. In addition to meeting the requirements in the School of Graduate Studies General Regulations, Faculty of Education, Memorial University of Newfoundland, candidates must have successfully completed:
   a. one of a diploma or certificate in information technology from an accredited institution; CBU EDU 530; Memorial University of Newfoundland 2751 and 3751; or equivalent as determined by the program steering committee.

Selection into the program is determined by an applicant’s profile which would normally include such criteria as previous academic performance, related work experience, and relevant information technology experience. More detailed information may be found at www.mun.ca/educ/grad/infotech.php.

2. Program Requirements
   a. all candidates for the Master of Education (Information Technology) must complete 6100 Research Designs and Methods in Education.
   b. candidates on the thesis route must complete:
      ▪ three credit hours from:
      ▪ 6610 Research on Computers in the Curriculum
      ▪ 6615 Educational Software Prototyping and Evaluation
      ▪ 6620 Issues and Trends in Educational Computing-Technology
11.9 Courses

Course descriptions for graduate course in Education are available at www.mun.ca/educ/grad/fee_deadline.php.

A selection of the following graduate courses shall be offered to meet the requirements of candidates, as far as the resources of the Faculty allow.

- 6100 Research Designs and Methods in Education
- 6105 Social and Cultural Difference and Education
- 6106 Popular Culture and Literacy Education
- 6107 Arts Education: Creativity In the Classroom
- 6108 Literacy and Language Education: Sociocultural Perspectives
- 6202 Social Context of Educational Leadership
- 6203 Leadership: Theory and Practice
- 6204 Educational Administration: Theory and Practice
- 6205 Educational Policy: Theory and Practice
- 6290 Research and Development Seminar in Educational Leadership Studies
- 6291 Internship in Educational Leadership Studies (6 credit hours)
- 6292 Project In Educational Leadership Studies (6 credit hours)
- 6293 Paper Folio In Educational Leadership Studies (6 credit hours)
- 6300 Teaching and Learning
- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies
- 6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6392 Project In Curriculum, Teaching and Learning Studies (6 credit hours)
- 6393 Paper Folio In Curriculum, Teaching and Learning Studies (6 credit hours)
- 6394 Biographical Explorations of Teaching and Learning
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives In Public Education, Reform, and Leadership
- 6426 Computer Applications In Educational Administration
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6461 Graduate Research Writing
- 6462 Cultural Landscapes, Knowledge and Pedagogy
- 6463 Relationships First: Rethinking Educational Engagement (credit may be obtained for only one of 6463 or 6936)
- 6465 School Violence: Leadership and Policy Implications
- 6466 Qualitative Research Methods
- 6467 Quantitative Research Methods
- 6468 Critical Approaches to Educational Research
- 6469 Theoretical and Methodological Foundations of Action Research
• 65C2 Contexts of Music Education
• 65C3 Teaching Music from the Podium
• 65C4 Musicianship, Pedagogy, and Learning
• 65J0 Research and Development Seminar in Information Technology in Education
• 6600 Learning and Motivation
• 6602 Curriculum Studies
• 6603 Place, Ecology and Education
• 6610 Research on Computers in the Curriculum (prerequisite: 6620)
• 6615 Educational Software Prototyping and Evaluation
• 6620 Issues and Trends in Educational Computing Technology
• 6630 Critical Issues in Mathematics Education
• 6632 Current Research in Teaching and Learning of Elementary School Mathematics (prerequisite: 6630)
• 6634 Teaching and Learning to Solve Mathematics Problems (prerequisite: 6630)
• 6635 Teaching and Learning Geometry
• 6636 Teaching and Learning the Concept of Number and Operations
• 6639 Technology and the Teaching and Learning of Mathematics (prerequisite: 6630)
• 6641 Writing in the Primary, Elementary and Secondary Schools
• 6642 Developmental Reading (K-8)
• 6643 Contemporary Issues in Intermediate and Secondary English
• 6644 Drama in Education
• 6645 Literature for Children and Adolescents
• 6646 Literature in the Secondary School
• 6647 Diagnosis and Remediation of Reading and Writing Difficulties
• 6649 Exploring Multiple Literacies
• 6653 Contemporary Issues in Science Education I
• 6655 The Nature of Science and Science Education
• 6658 Teaching and Learning Scientific Concepts, Laws, and Theories
• 6660 Information Technology
• 6661 Applications of Media in Education
• 6662 Research Seminar in Teacher-Librarianship
• 6663 The Organization of Learning Resources
• 6664 Seminar in School Improvement
• 6668 Current Issues in Second Language Education
• 6669 Graduate Seminar in Second Language Teaching and Learning
• 6670 Teaching and Learning Social Studies
• 6671 Research in Social Studies Education
• 6672 Issues and Trends in Social Studies
• 6673 Second Language Teaching, Learning and Curriculum (credit may be obtained for only one of Education 6673, the former 6665 or 6667)
• 6674 Research in Second Language Writing Education
• 6675 Current Issues in Rural Education
• 6676 Research and Practice in TESL/TEFL (Teaching English as a Second/Foreign Language)
• 6693 Literacy for the Young Child In Home and School
• 6700 Ethical and Legal Issues in Counselling
• 6701 Issues and Methodologies in Learning and Developmental Research
• 6702 Counselling: Theory and Practice
• 6703 Personal and Professional Development Group (non-credit)
• 6705 Nature and Development of School Counselling Services
• 6706 Career Education and Career Counselling
• 6707 Assessment for Counsellors
• 6708 Group Counselling: Theory and Practice
• 6709 Assessment of Intelligence and Learning Skills
• 6710 Issues in Development and Implementation of Special Education Policy and Practices
• 6711 Behaviour Modification in the Educational Setting
• 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
• 6713 Educational Applications of Contemporary Cognitive Psychology
• 6714 Principles and Practices in Exceptionality
• 6715 The Theory and Practice of Peer Helping Programs
• 6716 Working with Families and Parents
• 6717 Counselling Adolescents
• 6718 Elementary School Counselling
• 6719 Cultural Issues in Counselling
• 6720 Internship in Counselling Psychology (9 credit hours)
• 6755 Nature and Assessment of Learning Disabilities
• 6801 Foundations of Post-Secondary Programs
• 6802 Adult Learning and Development
• 6803 Research in Post-Secondary Education
• 6804 Leadership and Human Resource Development in Post-Secondary Education
• 6805 Advanced Human Resource Communications
• 6806 Interprofessional Education in the Health Professions
• 6807 Economics and Finance of Post-Secondary Education
• 6822 Foundations of Instructional Design in Post-Secondary Education
• 6823 Principles of Program Design and Development
• 6831 Organization and Administration of Student Services for the Adult Learner
• 6832 Issues and Trends in the Administration of Post-Secondary Education
• 6841 Student Development Theory, Services and Programs in Post-Secondary Education
• 6890 Research and Development Seminar in Post-Secondary Studies
• 6891 Internship in Post-Secondary Studies (6 credit hours)
• 6900-6910 Special Topics (excluding 6909)
• 6909 Narrative Approaches to Teaching, Learning and Research
• 5911 Multilanguage Education: An Introduction
• 5912-6950 Special Topics (excluding 6913, 6923, 6924, 6927, 6931, 6932, 6936, 6940)
• 5913 Putting Action Research Methodologies Into Practice (prerequisite: 6469 Theoretical and Methodological Foundations of Action Research)
• 5923 Perspectives in Indigenous Education
• 5924 Decolonizing Pedagogies
• 6927 Digital Game-based Learning
• 6931 Educational Technology Law
• 6932 Intellectual Technology Law in Teaching and Learning
• 6940 Administration of Student Services in Post-Secondary Education
Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: [http://get.adobe.com/reader](http://get.adobe.com/reader). (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Fill in the required data and save the file; (5) Submit the completed form to:

School of Graduate Studies; Memorial University of Newfoundland; IIC-2012 (Bruneau Centre for Research and Innovation); St. John's, NL A1C 5S7 Canada  Fax: 709.864.4702  eMail: gsc@mun.ca

To: Dean, School of Graduate Studies  
From: Faculty/School/Department/Program  
Subject:  ✔ Regular Course  ☐ Special/Selected Topics Course

Course No.: E6620

Course Title: Issues and Trends in Educational Technology

I. To be completed for all requests:

A. Course Type:  ✔ Lecture course  ☐ Laboratory course  ☐ Directed readings  ☐ Lecture course with laboratory  ☐ Undergraduate course  ☐ Other (please specify)

B. Can this course be offered by existing faculty?  ✔ Yes  ☐ No

C. Will this course require new funding (including Payment of Instructor, labs, equipment, etc.)? If yes, please specify:

   ☐ Yes  ✔ No

D. Credit hours for this course: 3 credit hours

E. Course description (reading list required):

   see attached

F. Method of evaluation:

   Written  Percentage  Oral
   Class tests
   Assignments
   Other (specify):
   Final examination:

   Total  see attached

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1 Must specify the additional work at the graduate level
II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

Instructor's initials

1. duplication of thesis work

2. double credit

3. work that is a faculty research product

4. overlap with existing courses

Recommended for offering in the

☐ Fall  ☑ Winter  ☐ Spring  2018

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

Approval of the head of the academic unit

Date

May 29/17

IV. This course proposal was approved by the Faculty/School/Council

Secretary, Faculty/School/Council

Date

Updated March 2017
Post-secondary Studies Calendar Change

Removal of prerequisites E2900 and E2720

Rationale:

The Post-Secondary group would like to remove the pre-requisites ED 2900 and ED 2720 from the calendar. Our group is in the process of reviewing and assessing the PS Masters curriculum and we have concluded that these pre-requisites are outdated and are no longer needed for the Masters courses.
11.8.4 Post-Secondary Studies

The graduate programs in Post-Secondary Studies are designed to prepare candidates to function in a variety of roles in informal and formal post-secondary learning environments (including academic, technical, professional, adult and continuing education, health professional education, and student services/development). These programs facilitate a study of the post-secondary educational systems through an examination of their foundations, directions, organization and administration; and through curriculum and instructional development options for occupational preparation and adult education.

1. Admission Requirements

In addition to meeting the requirements in the School of Graduate Studies General Regulations,

a. Candidates must have completed an undergraduate course in statistics (Education 2900), and post-secondary education (Education 2720), or have accumulated the equivalent experiences in each of the above two areas as approved by the Head of the academic unit;

b. two years of successful experience in working with adult learners is recommended;

c. and for the M.Ed., Post-Secondary Studies (Health Professional Education) and the Graduate Diploma in Post-Secondary Studies (Health Professional Education) program, candidates must have appropriate academic qualifications and work experience in a health-related field.