REGULAR MEETING OF THE FACULTY COUNCIL, FACULTY OF EDUCATION
TUESDAY, September 26, 2017, 12:30 P.M., ROOM ED2030B (McCANN CENTRE)

AGENDA

1. Approval of Minutes of Previous Meeting
   i) Minutes of Regular Meeting of June 6, 2017 (attached)

2. Business Arising

3. New Business
   a) Proposal for a New Degree Program – B.Ed. (Primary/Elementary) as a Second Degree Conjoint with a Certificate in STEM Education (previously circulated Sept. 15/17)
   b) Proposal for Calendar Changes to Existing Programs (Post-Secondary Education) (attached)

4. Correspondence
   i) Correspondence from Secretary, Senate Committee on Undergraduate Studies re: Submission of Calendar Changes to the Senate Committee on Undergraduate Studies, 2018-2019 dated August 14, 2017 (attached)
   ii) Memo from Provost & VP (Academic) re: Policy Consultations dated September 19, 2017 (attached)

5. Notice of Motion

6. Reports of Committees
   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) Committee on Undergraduate Studies
      a) 2016-2017 Academic Annual Report

   iii) Admissions Committee
      a) 2016-2017 Academic Annual Report

   iv) Research & Development Committee
      a) 2016-2017 Academic Annual Report

   v) Graduate Studies Committee
      a) Merging the CTLS subspecialty “computers in education” to the IT program (attached)

   vi) Doctoral Studies Program Committee
      a) 2016-2017 Academic Year Annual Report (attached)

7. Associate Dean’s Report – Undergraduate

8. Associate Dean’s Report – Graduate
9. Dean’s Report

10. Reports from Representatives from other Councils

11. Other Business

Secretary
Faculty Council, Faculty of Education

Attachments (8)
REGULAR MEETING OF THE FACULTY COUNCIL, FACULTY OF EDUCATION
TUESDAY, JUNE 6, 12:30 P.M., ROOM ED2030B (MCCANN CENTRE)

Chairperson: Dr. Rhonda Joy, Acting Dean

Apologies for Absence: Dr. Mildred Cahill Dr. Morgan Gardner, Dr. Heather McLeod, Dr. Sylvia Moore

2016. APPROVAL OF AGENDA

It was moved by Dr. Mary Stordy, seconded by Dr. Christine Arnold, that the Agenda be accepted as circulated.

2017. APPROVAL OF MINUTES

i) It was moved by Ms. Leslie Redmond, seconded by Dr. Barrie Barrell, that the minutes of April 18, 2017, be approved as distributed.

CARRIED.

ii) It was moved by Dr. Walter Okshevsky, seconded by Dr. Gabrielle Young, that the minutes of the Special Meeting of May 15, 2017, be approved as distributed.

CARRIED.

2018. REPORTS OF COMMITTEES

i) Nominating Committee

It was moved by Dr. Barrie Barrell, seconded by Dr. Trudi Johnson, that the Recommendation for (i) Membership of Standing Committees of the Faculty Council of Education, and (ii) Representation to other Faculty Councils – 2017-18 Academic Year as presented be accepted.

CARRIED.

ii) Graduate Studies Committee

It was moved by Dr. Scott Johnson, seconded by Dr. Sharon Penney, that the proposed name and description changes for ED6620 as presented be accepted.

CARRIED.

It was moved by Dr. Scott Johnson, seconded by Dr. Elizabeth Yeoman, that the removal of Post-secondary prerequisites ED2720 and ED2900 as presented be accepted. A discussion followed including a question about the rationale for the changes. Dr. Christine Arnold and Dr. John Hoben addressed the reasons the prerequisites are no longer necessary.

CARRIED.
2019. **ASSOCIATE DEAN'S REPORT - UNDERGRADUATE**

Dr. Gerald Galway reported that the Undergraduate Office has been busy and mainly occupied with the following projects:

- Hosted Ceremony of Induction into the Teaching Profession with a high turnout of graduates;
- New Primary/Elementary Secondary Degree program under consideration. The Committee to look at connecting field experiences with course based aspect; September 2018 as potential start date;
- Planning for the next term: finalizing Faculty teaching assignments;
- Looking at raising admission standards for entry averages - meeting to further discuss will be announced;
- Dean’s Awards Committee will review and make decisions on the nominations/applicants for Dean’s awards. Seeking one more Faculty member to be on selection committee;
- Office changes: Judi Mellor is on extended leave, in process of recruiting for replacement.

The complete Associate Dean’s Report – Undergraduate is attached.

2020. **ASSOCIATE DEAN'S REPORT - GRADUATE**

Dr. Rhonda Joy reported on the following:

- Shared the number of graduate students currently enrolled; starting in fall and those recently graduating for both Masters & PhD programmes (see attached report);
- Recognized Ms. Tina Hunt as the recipient of the SGS Dean’s Award for Service Excellence presented May 29;
- Several students completing comps and oral defence (see attached report);
- Working on Alberta Education Leadership cohort with Rick Cusso;
- Planning for fall teaching assignments;
- Recognized several students for winning student/graduate awards at Convocation.

The complete Associate Dean’s Report – Graduate is attached.

2021. **ACTING DEAN’S REPORT**

Dr. Rhonda Joy reported on the following:

- Welcomed new staff and faculty;
- Recruitment to commence for Decanal Assistant as Susan Hicks will be retiring effective September 4, on one day per week from July 4-Sept 1; recruiting for replacement Coordinator of Undergraduate Programs as Judith is on leave;
- Indicated that budget issues are still being worked through relating to budget cuts and attrition;
- Recognized Faculty and staff for receiving 25 years’ service: Dr. Henry Schulz, Dr. Walter Okshevsky, Dr. Bruce Mann, Dr. Elizabeth Yeoman and Ms. Tina Hunt;
- 30 years’ service: Ms. Beverly Earle and Dr. Fred Hawksley;
- Visiting Professor Mustafa Heilat finished up early on May 22, 2017;
- Recap of Tri-council changes as discussed by Lisa Charlong-Norris prior to Faculty Council; all travel requests must be completed in advance of travel;
• Rebranding discussion continue regarding education profession;
• CRC proposal submission “Indigenous Knowledges for Learning and Reconciliation”;
• Seeking Fall retreat idea’s, confirmed that there will be time dedicated to updating or creating profiles for faculty for the new website under Lisa & Moira’s guidance;
• New website platform coming by the end of summer or early fall, please submit any suggestions or comments;
• Kirk is away right now working on Egypt agreement for P/E & I/S programmes;
• Old program review, inactive grant files will be closing.
The complete Acting Dean’s Report is attached.

2023. REPORTS FROM OTHER COUNCILS

i) Ms. Pam Phillips, CITL, announced that Blackboard has been replaced by a new interface called YOUSEEU and CITL is available to help any instructor that needs it.

ii) Joy Maddigan, School of Nursing, indicated that several nursing faculty members that have moved in on the 5th floor appreciate the welcome and hospitality.

2024. OTHER BUSINESS

i) Ms. Beth Maddigan, Division Head, Education Library, presented on MUN libraries new strategic plan and the forthcoming focus groups to give Faculty an opportunity for their input; potential SAGE journal cancellation and the reductions and the need for feedback from faculty and instructors; and tutorial on the new online program for course resources.

Adjournment

Council adjourned at 1:42pm.

__________________________________________  ______________________________________
Chairperson                                      Date

__________________________________________
Secretary
3. New Business
3. a) Proposal for a New Degree program

Bachelor of Education (Primary/Elementary) as a Second Degree
Conjoint with certificate in STEM Education

(Previously circulated via email

September 15, 2017)
3. b) Proposal for Calendar Changes to Existing Programs

(Post-Secondary Education)
Faculty of Education  
Proposal for Calendar Changes to Existing Programs  
(Post-Secondary Education)

Executive Summary

In 2014-2015 the Faculty of Education combined two streams of undergraduate diploma programs ('Adult Teacher Education' and 'Post-Secondary Education') into a single stream titled Diploma in Adult Learning and Post-Secondary Education. This proposal removes the formerly separate practicum courses (Education 4450 and 4700) and reinstates a single mandatory practicum course (Education 4735) for post-secondary and adult learning education programs and provides a waiver policy for same.

This proposal also realigns courses and program regulations to reflect the above and adds a mandatory ethics course.

Resource Implications: Instructional Costs

There is no impact on resources or instructional costs.

Consultations

This proposal was sent to the distribution list provided by Senate Undergraduate Studies Committee (SCUGS) for Consultation on Calendar Changes.

Library Holdings and/or Other Resources Required

There is no impact on library holdings.

Signature of Unit Head (if appropriate): ________________________________

Date: ________________________________

Signature of Dean/Associate Vice-President (Academic)/Vice-President:

Date: ________________________________
SUMMARY PAGE FOR SENATE

Approval Form

Program Title

The Bachelor of Education (Post-Secondary) as a First Degree, the Bachelor of Education (Post-Secondary) as a Second Degree and the Diploma in Adult Learning and Post-Secondary Education.

Calendar Change(s)

9.4 Bachelor of Education (Post-Secondary) as a First Degree

- The full or part-time Bachelor of Education (Post-Secondary) as a First Degree is the equivalent of a 120 credit hour program.

- The requirements for the Bachelor of Education (Post-Secondary) as a First Degree are listed in Table 5 Bachelor of Education (Post-Secondary) as a First Degree.

Table 5 Bachelor of Education (Post-Secondary) as a First Degree

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credit hours in English</td>
<td>12 additional credit hours chosen from ED 2720, 2740, 2801, 2900, 3210, 3440, 3710, 3720, 3730, 3801, 4450, 4700, 4710, 4730, 4760-4780</td>
</tr>
<tr>
<td>30 credit hours that satisfy the requirements for the Diploma in Adult Learning and Post-Secondary Education as follows: ED 2700, 2710, 2720, 2730, 2740, 2804, 3280, 4735 and 12 credit hours chosen from ED 2800, 2803, 2806, 3730, 3801, 4730 with no more than 6 credit hours at the 2000 level</td>
<td>12 additional credit hours in non-Education electives</td>
</tr>
<tr>
<td>30 credit hours in recognition of prior learning. Students who are not eligible for the maximum of 30 credit hours upon admission will be required to obtain further work experience and/or complete additional university courses.</td>
<td></td>
</tr>
<tr>
<td>30 non-Education credit hours to complement and strengthen an area of teaching specialization or to provide development in an area within the field of post-secondary education.</td>
<td></td>
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</table>
9.5 Bachelor of Education (Post-Secondary) as a Second Degree

* The Bachelor of Education (Post-Secondary) as a Second Degree is a full or part-time, 36 credit hour program intended for students who have completed an appropriate Bachelor's degree.

* The 36 credit hours are set out in Table 6 Bachelor of Education (Post-Secondary) as a Second Degree.

* A student can be awarded only one of the Diploma in Adult Learning and Post-Secondary Education, the former Diploma in Adult Teacher Education, the former Diploma in Post-Secondary Education or the Bachelor of Education (Post-Secondary) as a Second Degree.

* A student must also comply with UNIVERSITY REGULATIONS - General Academic Regulations (Undergraduate) - Second Degree.

**Table 6 Bachelor of Education (Post-Secondary) as a Second Degree**

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</tbody>
</table>

9.10 Diploma in Adult Learning and Post-Secondary Education

The Diploma in Adult Teacher Education and the Diploma in Post-Secondary Education have been replaced with the Diploma in Adult Learning and Post-Secondary Education. Students are advised to contact the Office of Undergraduate Programs, Faculty of Education, for further consultation and information.

* The Diploma in Adult Learning and Post-Secondary Education is a part-time program and requires 30 credit hours in Education courses as outlined in Table 15 Diploma in Adult Learning and Post-Secondary Education.

* At least 21 of the 30 credit hours required for the Diploma must be completed at this University.

**Table 15 Diploma in Adult Learning and Post-Secondary Education**

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9.9-11 Waiver Guidelines

9.11.2 Waiver Guidelines – Education 4735
A student who has at least one year of Post-Secondary or Adult instructional experience (documented) and who provides a letter from their current/former supervisor to the Office of Undergraduate Programs certifying the duration length and quality of their experience, may be excused from Education 4735. Students who are excused from taking the student teaching course must substitute in its place Ed 2900 or an appropriate course in Education designated Adult or Post-Secondary to make up the required total for the degree.

Secondary Calendar Changes

None.

Calendar Entry After Changes

9.4 Bachelor of Education (Post-Secondary) as a First Degree
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Rationale

After consultations with stakeholders from across the Province, the Post-Secondary Review Committee decided to rationalize the courses in the Faculty of Education Post-Secondary Undergraduate programs to streamline the programs. Previously there were two streams in the undergraduate programs: 1) Adult Teacher Education; and 2) Post-Secondary Education. Since the review Committee’s report, courses in the Post-Secondary Program have been re-developed to include both adult and post-secondary education. Each stream had its own practicum course: ED 4450

Practicum in Adult Education; and ED 4700 Student Teaching in Post-Secondary Education. We now propose to combine these into a single practicum course that can effectively address the needs of instructors in both adult learning and post-secondary settings.

Due to the nature of the programs, the committee felt it was important that the practicum be a required course unless a candidate has equivalent documented experience.

The new make-up of the required/elective courses for the degree and diploma program reflects the priority for the practicum, and an ethics course ED 2740 as required courses.

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<tbody>
<tr>
<td>Business</td>
<td>Yes / No</td>
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<tr>
<td>Engineering</td>
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<td>Grenfell Campus</td>
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<td>Human Kinetics and Recreation</td>
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<td>Marine Institute</td>
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<tr>
<td>Science</td>
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</tr>
<tr>
<td>Social work</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>
Library Report Received

Yes / No

Signature:  Dean, Associate Vice-President (Academic) or Vice-President

Name

FOR OFFICE USE ONLY

APPROVAL GRANTED BY SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Chair:

Secretary:

Date:
Proposal - New Course
(ED 4735: Practicum in Adult and Post-Secondary Education)

Executive Summary

This is a proposed new practicum course that will replace two other practicum courses. Thereby assisting the Faculty of Education in streamlining its programs offered.

Resource Implications: Instructional Costs

There is no impact on resources or instructional costs.

Consultations Sought From

This proposal was sent to the distribution list provided by Senate Undergraduate Studies Committee (SCUGS) for Consultation on Calendar Changes.

Library Holdings and/or Other Resources Required

The costs, if any, associated with this change/these changes can be met from within the existing budget allocation or authorized new funding for the Faculty of Education.

Signature of Unit Head (if appropriate):

Date:

Signature of Dean/Associate Vice-President (Academic)/Vice-President:

Date:
Sample Course Outline and Method of Evaluation

Education 4735: Practicum in Adult and Post-Secondary Education

Calendar description
4735 Practicum in Adult and Post-Secondary Education is comprised of seminars and on-the-job supervised instructional activities designed to allow for the implementation of concepts, theory and principles of teaching, learning and curriculum in an adult and post-secondary education setting.

Course goal
The purpose of the practicum is to provide learners with the opportunity to participate in a planned teaching experience with an institution or agency involved in the delivery of adult, post-secondary, continuing or community education. In this practicum, learners will apply what they learned in class to a practical situation. This practical component encourages learners to think critically about teaching and learning. The nature and place of the practicum is determined by the learner and his/her particular interests and the needs of learning agencies, institutions and organisations. A further component of this course will be online seminars to critically reflect on the experience of teaching in these contexts. The practicum will be supervised by a host supervisor and the course instructor.

Course objectives
At the end of this course, learners will be able to:
- Apply their knowledge and skills in designing, developing, facilitating/teaching and evaluating adults and post-secondary learning
- Critically review and analyse a learning environment in relation to adult and post-secondary teaching and learning principles
- Reflect on their experiences and develop insights
- Participate in peer evaluation activities and offer constructive feedback to fellow learners

Prerequisites
ED 2700, ED2710, ED2720, ED2730, ED 2740, ED2801, ED 3280, or equivalent experience and permission from the Office of Undergraduate Programs.

Course activities
1. **Online bi-weekly seminars**: Discussions on teaching experiences as well as discussions on a variety of topics relevant to teaching and learning in adult and post-secondary education. Seminars will be conducted in the D2L course shell as well as in the online classrooms using Blackboard Collaborate.

2. **The practicum**: Each student is required to complete a minimum of one week (five days) of supervised instructional practice in an adult or post-secondary institution or context. A minimum of 20 hours of teaching is required. There is flexibility in the timing of the practicum except the practicum must be completed by the end of the semester. Students are responsible for finding a practicum placement and a host supervisor. The practicum placement must be approved by the ED 4735 instructor. Placements can take place in adult agencies or organisations that deliver adult learning programs (e.g. Association of New Canadians), government or private industry, or in post-secondary institutions.
Assessment
- Participation in bi-weekly seminars 10%
- Presentation and class hand-out: Review of adult and post-secondary theory, concepts and principles 10%
- Practicum proposal: 5-page proposal outlining the details and nature of practicum placement 20% including:
  a. A description of the practicum placement (organization and type of learner, what programs are provided)
  b. An overview of the teaching and learning intervention and what the practicum entails
  c. Personal objective for practicum – what knowledge or skills do you hope to enhance or develop as a result of your practicum experience.
  d. A timeline for completion of the practicum
  e. A copy of the practicum agreement signed by student, host supervisor and ED4375 instructor.
- Video recording of teaching session 10%
- Practicum Learning Journal/ePortfolio 50% including:
  a. Description of daily practicum activities
  b. Analysis of the learning situation, learners and programs offered
  c. Review of teaching material, processes and procedures used in the design, delivery and evaluation of the practicum
  d. Lesson plans and critical reflection on how well they were delivered. Reflections on the practicum experience, personal objectives, what adult/post-secondary theory, concepts or principles have been applied in practice
  e. Reflection on personal development as an adult/post-secondary practitioner during the practicum

Recommended course resources
- Textbook: Not required
- Supplemental resources will be drawn on throughout the course to supplement seminar topics.

Supplemental resources will be drawn from:


Texts
A textbook is not required. Supplemental resources will be drawn on throughout the course to supplement seminar topics.

Instructor(s)

Faculty members: Cecile Badenhorst
John Hoben: Christine Arnold
Vernon Curran
SUMMARY PAGE FOR SENATE

Approval Form

Course Number and Title

ED 4735 Practicum in Adult and Post-Secondary Education

Abbreviated Course Title

Practicum Adult & Post-Sec Ed

Calendar Change(s)

4735 Practicum in Adult and Post-Secondary Education is comprised of on-the-job supervised instructional activities designed to allow for the implementation of concepts, theory and principles of teaching, learning and curriculum in an adult and post-secondary education setting. (PS,AL)

CR: the former ED 4450 and the former ED 4700
PR: ED 2700, ED2710, ED2720, ED2730, ED 2740, ED2801, ED 3280, or equivalent and permission from the Office of Undergraduate Programs.

Secondary Calendar Changes

There are no secondary (undergraduate) calendar changes required.

Rationale

After consultations with stakeholders from across the Province, the Post-Secondary Review Committee decided to rationalize the courses in the Faculty of Education Post-Secondary Undergraduate programs to streamline the programs. Previously there were two streams in the undergraduate programs: 1) Adult Teacher Education; and 2) Post-Secondary Education. Since the review Committee’s report, courses in the Post-Secondary Program have been re-developed to include both adult and post-secondary education. Each stream had its own practicum course: ED 4450: Practicum in Adult Education; and ED 4700: Student Teaching in Post-Secondary Education.

We now propose to combine these into a single practicum course that can effectively address the needs of instructors in both adult learning and post-secondary settings.

Due to the nature of the programs, the committee felt it was important that the practicum be a required course unless a candidate has equivalent documented experience.

The new make-up of the required/elective courses for the degree and diploma program reflects the priority for the practicum, and an ethics course ED 2740 as required courses.
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<td>Business</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Engineering</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Grenfell Campus</td>
<td>Yes / No</td>
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<td>Human Kinetics and Recreation</td>
<td>Yes / No</td>
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<td>Humanities and Social Sciences</td>
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<td>Marine Institute</td>
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<tr>
<td>Science</td>
<td>Yes / No</td>
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<tr>
<td>Social work</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

Library Report Received  

Comments Received: Yes / No

Signature: Dean, Associate Vice-President (Academic) or Vice-President

Name: ____________________________________________

FOR OFFICE USE ONLY

APPROVAL GRANTED BY SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Chair: ___________________________________________

Secretary: _______________________________________

Date: ___________________________________________
REQUEST:

From: Collett, Meghan
Sent: Thursday, July 27, 2017 10:44 AM
To: Faculty of Humanities and Social Sciences; Bauer, Larry; MacKinnon, Scott; engrconsult@mun.ca; associateyoffice@grenfell.mun.ca; Rohr, Linda; miugconsultations@mi.mun.ca; deanofmedicine@med.mun.ca; Waterman, Ellen; DeanNurse; pharminfo@mun.ca; Dean of Science; deansocialwork; Busby, Lorraine; rklein@mun.ca
Subject: Calendar Change Proposal - Education

Hello,

Please find attached a proposal for Calendar changes in the Faculty of Education – Post-Secondary. We appreciate any feedback you wish to provide.

Thank you,

Meghan

Meghan Collett, B.Sc., M.Sc.  |  Coordinator of Undergraduate Programs

Faculty of Education
Memorial University of Newfoundland
St. John's, Newfoundland, Canada  A1B 3X8
G.A.Hickman Building  |  Room ED 2020
Tel: 709 864-7554  |  
Fax: 709 864-2623

www.mun.ca/educhttp://www.mun.ca/educ
RESPONSES:

Library Holdings Report

Attention: Gerald Galway
Associate Dean, Undergraduate Programs

CC: Katie Dwyer
Assistant to the Coordinator

MEMORIAL UNIVERSITY

Memorial University Libraries
Collection Development Division
Queen Elizabeth II Library
St. John’s, NL A1B 3Y1

From: Beth Maddigan
Education Librarian

Re: Library Collection Assessment to support ED4735 Practicum in Adult and Post-Secondary Education

Date: June 5, 2017

I have reviewed the proposal for the new undergraduate course ED4735: Practicum in Adult and Post-Secondary Education. This proposed amalgamation of the former ED4450: Practicum in Adult Education and ED4700 Student Teaching in Post-Secondary Education can be supported with current library resources and anticipated budget allocations.

Of the 46 citations listed in the syllabus, the library has copies (electronic or print) of 42 of the resources. Of the remainder, two are open-access resources freely available online, and two articles are not available from the library, but can be obtained through the Library’s Document Delivery service as required.

An assessment of the English monograph collection (electronic and print) during the week of June 5th determined the following holdings by broad subject category with a publication date in the last ten years (2007-2017). Please note: multiple subject headings are assigned to a work, therefore any single title may be listed under both of these subject headings.

Adult learning 124 titles
Adult education 356 titles

Memorial University also subscribes to the following databases which cover, in varying degrees, the subjects listed above with scholarly articles, trade publications, and correspondence:

- Education Database (Proquest)
- Education Source (Ebsco)
- ERIC
- Academic Search Complete

Based on this assessment I conclude that Memorial University Libraries has access to resources sufficient to support this amalgamated course.
Education Librarian

-----Original Message-----
From: Maddigan, Beth
Sent: August-01-17 3:26 PM
To: Collett, Meghan <mcollett@mun.ca>
Subject: FW: Calendar Change Proposal - Education

Hi Meghan:

I received these emails with a request for feedback on the Proposal for Calendar Changes to Existing Programs (Post-Secondary Education). The Library Resources assessment I completed for ED4735 is included in this package, and the other changes to programs and coursework (i.e. deletion of ED4450 and ED4700 from the calendar) will have no impact on MUN Libraries.

Thank you for the opportunity to provide feedback, Beth

-------------------------------------------------------------
Beth Maddigan  | Education Librarian
Faculty of Education | Memorial University Libraries beth.maddigan@mun.ca
709.864.2188

Engineering

-----Original Message-----
From: Engineering Consult [mailto:engrconsult@mun.ca]
Sent: July-31-17 2:10 PM
To: Collett, Meghan <mcollett@mun.ca>
Cc: Edmunds, Jayde <edmundsj@mun.ca>; Dennis Peters <dpeters@mun.ca>
Subject: Re: Calendar Change Proposal - Education

Dear Ms. Collett,

Thank you for the opportunity to comment on the proposed changes to the Post-Secondary programs of the Faculty of Education.

The Committee on Undergraduate Studies of the Faculty of Engineering and Applied Science is not scheduled to meet again until September 20.

On behalf of the Committee, I am reporting to you that I find that these proposals will have no impact on the programs of our Faculty. We wish you well in the development of this proposal.

Yours sincerely,
Dr. Glyn George, Chair, Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
**Human Kinetics & Recreation**

From: Rohr, Linda  
Sent: August-11-17 9:45 AM  
To: Collett, Meghan <mcollett@mun.ca>  
Subject: Re: Calendar Change Proposal - Education  

Hi Meghan,

I have reviewed the proposed changes in the Faculty of Education and have no concerns.

Linda

Linda E. Rohr PhD  
Associate Professor & Associate Dean Undergraduate Studies  
Human Kinetics and Recreation, Memorial University  
Tel: 709.864.6202  F: 709.864.7531  e: Jerohr@mun.ca  
PE 2025

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**Marine Institute**

From: Dawn King [mailto:Dawn.King@mi.mun.ca] On Behalf Of MIUG Consultations  
Sent: August-18-17 1:43 PM  
To: Collett, Meghan <mcollett@mun.ca>  
Subject: RE: Calendar Change Proposal - Education  

Meghan,

Thank you for the opportunity to review and comment on the proposed changes to the Existing Programs (Post-Secondary Education).

These changes will have no impact on the programs at the Marine Institute. We are happy to support these changes as presented.

All the best,

Derek Howse  
Chair, Undergraduate Studies Committee  
Marine Institute, Memorial University  
TEL: 709-778-0586  
FAX: 709-778-0394  
Derek.Howse@mi.mun.ca
**Nursing**

From: Gaudine, Alice  
Sent: August-11-17 11:29 AM  
To: Collett, Meghan <mcollett@mun.ca>  
Subject: FW: Calendar Change Proposal - Education

Hello Meghan,

I support these changes.

Alice

Alice Gaudine, PhD, RN  
Dean and Professor, School of Nursing  
Memorial University of Newfoundland  
St. John's, NL A1B 3V5  
Tel: (709) 777-6972  
Fax: (709) 777-7037  
E-mail: agaudine@mun.ca

**Pharmacy**

From: Phillips, Leslie  
Sent: August-01-17 2:48 PM  
To: Collett, Meghan <mcollett@mun.ca>  
Subject: FW: Calendar Change Proposal - Education

Hi Collett,

The School of Pharmacy has no concerns with your proposal.

Thanks,

Leslie

DR. LESLIE PHILLIPS | PROFESSOR

School of Pharmacy | Memorial University of Newfoundland  
Joint Appointment | Faculty of Medicine (Psychiatry)  
Clinical Pharmacotherapy Specialist | PIER Program Eastern Health  
75 Tiffany Court  
St. John's, NL | A1A 0L1  
T 709 777 8299 | F 709 777 8886  
[www.mun.ca/pharmacy](http://www.mun.ca/pharmacy)
4. Correspondence
14 August 2017

TO: Deans and Department Heads (St. John's Campus), Vice-President (Grenfell Campus and Marine Institute)
Chairpersons and Secretaries, Academic Councils (Faculties/Schools/Grenfell Campus/Marine Institute)

FROM: Secretary, Senate Committee on Undergraduate Studies

SUBJECT: Submission of Calendar Changes to the Senate Committee on Undergraduate Studies - 2018-2019

I am writing to advise you about deadlines for submission of changes for the 2018-2019 University Calendar. In order to meet deadlines for publication, all calendar changes, including changes to existing courses and programs and proposals for new courses and programs, must be presented to Senate for approval not later than the February meeting which is scheduled for 13 February 2018. As submissions go through a number of levels of approval from faculty/school/campus/undergraduate studies committees and academic councils to the Senate Committee on Undergraduate Studies before being submitted to the Executive Committee of Senate. This means that submissions intended for next year's calendar should be forwarded to your undergraduate studies committees as soon as possible.

The Senate Committee on Undergraduate Studies considers calendar change submissions throughout the year. The majority of changes are brought forward in the fall semester. We ask that you submit your calendar change proposals as early as possible. The deadline for the Senate Committee on Undergraduate Studies to receive calendar changes for approval and submission to the Executive Committee of Senate for consideration at the February 13 Senate meeting is Tuesday, 7 December 2017. However at this date, proposals requiring revisions or further consultation may be prevented from meeting the Senate meeting deadline.

In order to expedite the approval process, Senate asks that the Senate Committee on Undergraduate Studies seek uniformity in submissions from various academic units and, to that end, four individual forms are available for submission of calendar changes. These forms have been designed to provide guidance regarding the information that is required for approval of academic proposals and must be used by academic units for any changes being submitted for the University Calendar. When preparing calendar changes, special attention should be given to the Executive Summary, Library Holdings and Consultation sections of the forms.

The forms are available as Word documents at http://www.mun.ca/regoff/CalendarChangeForms.php. A distribution list to use for consultation on calendar changes has also been posted on the website. If you are new to the calendar change process or have any questions regarding the forms or documents, please contact Brian Hammond, Recording Secretary of the Senate Committee on Undergraduate Studies (scugs@mun.ca) phone 864-4421. The Senate Committee on Undergraduate Studies is asking that calendar changes be forwarded for approval from Academic/Faculty Councils to the Senate Committee on Undergraduate Studies electronically in both Word and PDF versions. Forms should be signed with digital signatures.

If you have any questions regarding the above, please get in touch with me by e-mail at scugs@mun.ca.

Thank you,

Carol Tibbo
Deputy Registrar (Acting) and Secretary to the Committee

CT/bjh

cc: Chairpersons and Secretaries, Undergraduate Studies Committees
19 September 2017

TO: Senior Academic Administrators Group

FROM: Noreen Golfman, Provost and Vice President (Academic)

SUBJECT: POLICY CONSULTATIONS

MEMORANDUM

Memorial University’s policy on Accommodations for Students with Disabilities is currently being revised, including a proposed new title of Accessibility for Students with Disabilities. As well, a new policy for Animals on Campus is being developed. Both policy developments have moved to the consultation phase of Memorial’s policy framework.

Information and relevant documentation for the Accommodations for Students with Disabilities policy are available here:

http://www.mun.ca/policy/status/AccommodationsforStudents.php

and for the Animals on Campus policy, here:


Comments and feedback on both are welcome and may be sent to policyoffice@mun.ca by October 11, 2017. Upon request, consultation information is available in alternate format and alternate ways to provide feedback are welcome by contacting a campus coordinating centre. Video Relay Service calls welcomed.

St. John’s Campus: Glen Roy Blundon Centre T: 709-864-2156 TTY: 709-864-4763 Email: blundon@mun.ca

Marine Institute: Student Affairs T: 709-757-0752 Email: Charlotte.Dove@mi.mun.ca

Grenfell Campus: Learning Centre T: 709-637-6268 Email: studentservices@grenfell.mun.ca
I would appreciate your promulgating this message to faculty and staff in your unit. For those who Chair academic / faculty Councils, I would appreciate your bringing this information forward to a meeting of the academic / faculty council of your unit.

Thank you for your time and consideration, if you require any further information or clarification please feel free to contact the policy office at 709-864-3289.

c:  D. Ball, Senior Policy Analyst  
        S. Cadigan, Associate Vice-President (Academic) Programs, Complement Planning and Development  
        C. Reynolds, Deputy Provost (Students) and Associate Vice-President (Academic) Undergraduate Studies
6. Reports of Committees
i) Nominating Committee
2017 09 18

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 2017-2018 Academic Year:

STANDING COMMITTEES

A. The Executive Committee of the Council

1. Chairperson – Dean, Faculty of Education
2. Ms. S. Lewis (Secretary)
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
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  Ms. Tracy Thorne
4. Representative, Office of Student Services (ex-officio)
5. Dr. S. Penney (Co-Chair)
6. Dr. C. Arnold
7. Dr. T. Johnson
8. Dr. M. Stordy
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
   Educational Leadership Representative – Dr. S. Johnston
   Curriculum, Teaching and Learning Representative—Dr. S. Azam
   Post-Secondary Representative – Dr. J. Hoben
   Informational Technology Representative – Dr. B. Mann
4. Graduate Student Representative
5. 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. Tracy Thorne
5. Dr. S. Picket
6. Dr. J. Buley
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. Elaine St. Croix

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 – on Sabbatical Leave - Dr. Ian Buley
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
11. Fisheries and Marine Institute – Dr. K. Anderson
12. Q.E. II Library – Ms. B. Maddigan

Nominating Committee

2017-09-18
vi) Graduate Studies Committee
September 7, 2017

TO: Secretary, Faculty Council, Faculty of Education

FROM: Committee on Graduate Studies

SUBJECT: Documents for Consideration at Faculty Council

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

1. Merging the CTLS subspecialty “computers in education” to the IT program.

Thank you.

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

/th
Rationale Statement
May 2, 2017
Updated: May 23, 2017

Re: Relocation of “computers in education” sub-speciality from CTLS to the IT/Educational Technology program

David Gill, Chair, IT Program Group

The IT/Educational Technology Program group would like to introduce the idea of potentially collapsing the current “computers in education” sub-specialty in CTLS. As discussed and ratified at our last program group meeting (March 2017) we would like to pursue the idea of merging the “computers in education” stream into the IT/Educational Technology program. There are three reasons that form the basis of this idea.

First, there currently is a duplication of programs and faculty related to the two areas. Students enrolled in the “computers in education” sub-speciality have to take two of the core courses from our IT program and they also take many of our electives. The content and focus of both programs are very similar. Students would also benefit from greater opportunities and course diversity by being included in the IT/Educational Technology program by having access to CBU resources and faculty. The same MUN faculty that are responsible for the “computers in education” students are also responsible for the IT/Educational Technology students. This also causes a duplication in administrative resources as the same faculty members have to review two sets of admission applications. This could be streamlined by directing all students interested in educational technology related areas into the IT/Educational Technology program. Students that did not want to take this route could still do a self-directed study within CTLS.

Second, there have been and continues to be a very small number, and percentage of total CTLS students enrolled in the “computers in education” sub-speciality. As noted in the attached spreadsheet (6-year-computer-it-stats.xlsx), “computers in education” students have accounted for approximately 2% of CTLS’ total enrollment with enrollment having a spread between 3 – 10 students over the six year period. In relation to the IT/Educational Technology program, if these students were included they would represent approximately 8% of total enrollment over the six year period. We would argue that moving the “computers in education” students from CTLS would not have a significant effect on the overall enrollment, but it would have a significant effect on the IT/Educational Technology program enrollment.

Third, in the process of re-developing and renewing the IT/Educational Technology program the program group thinks that this consolidation of educational technology focused students could also help with marketing and recruitment. As we move forward with our renewal and rebranding, having a single program option with a sharp focus may cut down on some ambiguity. As these two program offerings are very similar, perspective students’ may find it easier to find information, and make an informed decision about applying to our program.
### CIE Comparative Enrollment Perce

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</thead>
<tbody>
<tr>
<td>M.Ed. (I.T.)</td>
<td>83</td>
<td>84</td>
<td>76</td>
<td>76</td>
<td>69</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Computers in Education</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td></td>
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<tr>
<td>Comparative Percentage</td>
<td>5.68</td>
<td>3.45</td>
<td>11.63</td>
<td>10.59</td>
<td>9.21</td>
<td>7.25</td>
<td>7.97</td>
</tr>
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### Six Year IT/CIE Enrollment Trends

![Graph showing enrollment trends for M.Ed. (I.T.) and Computers in Education from 2011-2012 to 2016-2017.](image-url)
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,
   a. students must have completed a range and number of courses in Education deemed appropriate by the Faculty and Dean of Education.
   b. a minimum of two years of teaching or related experience is recommended.
   c. 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 speciality 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

### Indigenous and Place-based Education
- 6394 Biographical Explorations of Teaching and Learning
- 6462 Cultural, Landscapes, Knowledge and Pedagogy
- 6603 Place, Ecology, and Education
- 6923 Perspectives in Indigenous Education
- 6924 Decolonizing Pedagogies

### Language and Literacy Studies
- 6106 Popular Culture and Literacy Education
• 6108 Literacy and Language Education: Sociocultural Perspectives
• 6641 Writing in the Primary, Elementary and Secondary Schools
• 6642 Developmental Reading (K-8)
• 6643 Contemporary Issues in Intermediate and Secondary English
• 6645 Literature for Children and Adolescents
• 6647 Diagnosis and Remediation of Reading and Writing Difficulties
• 6649 Exploring Multiple Literacies
• 6693 Literacy for the Young Child in Home and School

• **Mathematics Education**
  • 6630 Critical Issues in Mathematics Education
  • 6634 Teaching and Learning to Solve Mathematics Problems *(prerequisite E6630)*
  • 6639 Technology and the Teaching and Learning of Mathematics *(prerequisite E6630)*

• **Music Education**
  • 6502 Contexts of Music Education
  • 6503 Teaching Music from the Podium
  • 6504 Musicianship, Pedagogy, and Learning

• **Science Education**
  • 6653 Contemporary Issues in Science Education I
  • 6655 The Nature of Science and Science Education
  • 6658 Teaching and Learning Scientific Concepts, Laws, and Theories

• **Second Language Education**
  • 6668 Current Issues in Second Language Education
  • 6669 Graduate Seminar in Second Language Teaching and Learning
  • 6673 Second Language Teaching, Learning and Curriculum
  • 6674 Research in Second Language

• **Social Justice Education**
  • 6105 Social and Cultural Difference and Education
  • 6106 Popular Culture and Literacy Education
  • 6108 Literacy and Language Education: Sociocultural Perspectives
  • 6440 Family School Relations: Leadership and Policy Implications
  • 6463 Relationships First: Rethinking Educational Engagement *(credit may be obtained for only one of 6463 or 6936)*
  • 6465 School Violence: Leadership and Policy Implications
  • 6468 Critical Approaches to Educational Research
  • 6909 Narrative Approaches to Teaching, Learning and Research
  • 6913 Putting Action Research Methodologies into Practice *(prerequisite: 6469 Theoretical and Methodological Foundations of Action Research)*

• **Social Studies Education**
  • 6670 Teaching and Learning Social Studies
  • 6671 Research in Social Studies Education
  • 6672 Issues and Trends in Social Studies

• **Special Education**
  • 6710 Issues in Development and Implementation of Special Education Policy and Practices
  • 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
• 6714 Principles and Practices in Exceptionality
• 6755 Nature and Assessment of Learning Disabilities

**Teacher-Librarianship**
• 6662 Seminar in Teacher-Librarianship
• 6654 Seminar on School Improvement

Additional courses in the specialty areas are available.
vi) Doctoral Studies Program Committee
Members of the Committee:

- Dr. Cecile Badenhorst (Chair)
- Dr. Rhonda Joy (ex-officio)
- Dr. Barrie Barrell
- Dr. Xuemei Li
- Dr. Tim Seifert
- Dr. Henry Schulz
- Mr. Nadeem Saqlain (PhD student rep)
- Ms. Dandan Lu (PhD student rep)
- Members of the supervisory committees (non-voting)

Members of the Doctoral Studies Admission Committee:

- Dr. Cecile Badenhorst (Chair)
- Dr. Rhonda Joy (ex-officio)
- Dr. Barrie Barrell
- Dr. Xuemei Li
- Dr. Tim Seifert
- Dr. Henry Schulz

During its tenure, the DSP Committee met five times to discuss issues regarding the doctoral program and the Admissions committee met twice to review PhD applications. The agenda and minutes of these meetings are filed in the Associate Dean’s Office.

During the Academic year, the DSP Committee approved the following Calendar changes: amendment of section 32.9.3, Program of Study, to include two required electives to the program of study for a total of four courses; and, an amendment to section 32.9.3, Program of Study, to ensure that students register for ED701A/B and ED702A/B during their first year of residency.

In the academic year of 2016-2017, 43 applications were received and reviewed. All faculty members were invited to review the 19 complete applications and rank them according to a revised rubric. After consultation with potential supervisors and supervisory committees, the committee reduced the initial pool to a short-list of eleven applications. Of the eleven remaining applicants, six were offered admission. Four applicants accepted, one deferred, and one rejected the offer.

Four students attempted their PhD Comprehensive Examinations. Three were successful, and one student was not successful in the written portion.

Four Candidates were successful in the Oral Defence of their Dissertation and have graduated from their program. One student withdrew from the program.

There are currently twenty-three students on program, one of which is on a leave of absence.
The Committee intends to review the Comprehensive exams in upcoming meetings and will be seeking Supervisor/Faculty consultation.

Respectfully,

[Signature]

Dr. Cecile Badenhorst
Chair, Doctoral Studies Program Committee

CB/nb