



Faculty of Education

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REGULAR MEETING OF THE FACULTY COUNCIL, FACULTY OF EDUCATION
TUESDAY, DECEMBER 1ST, 2020, 12:30 P.M., VIA WEBEX CONFERENCING

AGENDA

- 1. Approval of the Agenda**
- 2. Approval of Minutes of Previous Meeting**
 - 2.1 Approval of Minutes of November 3, 2020 [attached]
- 3. Business Arising**
- 4. New Business**
 - 4.1 Request for collegial consultation re: Coordinator for Technology Education [attached]
 - 4.2 Formation of Search Committees [attached]
- 5. Correspondence**
- 6. Reports of Committees**
 - 6.1 Nominating Committee
 - 6.2 Committee on Undergraduate Studies
 - 6.3 Admissions Committee
 - 6.4 Research & Development Committee
 - 6.5 Graduate Studies Committee

6.5.1 Proposed new Post-Secondary Studies course - E6810 - Assessment and Evaluation in Student Services [attached]

6.5.2 EDLS calendar changes [attached]

6.6 Doctoral Studies Program Committee

7 Dean's Report

8 Associate Dean's Report – Undergraduate

9 Associate Dean's Report – Graduate

10 Reports from Representatives from other Councils

11 Other Business

Secretary
Faculty Council, Faculty of Education

Attachments (5)

**REGULAR MEETING OF THE FACULTY COUNCIL, FACULTY OF EDUCATION
TUESDAY, NOVEMBER 3, 2020 AT 12:30PM VIA WEBEX CONFERENCING**

Chairperson: Dr. Edith Furey (in absence of Dr. Karen Goodnough)

Attendees: C. Arnold, S. Azam, C. Badenhorst, J. Buley, A. Burke, J. Crane, A. Doyle, R. Elliott, G. Galway, B. Gilbert Mulcahy, D. Gill, J. Hesson, J. Hoben, N. Hurley, S. Johnston, R. Joy, U. Kelly, D. Kirby, L. Lewis, X. Li, B. Maddigan, K. Maich, H. McLeod, A. Moghaddam, S. Moore, C. Morrison, D. Mulcahy, P. Phillips, S. Pickett, L. Redmond, D. Reynolds, J. Rodway, K. Szego, D. Vaandering, E. Wade, G. Young.

Regrets: K. Goodnough, G. Harris, S. Lewis, S. Penney, J. Godfrey Anderson

1. **APPROVAL OF AGENDA**

It was **moved** by Dr. Jan Buley, and **seconded** by Dr. Antoinette Doyle, that the Agenda be accepted as circulated.

CARRIED.

2. **APPROVAL OF PREVIOUS MINUTES**

2.1 Approval of Minutes of Special Meeting of Executive Committee [via e-mail] of October 21, 2020 [attached]

It was **moved** by Dr. Noel Hurley, and **seconded** by Dr. Antoinette Doyle, that the Special Meeting Minutes be approved as distributed.

CARRIED.

2.2 Minutes of regular Meeting of October 6, 2020 [attached]

It was **moved** by Dr. Jan Buley, and **seconded** by Dr. Alireza Moghaddam, that the previous Minutes be approved as distributed.

CARRIED.

3. **BUSINESS ARISING**

There was no business arising presented.

4. **NEW BUSINESS**

4.1 Memo from the School of Graduate re: SGS General Regulation 4.8 and 4.10 governing 'Pass with Distinction' seeking feedback from academic units [attached]

Discussion: Dr. Jan Buley was in favour of it being deleted. Dr. Bruce Mann in favour of it being retained and noted the importance when changing disciplines to show the amount of work involved in a comprehensive exam. Dr. Alireza Moghaddam questioned what happens when there is a pass with conditions; what are the expectations of the student? Dr. Rhonda Joy noted contexts for pass with changes, revisions, or conditions. Dr. Cecile Badenhorst clarified that pass with conditions goes on the transcript and there are often misunderstandings about its intent so SGS wants it removed.

5. **CORRESPONDENCE**

There was no correspondence circulated.

6. **REPORTS OF COMMITTEES**

6.1 **Nominating Committee**

6.1.1 Request for Nominations for committee membership [attached]

Dr. Jan Buley indicated that Dr. Ursula Kelly has agreed to stay on with Doctoral Studies and there is still one vacancy remaining in the Committee on Graduate Studies, Education Leadership Representative. Anyone interested please reach out via e-mail by Friday.

6.2 **Committee on Undergraduate Studies**

6.2.1 Annual Report of Committee on Undergraduate Studies for 2019/2020 [attached]

Dr. Lesley Redmond presented the Annual Report of the Committee on Undergraduate Studies as circulated. Dr. Redmond presented an overview of the report, thanked Meghan Collett for her contributions, welcomed Denise Reynolds, and acknowledged Dr. Furey's help to develop professional suitability guidelines, which are now making their way through normal channels.

Motion to accept the report, Dr. Leslie Redmond; seconded by Dr. Christine Arnold.

CARRIED.

6.3 **Admissions Committee**

Dr. Noel Hurley said there was nothing to report at this time.

6.4 Research & Development Committee

6.4.1 Annual Report for Research Development Committee for 2019/2020 [attached]

Dr. Saiqa Azam presented the Annual Report for the Research & Development Committee.

Motion to accept the report, Dr. Saiqa Azam; seconded by Dr. Anne Burke.

CARRIED.

6.5 Graduate Studies Committee

6.5.1 Annual Report for the Graduate Studies Committee for 2019/2020 [attached]

Dr. David Gill presented the report.

Motion to accept the report, Dr. David Gill, seconded by Dr. Alireza Moghaddam.

CARRIED.

Discussion: Dr. Antoinette Doyle mentioned 6470 was offered as an open course, intended to be the first course of the Diploma or Degree of new Reading program. Dr. David Gill said it passed committee stage. Dr. Edie Furey stated only students who are admitted to Diploma program will have access to the course now.

6.5.2 Proposed new Post-Secondary Studies courses - ED6808 Supporting International and Immigrant Students and ED6809 Internationalization of Higher Education and Rational for New Post-Secondary Studies courses [attached]

Dr. David Gill brought forward for discussion and vote.

Motion to accept, Dr. David Gill, seconded by Dr. Christine Arnold.

CARRIED.

Discussion: Dr. Jan Buley thanked the committee for their work. Dr. Heather McLeod asked Dr. Cecile Badenhorst about faculty/staff considerations. Dr. Badenhorst stated the courses would be part of a new diploma in internationalization or used as electives and noted that Dr. Sonya Knutson might be considered for her expertise and possible sessional teaching, otherwise carried by faculty load.

6.6 Doctoral Studies Program Committee

Dr. Gabrielle Young discussed guidelines for manuscript and portfolio styles, stress level of students throughout the pandemic, future accommodations and concerns supporting doctoral students.

6.7 Committee on Ethics in Human Research

6.7.1 Annual Report for Committee on Ethics in Human Research for 2019/2020 [attached]

Motion to approve as distributed, Dr. Saiqa Azam, seconded by Dr. Heather McLeod.

Discussion: None.

CARRIED.

7. **DEAN'S REPORT**

There was no report.

8. **ASSOCIATE DEAN'S REPORT- UNDERGRADUATE**

The Associate Dean's Report (Undergraduate) was presented by Dr. Edith Furey as attached.

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

The Associate Dean's Report (Graduate) was presented by Dr. Rhonda Joy as attached.

10. **REPORTS FROM REPRESENTATIVES FROM OTHER COUNCILS**

11. **OTHER BUSINESS**

Faculty concerns: Dr. Leslie Redmond expressed concerns about student's lack of responsibility and professionalism in courses and online context. Dr. Dorothy Vandering asked for information and coordinated effort for on campus course requests, voiced concerns about students not showing up, handing things in late and online etiquette missing. This was echoed by several others. Dr. Joelle Rodway felt the pandemic was lost in conversation, faculty workload 3 times that of prior to and suggested that faculty mental health issues being overlooked. Dr. Xuemei Li supported these comments and added the challenges of learning new technologies, family responsibilities and larger community issues. Faculty looking for further supports in this changing and challenging environment. Dr. Rhonda Joy reminded everyone of the faculty session later this week as support as well as EAP supports.

Adjournment

Motion to adjourn, Dr. Joelle Rodway, seconded by Dr. Leah Lewis. **CARRIED.**

Council adjourned at 2:12pm.

Chairperson

Date

Secretary

Associate Dean's Report - Undergraduate Studies

1. Winter course offerings: processes followed for determining winter course offerings for all program groups, distributing list of course offerings to faculty for expression of interest to teach additional courses, recommendations for contracts, posting ads.
2. Winter internships: approval has been sought from NLESD for winter internship placements. Update will be provided.
3. Faculty members interested in teaching winter courses on campus were assisted with the application process.
4. Group meetings were held with instructors of some of our programs. The intent of the meetings was to hear concerns and issues with how the fall semester is progressing to address some of the concerns identified and to share ideas and resources.
5. EDWIN: An information session about teaching using digital classrooms is being planned by Nelson Publishing for interested faculty/instructors and students.
6. Nunavut Teacher Education Program (NTEP): NTEP was disrupted due to the pandemic. This year we have students in years 2 – 5 of the B.Ed. Primacy/Elementary First Degree Program. Year 1 and 2 students are completing a Language Certificate and Diploma. We will be advertising for a part-time NTEP Coordinator for the Faculty of Education.
7. Inclusive Education Diploma Courses: Plans are underway to complete development of 5 courses for the Inclusive Education Diploma and Degree Program.

Edith Furey

Associate Dean

Undergraduate Programs.

Associate Dean of Graduate Programs and Research Faculty Council Report

November, 2020

1. Applications are in the process of being reviewed with a deadline of **November 16, 2020** as the absolute latest date for submission of decisions. It is critical application reviews are completed as soon as possible so that letters of congratulations with program information can be sent to students before registration.

Student ADVISORS: it is especially critical that you reach out to the students to whom you have been assigned as advisor and welcome them to the faculty. Andy will send out or you may email her to request a template of a sample email.

2. **Graduate program admissions: Adjustments to requirements due to pandemic disruption**
Acknowledging that the pandemic has been extraordinarily stressful and disruptive, the School of Graduate Studies has announced that marks obtained since March 2020 will not be used in the calculations **for eligibility for graduate funding**, that we would be flexible regarding minimum admission requirements, and that academic units would be encouraged to consider the impact the pandemic had on individual students in making their admission decisions. [Read our full statement here](#). For more information on graduate programs at Memorial and to apply, please visit the [School of Graduate Studies website](#)
3. Job ads.... Some program groups have already reviewed their job ads that are available in the office and offered suggested updates for them. **Thank you!!** We will be attempting to continue with this review in the coming months as time allows but would also like to encourage program groups to reach out to the office and request the ads we have available and review and offer updates.
4. Remote/online teaching: Please check in with your students on a regular basis. Students are being impacted in many ways by COVID and we need to be sensitive to their health and well being.
It may also be helpful to offer students "OFFICE HOURS" where they may arrange a time to meet with you in real time.

Students in distress link:

https://www.mun.ca/studentwellness/guide/Guide_Students_In_Distress.pdf

5. **Instructor check in session** is being held on **Thursday, Nov 5 at 3:30 pm**. We invite faculty and sessional instructors to attend and let us know how your term is unfolding and how we can better support you in your work.

6. **Infrastructure Requests:** If you have not already submitted your request re: research related infrastructure (space, equipment, software) we ask that it be submitted to Lisa by end of day today.
7. Incomplete grades for the Spring semester are due by December 18, 2020 at the latest.
8. PHD students:

PASs with distinction/conditions feedback requested by SGS.



SGS 4.8 and 4.10
'Pass with Distinctio

701/702 course are being offered via distance this fall. We have had some issues with student visas and hope they will be resolved soon.

Recent Faculty Forum discussed various dissertation styles... traditional, manuscript and portfolio. The doctoral studies committee will be examining these styles more closely in an effort to develop clear guidelines for each style. Faculty are requested to set up a meeting with admin should they decide to pursue a dissertation style other than traditional.

Julia Halfyard is writing her comprehensive examination and will complete her oral examination soon. We wish Julia good luck. A special thanks to her supervisory and examination committee members for their work and support!

Taylor Stocks is preparing for their comprehensive examination and will write in a few weeks. We wish Taylor good luck. A special thanks to their supervisory and examination committee members for their work and support!

Keith Power and Chinwe Ogolo's dissertations have been sent out for examination! Good luck to Keith and Chinwe as well as their supervisors and committee members who have guided them in their journey!

9. **The Thesis Journey session for Graduate students on thesis route....** Our PHD students together with Dr. Fitzpatrick are offering a session on **Friday at 12:30pm (WEBEX)** in which they will discuss the journey of writing a thesis from start to finish. Please encourage your 1st year PhD students and masters students completing a thesis to attend.
10. **The new Diploma in Reading Development and Instruction** has 43 applications at present for a January 2021 start. Government has confirmed that it will be offering a bursary to teachers in the province who enroll in this diploma program. The masters program is

expected to begin in January 2022. We will be working with CITL and our communications officer, Angela, to advertise these new programs.

11. **CP program....** The group has been working hard to finalize the NEW program and will be reviewing in at our Next faculty forum. This will be followed by a formal presentation to Faculty council.
12. **CITL course re/developments...** The package that was sent out to you last week from CITL for course redevelopment within your program area is due for submission to the office on **Friday, November 6, 2020.**

13. Grants Facilitator

Research Week:

We are co-planning and co-hosting again with other Faculties: HSS, Nursing, Medicine, Engineering, Business. (So far) Research Week is Nov-23 to 27th and our Save the Date will be **Monday November 23 from 1-4.** Faculty will be invited to share their research virtually and to also talk about what research is critically important to them. Without saying much here, this sows the seeds for **Radical Distal Multidisciplinarity.**

Please let Lisa know as soon as possible if you plan to present.

Upcoming Grants:

We will attempt to keep submission dates relatively simple by saying

- Where RGCS requires 3 days in advance of agency deadline, we will need 3 days (for a total of 6)
- Where RGCS needs 5 days in advance, we will ask for 5 days as well (total of 10)
- Grants that do not need to go through RGCS and they are external (ie SSHRC IG and IDG) we will ask for 5 days in advance
- Grants that do not go through RGCS but may be internal (ie OPE) we will ask for 3 days in advance.
- If grants are to be reviewed comprehensively (in addition to compliance and technical review), please allow for at least two weeks with GFO

Grant	Unit Deadline Normally 3-5 business days	RGCS Deadline Normally 3-5 business days	Agency Deadline
November 2020			
Spencer Foundation Research Grants on Education: Small	Oct 26	Oct 29	Nov 3
2021-2022 Northern Scientific Training Program Memorial University of Newfoundland, Polar Knowledge Canada	Nov 2	Nov 5, 2020	
SHRC Partnership Development Grants	Nov 2	Nov 6	Nov 15 2020
NFRF – 2020 Transformation Competition – Full Application	Nov 6	Nov 12	Nov 18

Lisa

14. Reminder: As per the CA, please submit Undergraduate and graduate syllabi to office as soon as possible.

15. Staff changes:

Darlene is still not back to work full time so please work with us as we try to manage the office without her. We wish her a speedy recovery and hope that she will be back with us soon.

MUNFA Collective Agreement

Appointment: 29.03

The decision as to whether a Deputy Head, Programme Coordinator, or similar administrative position will be filled **rests with the Administrative Head**. In the case of the Programme Coordinator of an interdisciplinary programme in a departmentalized Faculty, the decision shall rest with the Dean, or Deans or Directors if the programme is inter-faculty. When a position is to be filled, the primary responsibility for a recommendation of appointment shall rest with the Administrative Head(s) who shall make the recommendation **following Collegial Consultation** with the Faculty Members in the Academic Unit(s).

29.04 Appointment of Deputy Heads, Programme Coordinators, and similar administrative positions shall be made for a period of one (1) to three (3) years. They shall be eligible for re-appointment.

29.05 If a Faculty Member with delegated administrative responsibilities is asked by the Administrative Head to provide formal advice respecting the evaluation of Faculty Members for promotion, tenure, or any other purpose, this advice shall be contained within the evaluation file and treated in accordance with the relevant procedures in this Collective Agreement.

GENERAL CRITERIA for filling the administrative position of Programme Coordinator

- The coordinator provides a high level of support to students in terms of mentoring and providing information on a program level
- The coordinator has to be aware of risk management issues related to the program and work with the University to mitigate any such issues
- The coordinator is the only faculty member in the program area
- The coordinator oversees the work of one or more program staff to support the program
- The coordinator is responsible for a lab space and equipment maintenance

Criteria for Program Coordinator –Technology Education Diploma –Faculty of Education

Draft submitted to Dr. Karen Goodnough

Drafted by: Dr. David Gill

October 16, 2020

The Technology Education Program Coordinator will include the following criteria and duties:

1. Student support
 - a. Consult and work with the office of the undergraduate programs and associate dean and dean in relation to matters concerning student regulations and expectations for the diploma.
 - b. Advise students on program regulations and expectations.
 - c. Provide guidance and mentorship in technical skill development outside of curricular timeframes.

- d. Work with the office of undergraduate programs to maintain strong technology education internships.
2. Risk management
 - a. Consult and work with the office of the undergraduate programs and associate dean and dean on matters related to risk management and occupational health & safety.
 - b. Coordinate and liaison with the Faculty of Education in relation to the use of the diploma facilities.
 - c. Coordinate and liaison with community groups and other outside agencies in relation to the use of the diploma facilities.
 - d. Coordinate and liaison with other University departments in relation to the use of the diploma facilities.
3. Curriculum development and coordination
 - a. Consult and work with the office of the undergraduate programs and associate dean and dean in matters related to diploma curriculum.
 - b. Advise and recommend course sequencing and scheduling.
 - c. Review and update course calendar descriptions as needed to maintain
 - d. Work and liaison with per course instructors concerning diploma and course content, instructional strategies, and diploma regulations.
4. Human resource management and supervision
 - a. Consult and work with the office of the undergraduate programs and associate dean and dean in matters related to human resources.
 - b. Make recommendations concerning support staff scheduling and contracts.
 - c. Liaison and directly supervise diploma support staff (i.e. instructional assistant)
 - d. Make recommendations for per course instructor hiring.
 - e. Coordinating of MUCEP students assigned to the diploma facilities.
5. Teaching lab oversight
 - a. Consult and work with the office of the undergraduate programs and associate dean and dean on the day-to-day use of the diploma teaching lab.
 - b. Making recommendations for equipment purchasing and decommissioning.
 - c. Making recommendations and suggestions on lab layout and design in consultation with support staff.
 - d. Maintaining oversight on material purchasing across the diploma courses, including actively investigating ways to reduce costs.
 - e. Liaison with support staff to maintain the general organization and cleaning of the diploma's teaching lab.

Formation of Search Committees

FORMATION OF SEARCH COMMITTEES

- 7.04 Normally, Search Committees shall be formed within each Academic Unit with respect to each teaching term, regular term, tenure-track and tenured appointment. However, the Faculty Members within an Academic Unit or Grenfell Campus Programme Unit may decide by formal vote that a single committee shall be established to take responsibility for some or all appointments over the course of that Academic Year. Such a formal vote shall be carried out, following discussion, at a meeting of Faculty Members who were notified of the meeting and the topic of discussion in advance. All Faculty Members in the Academic Unit or Grenfell Campus Programme Unit shall be notified of the result of the vote.

Extracted from Clause 704 of the Collective Agreement between Memorial University of Newfoundland and Memorial University of Newfoundland Faculty Association, April 30, 2019-August 31, 2020



Faculty of Education

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November 24, 2020

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 new Post-Secondary Studies course
E6810 - Assessment and Evaluation in Student Services
2. EDLS calendar changes

Thank you.

A handwritten signature in black ink that reads "David Gill".

David Gill
Chair
Committee on Graduate Studies

/th
Attachments

ED 6810 Assessment and Evaluation in Student Services

Instructor:

Dr. Christine Helen Arnold
Email: christinearnold@mun.ca
Phone: (709) 864-8559
Office: ED5032

Christine Helen Arnold is an Assistant Professor in the Faculty of Education, Post-Secondary Studies, at Memorial University of Newfoundland. Her research interests include the student experience in post-secondary education, with a focus on student affairs and services and student mobility/transitions. Christine has published and presented on a range of topics including: transformative education, teaching and learning, student affairs and services, credit transfer and prior learning assessments, and degree granting and quality assurance.

Description:

This course is designed to provide an overview of the purposes and paradigms of assessment and evaluation used in student affairs and services. The integral roles and responsibilities of assessment and evaluation in service, program, and initiative designs, teaching and learning contexts, and division and unit analyses across campus.

The following topics and themes will be discussed and debated: foundations of assessment and evaluation in student affairs and services, 'ways of knowing' when planning assessments and evaluations, political and ethical concerns in assessment, range of assessment methods, principles and methods of qualitative and quantitative analysis, and procedures for using technology in practice. In addition, theory to practice examinations will be included with relevant exemplars and opportunities for construction and criticism.

While the content has specific relevance to North American colleges and universities many of the issues discussed will have significance to student affairs and services programs and missions around the world. Specific emphasis will be placed on current issues and trends where possible.

Rationale:

There has been a call to action within student affairs and services in North America for the integration of assessment into practice (Henning & Roberts, 2016; Wise & Davenport, 2019). Student affairs and services professionals are committed to advancing the Canadian Association of College and University Student Services (CACUSS)'s *Strategic Planning, Research, and Assessment* and American

College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA)'s *Assessment, Evaluation, and Research (AER)* competencies as a major component of their daily work with students. It is evident that assessment must become routine and inform services, programs, and initiatives and in order for this to occur academic training and study is required (Henning & Roberts, 2016; Keeling, 2004; Manning, Kinzie, & Schuh, 2014; Sandeen & Barr, 2014). Student affairs and services possesses integral roles and responsibilities in educating students and adhering to increased accountability standards during moments of limited resources. It is therefore fundamental that professionals are knowledgeable in undertaking and troubleshooting assessments and evaluations. Integrating and monitoring assessments in programs, services, and initiatives contributes to student development and success (Bresciani, 2010; Henning & Roberts, 2016).

Objectives:

There are four main objectives for this course. After completing this course students will be expected to:

1. Explain the fundamental concepts of assessment and evaluation and the associated principles
2. Differentiate between assessment and evaluation
3. Design and construct assessments and evaluations and determine how development can be measured and tracked
4. Construct and critique assessment and evaluation tools and reports

Course Resources:

Textbooks

- Henning, G. & Roberts, D. (2016). *Student Affairs Assessment*. Toronto, ON: University of Toronto Press.
- Wise, V. & Davenport, Z. (Eds.). (2019). *Student Affairs Assessment, Evaluation, and Research: A Guidebook for Graduate Students and New Professionals*. Springfield, IL: Charles C. Thomas, Publisher.
- *Publication Manual of the American Psychological Association* (7th Edition). (2019). Washington, DC: American Psychological Association.

Each module has required readings that correspond to the chapters located throughout the textbook. Each required reading is listed in the module section. It is expected that each student will set aside time to read the required material for the week and post their thoughts in the associated Discussion Forum.

Major Thought Pieces

Each module also has extension readings, Thought Pieces, that have been selected from pertinent journals in the field and are listed in the unit sections. Every effort

has been made to incorporate foundational and recent commentary on this topic and students may suggest readings themselves to add to those suggested in the course outline. Based on this premise, I have incorporated current research from across North America and around the world. These Thought Pieces are designed to engage you in a more in depth examination of each weekly topic. References are provided for these readings, and all are locatable in the Memorial University Library. This approach has been taken, so that you have access to research required for constructive criticism.

Unit Notes/Videos

Each module includes unit notes/videos that will provide context for the weekly topic. They are designed to highlight the central themes associated with the module/unit under review and the videos are designed to engage you, the students, in the discussion.

Unit notes/videos will be launched each week on a rolling basis to guide you through the readings. This just in time model will ensure that we have rich conversations about the material by devoting time to each topic and not overwhelming you as the learner in this course.

Course Themes and Topics:

- History of assessment and evaluation in student affairs and services
- Political and ethical concerns in assessment
- Preparation, planning, and designing assessments
- Assessment methods and principles
- Methods of qualitative and quantitative analysis
- Applications in student affairs and services
- Employing and sharing results
- Cultivating and sustaining a culture of assessment
- Technological Roles and Responsibilities

Evaluation:

Discussion Forum/ThinkBlots (Online Participation) 20%

We all have much to learn from one another in the student affairs/services field! The breadth and depth of experience among your colleagues is important to gain insight into each of the units/modules within this course. The readings, exercises, and discussions serve to challenge, inform and crystallize your thinking on each of the units/modules. As a means of ensuring these depths of insight and whether or not you understand the content it is important that you reflect these principles in responding to the associated Discussion Forum/ThinkBlots exercises.

ThinkBlots encourage experiential and problem-based learning and provide students with applications for testing, virtual field trips, scavenger hunts, podcasts

and videos for reflection, and recent articles, new releases, and media for exploration that will emphasize reflection and application of the weekly units/modules' material. These exercises are meant to take you beyond the typical question and answer format and ensure you engage critically with that which we are learning. Students respond by sharing and synthesizing their discoveries and thought processes in a succinct posting.

Assessment Critiques 25%

The Assessment Critique assignment will provide you with an opportunity to critique an existing student affairs and services program assessment recently conducted within a North American university, college, polytechnic, or technical/vocational institute. Students are expected to select a student affairs and services program assessment from those provided and compose a written report examining the student population and sample, program outcomes, suitability of assessments, data collection methods, analysis techniques, and applications for program improvement moving forward.

Program Analysis and Assessment Tool Design 25%

The Program Analysis and Assessment Tool Design assignment will provide you with an opportunity to locate a student affairs and services program within the following functional areas (International Services, Career Services, Accommodation and Accessibility Services, Counselling and Wellness, Student Success, Learning Supports and Services, etc.) and engage in designing a program review and assessment tool. Students are expected to select a program with identifiable learning outcomes and establish a program review plan with associated timelines and assessment tool for implementation (qualitative, quantitative or mixed methods).

Data Collection and Analysis Portfolio 30%

The Data Collection and Analysis Portfolio assignment will provide you with an opportunity to culminate your learning in the course through the creation of a portfolio showcasing the various data collection methods, data analysis techniques, program review plans, and assessment tools discussed and debated throughout the course in artefacts. Students are expected to collect and organize these materials in a meaningful manner that will be advantageous to them within their work/future work in student affairs and services. These materials should be situated within a professional development proposal according to the Canadian Association of College and University Student Services (CACUSS)'s Strategic Planning, Research, and Assessment and American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA)'s Assessment, Evaluation, and Research (AER) competencies.

Education Cafe, Assignment and Library Support:

Education Cafe

In this forum, you can converse about items of interest that are not related to the course, share resources, and provide support to one another. This forum will not be moderated by your professor.

Assignment Support

In this forum, you are encouraged to post any questions you may have related to the Assignments and your colleagues and the professor will assist in answering them. This forum will be moderated by your professor.

Library Support

In this forum, you will receive assistance from a Librarian at Memorial University of Newfoundland. Place any questions you may have related to research, such as the annotated bibliography, critical versus descriptive annotations, research tools, or APA Style Guide (7th Edition), in this forum and a Librarian will respond throughout the week. This forum will be moderated by a Librarian/support staff at Memorial University of Newfoundland.

Additional Course Readings:

American Association for Higher Education. (2000). *Principles of good practice for assessing student learning*. Washington, DC: Author. American College Personnel Association.

Baas, L., Rhoads, J. C., & Thomas, D. (2016). Are quests for a “culture of assessment” mired in a “culture war” over assessment? *A Q-methodological inquiry*. *Sage Open*, 1–17.

Banta, T. (2002). *Building a scholarship of assessment*. San Francisco: Jossey-Bass.

Bingham, R. P., & Bureau, D. (2015). Tenet one: Understand the “why” of assessment. In R. P. Bingham, D. Bureau, & A. G. Duncan (Eds.), *Leading assessment for student success: Ten tenets that change culture and practice in student affairs* (pp. 9–21). Sterling, Virginia: Stylus Publishing, LLC.

Bresciani, M. J. (2010). Understanding barriers to student affairs professionals' engagement in outcomes-based assessment of student learning and development. *Journal of Student Affairs*, 14, 81–90.

Bresciani, M. J., Gardner, M. M., Hickmott, J. (2010). *Demonstrating student success: A practical guide to outcomes- based assessment of learning and development in student affairs*. Sterling, VA: Stylus Publishing.

- Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Techniques for assessing student learning and development: A handbook for practitioners*. Washington, D.C.: National Association of Student Personnel Administrators.
- Fuller, M. B. (2011). *Conceptual framework for the Survey of Assessment Culture*. Montgomery, TX: Fuller Educational Consulting.
- Fuller, M. B. (2016). *Nation-wide results from the Faculty Survey of Assessment Culture*. Huntsville: Sam Houston State University. Retrieved from www.shsu.edu/assessmentculture
- Haviland, D. (2014). Beyond compliance: How organizational theory can help leaders unleash the potential of assessment. *Community College Journal of Research and Practice*, 38(9), 755–765.
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Rationale for Calendar change for E6203

The Educational Leadership Studies group thought it somewhat incongruous that students would be required to complete specific courses in Educational Administration and Educational Policy but not be required to complete a course in Educational Leadership. There was consensus among the group that the course in Educational Leadership was core to facilitating a high level of understanding of current theory and practice in our graduate students who were completing a program in Educational Leadership Studies.

Our group believes that ED 6203 Leadership: Theory and Practice is a pillar of our program and should be included in the list of core courses; thus our current request.

Program Requirements

1. all students in the Master of Education Program (Educational Leadership Studies) program must complete:
 - 6100 Research Designs and Methods in Education
 - 6203 Leadership: Theory and Practice
 - 6204 Educational Administration: Theory and Practice
 - 6205 Educational Policy: Theory and Practice

and one of the following:

 - ~~6~~ 3 credit hours (thesis route) within closed electives as listed in 5. below or
 - ~~9~~ 6 credit hours (internship, paper folio, project, comprehensive course route) within closed electives as listed in Closed electives below:
2. Closed electives are those listed below:
 - 6202 Social Context of Educational Leadership
 - ~~6203 Leadership: Theory and Practice~~
 - 6321 Supervisory Processes in Education
 - 6330 Educational Finance
 - 6335 Legal Foundations of Educational Administration
 - 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
 - 6465 School Violence: Leadership and Policy Implications
 - 6664 Seminar in School Improvement
 - 6710 Issues in Development and Implementation of Special Education Policy and Practices