MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE

The regular meeting of Senate was held on December 8, 2020, at 4:00 p.m. via Webex.

55. PRESENT

The President, Dr. M. Abrahams, Dr. N. Bose, Mr. G. Blackwood, Dr. J. Keshen, Dr. D. Hardy Cox, Dr. A. Surprenant, Dr. G. Watson, Dr. S. Bugden, Ms. S. Cleyle, Dr. A. Cunsolo, Dr. I Dostaler, Dr. T. Fridgen, Dr. A. Gaudine, Dr. H. Hair, Dr. T. Hennessey, Dr. K. Jacobsen, Dr. R. Joy (for Dr. K. Goodnough), Mr. T. Nault, Dr. D. Peters (for Dr. G. Naterer), Dr. M. Piercey-Normore, Mr. R. Power (for Ms. C. Ennis-Williams), Dr. L. Rohr, Dr. J. Simpson, Dr. M. Steele, Dr. I. Sutherland, Ms. A. Ambi, Dr. S. Barkanova, Mr. P. Brett, Dr. G. Cox, Dr. R. Croll, Mr. E. Durnford, Dr. J. Etienne, Dr. G. Galway, Dr. S. Ganz, Dr. G. George, Dr. M. Haghiri, Dr. E. Haven, Dr. J. Hawboldt, Dr. R. Haynes, Dr. E. Kendall, Dr. B. LeFrancois, Dr. J. Lokash, Dr. S. MacDonald, Dr. S. McConnell, Dr. E. Merschrod, Dr. J. Munroe, Dr. S. O'Neill, Dr. K. Parsons, Dr. C. Purchase, Ms. H. Skanes, Dr. K. Snelgrove, Dr. M. Stordy, Ms. C. Walsh, Dr. J. Westcott, Dr. R. Whitaker, Mr. A. Alhowaide, Mr. S. Chakraborty, Ms. K. McLaughlin, Mr. D. Semerad.

Chair of the Senate Committee on Undergraduate Studies (Standing Invitation)

Shannon Sullivan

The President welcomed all Senators to this meeting of Senate.

Land acknowledgement:

We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful partnerships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

Welcome:

For Agenda Item 6. Strategic Framework for Indigenization, members of the President's Advisory Committee on Indigenous Affairs:

Catharyn Andersen
Kelly Anne Butler
Sonja Knutson
Sylvia Moore

The President noted that it would be appreciated if you please introduce yourself and your constituency when addressing Senate. Keep your microphone on mute unless you are speaking. If you wish to speak on an item, please use the comment feature in

WebEx to identify that you wish to speak. The chat feature should only be used to request to speak on a motion. Please do not engage in debate or other discussion in the chat. For motions of substance, we will use the WebEx feature. You will have approximately 30 seconds to vote on each motion. Senators who are calling in will not be able to vote. In the event of a close vote, Senators on the phone will be asked to verbally vote by roll call.

56. APOLOGIES

Dr. S. Knight, Dr. T. Adey, Dr. C. Schiller.

57. MOTION TO ADOPT AGENDA

It was move by Dr. I. Sutherland, seconded by Dr. A. Surprenant, and carried to adopt the agenda.

58. MINUTES

It was moved by Dr. T. Fridgen, seconded by Dr. I. Sutherland, and carried that the Minutes of the regular meeting held on November 10, 2020, be taken as read and confirmed.

59. Remarks from the Chair

The President commented on the following:

- Pye Farmhouse acquisition, waiting on government approval to finalize
- Deloitte is currently working on the Continuing Education project
- Economic Impact Study is underway
- Thanked faculty for all their work during this difficult term.
- Announced the program that will support youth who were formerly in care. This has been received well by the community
- Attended the Dec 6th Vigil for the National Day of Remembrance and Action on Violence Against Women in Canada
- Work is ongoing on finding a suitable location for the Law School
- Gov't Relations are strengthening, meeting regularly with the premier
- Verafin is a great Memorial success story
- Town hall was well attended and went well
- An invitation will be sent soon for a virtual meeting with women faculty and staff
- Developing an Ambassador Program to have key MUN supporters across Canada, this group will meet roughly twice per year
- Post-Secondary Review Committee - Report is expected in the new year
- Met with Moya Greene on the Economic Recovery task force, discussed provincial support for the university
- Updates on some preliminary work on International Offerings including Brainbridge, Navitas and Bermuda

Remarks from the Chair (cont'd)

- Cluster Hiring for indigenous faculty position. Received a total of 33 applications, these are currently being reviewed
- Close to the public phase for the Vice-Provost, Equity, Diversity and Inclusion
- Searches for the Dean of Social Work and Dean of Library are ongoing
- Searches for the Executive Director of the Board of Regents and the VP Advancement are progressing
- Saturday(December 12) Fund Raiser to support charities in the local area including the campus food bank
- Strategic Planning is proceeding and is currently on schedule

Questions/Comments from Senators:

- Concerns were raised about the Brainbridge project.
  - Students will not take their full degree through this project, just a few first year courses and these courses can be transfer to Memorial
- Concerns raised about the timeliness of the winter semester announcement and the process followed.
  - Decision was made based on the changing environment and a realization of the stress faculty, staff and students were under. The Provost has delegated authority to approved sessional dates based on a recommendation from SCUGS.
- For the Indigenous Cluster hire there should be a focus on the lived experience of faculty members.
  - Applications are being review by the Elder Council to ensure appropriate candidates are advanced in the search
- For the ongoing searches, such as the Vice-Provost EDI, is there any indication of how diverse the applicant pool was, and is this being monitored.
  - It would be inappropriate to discuss while the process is ongoing. Would be a good idea to ensure this type of data is collected and made public once the search is closed and a reasonable amount of time has passed.

CONSENT AGENDA

It was moved by Dr. A. Surprenant, seconded by Dr. G. George, and carried that the consent agenda, be approved as follows.

60. Report of the Senate Committee on Undergraduate Studies

60.1 Faculty of Humanities and Social Sciences

Page 354, 2020-2021 Calendar, under the heading 16.1 Anthropology, amend the section as follows:

Faculty of Humanities and Social Sciences (cont'd)

"16.1 Anthropology

ANTH 2414 ~~Aboriginal~~ Indigenous Peoples of North America is a survey course dealing with various ~~i~~Indigenous peoples of North America.
CR: the former ANTH 3281

ANTH 3070 ~~Aboriginal~~ Indigenous Self-Governance (same as the former ANTH 4070) examines contemporary Issues on the development of, and barriers to, self-government among Canadian ~~aboriginal~~ Indigenous peoples. The focus will be on topics such as land claims and claims settlements, self-government agreements and proposed agreements, economic development, environmental and social Impact of Industrial developments, and cultural and religious revival.
CR: the former ANTH 4070"

Page 356, 2020-2021 Calendar, under the heading 16.2 Archaeology, amend the section as follows:

"16.2 Archaeology

ARCH 3520 ~~Aboriginal~~ Indigenous History to 1763 (same as History 3520, Anthropology 3520) examines ~~Aboriginal~~ Indigenous history in North America, including the Innu, Inuit, Beothuk and Mi'kmaq, from before European contact to the Royal Proclamation in 1763. Particular attention will be paid to historical encounters framed by first contacts, cultural exchange, trade, disease, religious encounters, conflict and diplomacy, and territorial encroachment.
CR: History 3520, Anthropology 3520

ARCH 3525 ~~Aboriginal~~ Indigenous History from 1763 (same as History 3525, Anthropology 3525) examines the history of ~~Aboriginal~~ Indigenous peoples in North America, including the Innu, Inuit, Beothuk and Mi'kmaq, from 1763 to the twentieth century. Particular attention will be paid to Indigenous-settler relations, including Aboriginal policies, military encounters and diplomacy, expansion and removals, education, treaties, and politicization.
CR: History 3525, Anthropology 3525"

Page 364, 2020-2021 Calendar, under the heading 16.6 English, amend the section as follows:

"16.6 English
ENGL 2160 North American ~~Aboriginal~~ Indigenous Literature will introduce ~~Aboriginal~~ Indigenous literature in a social, political and historical context. Beginning with the oral tradition (songs, narratives, legends, and orations), it will focus on different works by North American ~~Aboriginal~~ Indigenous writers: poetry, drama, short stories and novels.
PR: 6 credit hours in English at the 1000 level"

Faculty of Humanities and Social Sciences (cont'd)

Page 381, 2020-2021 Calendar, under the heading 16.15 History, amend the section as follows:

"16.15 History

HIST 3520 ~~Aboriginal~~ Indigenous History to 1763 (same as Archaeology 3520, Anthropology 3520) examines ~~Aboriginal~~ Indigenous history in North America, including the Innu, Inuit, Beothuk and Mi'kmaq, from before European contact to the Royal Proclamation in 1763. Particular attention will be paid to historical encounters framed by first contacts, cultural exchange, trade, disease, religious encounters, conflict and diplomacy, and territorial encroachment.
CR: Anthropology 3520, Archaeology 3520

HIST 3525 ~~Aboriginal~~ Indigenous History from 1763 (same as Archaeology 3525, Anthropology 3525) examines the history of ~~Aboriginal~~ Indigenous peoples in North America, including the Innu, Inuit, Beothuk and Mi'kmaq, from 1763 to the twentieth century. Particular attention will be paid to Indigenous-settler relations, including ~~Aboriginal~~ Indigenous policies, military encounters and diplomacy, expansion and removals, education, treaties, and politicization.
CR: Anthropology 3525, Archaeology 3525

HIST 4125 The History of Environmental Ideas in Canada and the United States surveys major philosophical, scientific, and popular ideas of nature in Canada and the United States during the nineteenth and twentieth centuries. Students will examine key historical manifestations of environmental thought such as romanticism, the wilderness idea, ecofeminism, deep ecology, and social ecology. Students will also be exposed to important voices from social groups who are often marginalized in environmental debates such as African-Americans, ~~Aboriginal~~ Indigenous people, and the working class.

HIST 4212 The North American Frontier examines aspects of the history of the frontier in North America. The course will focus on major themes and debates in frontier history, including, but not limited to, the history of colonialism, settlement, and ~~Aboriginal~~ Indigenous-settler relations.

HIST 4220 ~~Aboriginal~~ Indigenous Peoples and the Environment examines the stereotypes, generalizations, and actual ways in which Indigenous ~~Aboriginal~~ peoples interacted with the environment from the pre-European contact period to the present in North America. Course topics include: conservation, preservation and overhunting of mega-fauna, bison, beaver, and other animals; ecological manipulation, despoliation, and restoration; traditional and scientific ecological knowledge; and the creation and legacy of the "Ecological Indian" ideal in literature, film, tourism and political activism.

HIST 4222 North American ~~Aboriginal~~ Indigenous Peoples in Historical Perspective - inactive course."

Faculty of Humanities and Social Sciences (cont'd)

Page 386, 2020-2021 Calendar, under the heading 16.21 Linguistics, amend the section as follows:

"**16.21 Linguistics**

LING 2025 Introduction to Inuttitut I introduces students to Inuttitut (Eskimo). Students develop a working knowledge of basic vocabulary and grammar, as well as a number of linguistic concepts that enable them to consult a wide range of reference books. A strong emphasis is placed on oral skills. This course is intended for students who want to learn an ~~Aboriginal~~ Indigenous language spoken in Newfoundland and Labrador. All sections of this course follow the Language Study Course Guidelines available at www.mun.ca/hss/ls.

LING 2026 Introduction to Inuttitut II is a continuation of LING 2025. Students learn further vocabulary and grammar of the language. They are also required to submit a project based on their own investigation of some aspect of the grammar of the language (based on either reference books or fieldwork). A strong emphasis is placed on oral skills. This course is intended for students who want to learn an ~~Aboriginal~~ Indigenous language spoken in Newfoundland and Labrador. All sections of this course follow the Language Study Course Guidelines available at www.mun.ca/hss/ls. PR: LING 2025

LING 2060 ~~Aboriginal~~ Indigenous Languages of Eastern Canada is an overview of the ~~aboriginal~~ Indigenous languages of three language families of Eastern Canada: Eskimo-Aleut (Inuttitut) and Algonquian (Innu-aimun, Mi'kmaq, Maliseet-Pasamaquoddy and Beothuk) and Iroquoian (Mohawk) with respect to both linguistic structure and current vitality. The course also reviews a history of language suppression and revitalization efforts, within the context of the larger issues of minority language attrition and maintenance, is also considered."

Page 393, 2020-2021 Calendar, under the heading 16.25 Political Science, amend the section as follows:

"**16.25 Political Science**

POSC 3830 ~~Aboriginal~~ Indigenous Governance in Canada is an introductory course in ~~Aboriginal~~ Indigenous governance. It examines ~~Aboriginal~~ Indigenous culture and traditions, the variety of ~~Aboriginal~~ Indigenous governments and governing traditions, and ~~Aboriginal~~ Indigenous and treaty rights. Public policy issues and processes surrounding categories of Indigenous ~~Aboriginal~~ peoples, intergovernmental relations affecting them, and the role and significance of ~~Aboriginal~~ Indigenous political organizations and actions are explored."

Page 396, 2020-2021 Calendar, under the heading 16.25.2 Law and Society, amend the section as follows:

Faculty of Humanities and Social Sciences (cont'd)

"16.25.2 Law and Society

LWSO 3012 ~~Aboriginal~~ Indigenous Peoples: Concepts of Land, the Law and the Constitution traces the historical development of ~~Aboriginal~~ Indigenous land and resource rights; colonial and Canadian law; and the Constitution of Canada as it relates to the First Nations~~Indian~~, Inuit and Metis people of Canada. The developing concept of ~~Aboriginal~~ Indigenous law is presented within the context of the treaty process, Indian Act, contemporary land claims, the Canadian Constitution, and federal/provincial relations.
PR: LWSO 1000. LWSO 2000 is recommended

LWSO 3014 ~~Aboriginal~~ Indigenous-Crown ~~and Government~~ Relations in Newfoundland and Labrador traces the historical development of ~~Aboriginal~~ Indigenous-Crown ~~and Government~~ relations in Newfoundland and Labrador. Topics include: the current legal and constitutional status of the Inuit, ~~Indian~~ First Nations and Metis people within the context of land claims, application of the Indian Act, access to programs and services, and federal/provincial relations.
PR: LWSO 1000. LWSO 2000 is recommended"

Page 306, 2020-2021 Calendar, under the heading 15.2.1 Department of Archaeology Description, amend the section as follows:

"15.2.1 Department of Archaeology Description

Archaeologists and bioarchaeologists study past human cultures and behavior through the material left behind: artifacts and features, plant and animal remains, human remains, sediments, sites, and their associated landscapes. In the Department of Archaeology, our students engage in practical training and experiential learning in classroom, laboratory, and field work settings that provide a comprehensive education and transferable skills. State-of-the-art laboratories specializing in applied archaeological sciences, archaeobotany, archaeological conservation, and prehistoric, historical, and ~~aboriginal~~ Indigenous archaeology integrate undergraduates into community-university research initiatives from Northern Labrador to French Guiana and from British Columbia to Northwest Europe. As one of the largest Archaeology departments in the country, we train our students to become effective researchers, critical thinkers, and active stewards for our shared archaeological heritage."

Page 328, 2020-2021 Calendar, under the heading 15.11.1 Department of Linguistics Description, amend the section as follows:

"15.11.1 Department of Linguistics Description

Linguistics is the scientific study of language, including language structure, language variation, language change, the development of language and the psychology and biology of language.

Faculty of Humanities and Social Sciences (cont'd)

The Department of Linguistics prides itself on maintaining strong links between teaching and research, with emphasis on data-driven, theoretically informed inquiry into ~~aboriginal~~ Indigenous languages, language variation and change and language acquisition. Students are invested into the community of linguistic scholars through active engagement in primary research, supported by unique and extensive in-house data archives, broad library holdings and state-of-the-art labs and analytical tools. Strong relations with robust local speech communities enhance our research and our teaching. Memorial University of Newfoundland's Department of Linguistics is the only department of Linguistics in Atlantic Canada, and the largest department east of Quebec City."

Page 215, 2020-2021 Calendar, under the heading 13.1 Anthropology, amend the section as follows:

"**13.1 Anthropology**

Anthropology 3520 ~~Aboriginal~~ Indigenous History to 1763 (same as Archaeology 3520 and History 3520) examines ~~Aboriginal~~ Indigenous history in North America, including the Innu, Inuit, Beothuk and Mi'kmaq, from before European contact to the Royal Proclamation in 1763. Particular attention will be paid to historical encounters framed by first contacts, cultural exchange, trade, disease, religious encounters, conflict and diplomacy, and territorial encroachment.
CR: Archaeology 3520 and History 3520

Anthropology 3525 ~~Aboriginal~~ Indigenous History from 1763 (same as Archaeology 3525 and History 3525) examines the history of ~~Aboriginal~~ Indigenous peoples in North America, including the Innu, Inuit, Beothuk and Mi'kmaq, from 1763 to the twentieth century. Particular attention will be paid to Indigenous-settler relations, including ~~Aboriginal~~ Indigenous policies, military encounters and diplomacy, expansion and removals, education, treaties, and politicization.
CR: Archaeology 3525 and History 3525"

Page 230, 2020-2021 Calendar, under the heading 13.18 History, amend the section as follows:

"**13.18 History**

History 3135 France in the Americas: 1500-1815 investigates the French presence mainly in New France, but also Newfoundland, Florida, Louisiana, the Caribbean, Acadia, Ile Royale, and Brazil, from the earliest voyages of exploration to the Anglo-French struggle for North America. This topic will be studied within the greater framework of the transplantation of a European society onto a different continent, delving also into various subject themes such as French-~~aboriginal~~ Indigenous relations, politics, and government, women and gender, and society in France and New France.

Faculty of Humanities and Social Sciences (cont'd)

History 3520 ~~Aboriginal~~ Indigenous History to 1763 (same as Anthropology 3520 and Archaeology 3520) examines ~~Aboriginal~~ Indigenous history in North America, including the Innu, Inuit, Beothuk and Mi'kmaq, from before European contact to the Royal Proclamation in 1763. Particular attention will be paid to historical encounters framed by first contacts, cultural exchange, trade, disease, religious encounters, conflict and diplomacy, and territorial encroachment.
CR: Anthropology 3520 and Archaeology 3520

History 3525 ~~Aboriginal~~ Indigenous History from 1763 (same as Anthropology 3525 and Archaeology 3525) examines the history of ~~Aboriginal~~ Indigenous peoples in North America, including the Innu, Inuit, Beothuk and Mi'kmaq, from 1763 to the twentieth century. Particular attention will be paid to Indigenous-settler relations, including ~~Aboriginal~~ Indigenous policies, military encounters and diplomacy, expansion and removals, education, treaties, and politicization.
CR: Anthropology 3525 and Archaeology 3525"

61.   Report of the Academic Council of the School of Graduate Studies

61.1 Educational Technology

Page 636, 2020-2021 Calendar, under the heading 13.8.5 Educational Technology, amend the section as follows:

"**Educational Technology** *(Distance Program*)*

The graduate program in Educational Technology is offered in partnership with Cape Breton University (CBU). It is designed to facilitate the educational use of educational technology in a wide variety of settings. The program will be of interest to educators at all levels including K-12 teachers, school administrators, those in the post-secondary system, business and industry, as well as those in most other adult learning situations.
Educational technology in this Master of Education program encompasses, but is not limited to: computer, communications, networking and multi-media applications. The overall intent of the program is to:

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

Educational Technology (cont'd)

- develop research expertise and potential in the use and application of educational technology for teaching and learning purposes.

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

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

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

a) Admission Requirements

Admission to the program is competitive and selective.

Selection into the program is determined by an applicant's profile which would normally include such criteria as previous academic performance, related work experience, and relevant educational technology experience. More detailed information may be found on the Faculty of Education website.

b) Program Requirements

   i)   all candidates for the Master of Education (Educational Technology) shall be required to complete: ~~must complete E6100 Research Designs and Methods in Education (3 credit hours).~~

        6100 Research Designs and Methods in Education (3 credit hours)
        6610 Research on Computers in the Curriculum (3 credit hours)
        6620 Issues and Trends in Educational Technology (3 credit hours)
        CBU EDUC5105 Designing Web-Based Learning (3 credit hours)

Educational Technology (cont'd)

CBU EDUC5131 Digital Citizenship in a Global Community (3 credit hours)

ii)   candidates on the comprehensive course route must complete:

a)   two courses from the following MUN closed electives:

6426 Computer Applications in Educational Administration (3 credit hours)
6615 Educational Software Prototyping and Evaluation (3 credit hours)
6802 Adult Learning and Development (3 credit hours)
6822 Foundations of Instructional Design in Post Secondary Education (3 credit hours)
6823 Principles of Programme Design and Development (3 credit hours)
6927 Digital Games Bases Learning (3 credit hours)

b)   two courses from the following CBU closed electives:

EDUC5101 Assessment of Software and IT Applications for Education (3credit hours)
EDUC5103 Integration of Instructional Design for K-12 (3 credit hours)
EDUC5106 Technology Planning for Educational Environments (3 credit hours
EDUC5107 Information Management in Education Environments (3 credit hours)

c)   6590 Research and Development Seminar in Educational Technology in Education (3 credit hours)

six credit hours selected from E6610, E6615, E6620;

twelve credit hours selected from CBU EDU 5101, EDU 5103, EDU 5105, EDU 5106, EDU 5107; EDU 5131;

three credit hours from E6426, E6802, E6822, E6823, E6927 or from other Memorial University, Faculty of Education graduate course

offerings as deemed appropriate for each candidate's program and approved by the program steering committee;

Educational Technology (cont'd)

~~additional credit hours appropriate to a candidate's program, and approved by the program steering committee, to be chosen from graduate course offerings at Memorial University, CBU, or any other university to complete the required 30 credit hours for the comprehensive course route;~~

iii)   candidates on the project route must complete:

a)   one course from the following MUN closed electives:

6426   Computer Applications in Educational Administration (3 credit hours)
6615   Educational Software Prototyping and Evaluation (3 credit hours)
6802   Adult Learning and Development (3 credit hours)
6822   Foundations of Instructional Design in Post Secondary Education (3 credit hours)
6823   Principles of Programme Design and Development (3 credit hours)
6927   Digital Games Bases Learning (3 credit hours)

b)   two courses from the following CBU closed electives:

EDUC5101 Assessment of Software and IT Applications for Education (3 credit hours)
EDUC5103 Integration of Instructional Design for K-12 (3 credit hours)
EDUC5106 Technology Planning for Educational Environments (3 credit hours)
EDUC5107 Information Management in Education Environments (3 credit hours)

c)   6193 Project in Educational Technology (6 credit hours)

iv)   candidates on the thesis route must complete three credit hours from:

CBU EDUC5101 Assessment of Software and Information Technology Applications for Education (3 credit hours)
CBU EDUC5103 Integration of Instructional Design for K-12 (3 credit hours)
CBU EDUC5106 Technology Planning for Educational Environments (3 credit hours)
CBU EDU5107 Information Management for Educational Environments (3 credit hours)

Educational Technology (cont'd)

E6610 Research on Computers in the Curriculum (3 credit hours)
E6615 Educational Software Prototyping and Evaluation (3 credit hours)
E6620 Issues and Trends in Educational Computing (3 credit hours)

nine credit hours selected from the core elective CBU courses approved for
this program:

CBU EDU 5101 Assessment of Software and Information Technology
Applications for Education (3 credit hours)
CBU EDU 5103 Integration of Instructional Design and Information
Technology (3 credit hours)
CBU EDU 5105 Designing Web-based Learning (3 credit hours)
CBU EDU 5106 Technology Planning for Educational Environments (3
credit hours)
CBU EDU 5107 Information Management for Educational Environments (3
credit hours)
CBU EDU 5131 Digital Citizenship (3 credit hours)

Three credit hours from E6822, E6823, E6802, E6426, E6927 or from
other Memorial University, Faculty of Education graduate course
offerings as deemed appropriate for each candidate's program and
approved by the program steering committee

c) normally, candidates will be permitted to register for 6590 only after all other
course requirements have been met.

d) candidates who have successfully completed the CBU graduate diploma in
Educational Technology can receive up to 12 advanced standing credit hours
appropriate to their degree option (nine CBU EDU course credit requirements
for the thesis route or twelve CBU EDU course credit requirements for the
comprehensive course route). Courses which qualify for transfer include CBU
EDU 5101, EDU 5103, EDU 5105, EDU 5106, EDU 5107, EDU 5131.

e) thesis route candidates will be subject to Theses and Reports of the School of
Graduate Studies, Memorial University of Newfoundland, supervised by a
faculty member at Memorial University, and where feasible co-supervised by a
CBU faculty member.

*For the convenience of many of our students who are studying part time and/or
at a distance, this program is delivered by distance formats, including web-
based/WebCT format, teleconferences, and traditional correspondence (reading
packages, videos, mailed assignments, etc.). Some courses are available on
campus with face-to-face delivery, and students who are studying full time and/or*

are present on campus are eligible for fellowships and other benefits of full time study"

61.2   Nursing

Page 694, 2020-2021 Calendar, under the heading 33.2 Qualifications for Admission, amend the section as follows:

"**33.2 Qualifications for Admission**

1. Applicants to the Master of Science in Nursing program in any of the two options listed above must have a baccalaureate degree in nursing from an accredited program in Canada or an equivalent from a non-Canadian institution recognized by the University, and a knowledge of nursing satisfactory to the Faculty of Nursing.
2. Admission to the program is limited and competitive. To be considered for admission, the applicant must have maintained at least a grade B standing in the baccalaureate program.
3. Applicants are also required to have a minimum of one year of experience (1950 hours) in nursing practice for the Practicum Option or two years of experience (**3900 hours** ~~3000 hours~~) in nursing practice for the nurse practitioner options prior to submitting their application. In addition, applicants must have completed an undergraduate nursing research course (minimum 'B' standing) and an undergraduate statistics course (minimum 'B' standing).
4. **For the Practicum option A**~~a~~**pplicants** must hold a practising licence **and be in good standing** from the ~~Council~~ **College** of Registered Nurses of Newfoundland and Labrador or must be currently registered **and be in good standing** as a practising nurse in another Canadian jurisdiction. Applicants from other countries who do not meet the above criteria will be assessed on an individual basis. However, they must submit proof of registration **and standing** as a practising nurse (or an equivalency) from their country or jurisdiction. **Students in the program are expected to maintain their practicing licence and remain in good standing with the appropriate regulatory body throughout their graduate program.**
5. **Since all clinical placements are completed at a clinical setting in Canada, applicants to the Nurse Practitioner and Graduate Diploma option must hold a practicing licence and be in good standing from the College of Registered Nurses of Newfoundland and Labrador or must be currently registered as a practicing nurse in good standing in another Canadian jurisdiction where they will complete their clinical placements. Students must maintain their practicing licensure and be in good standing for the full duration of the program.**

Nursing (cont'd)

6. In addition to requirements 1. and 4., applicants seeking admission to the **Graduate Diploma in Nursing (Post Master's Nurse Practitioner)** program must have completed a Master's degree (minimum 'B' standing) in Nursing or an equivalent degree with a nursing focus, a graduate level statistics course (minimum 'B' standing), a graduate level research course (minimum 'B' standing), a graduate level nursing theories course (minimum "B" standing), a Bachelor's degree (minimum 'B' standing) in Nursing, and have two years of clinical nursing experience preferably in their chosen specialty area.

7. In addition to requirements 1., 4., and 5. applicants seeking admission to the Master of Science in Nursing, Nurse Practitioner Option and the **Graduate Diploma in Nursing (Post Master's Nurse Practitioner)** program will note that preference will be given to applicants who are living and working as Registered Nurses in Newfoundland and Labrador. **On average, a very limited number of applicants from outside the province are accepted each year.**

8. Only in exceptional circumstances and only on the recommendation of the Faculty of Nursing shall the Dean of Graduate Studies consider applicants who do not meet admission requirements listed above."

Page 695, 2020-2021 Calendar, under the heading 33.4.2 Nurse Practitioner Option, amend the section as follows:

"**33.4.2 Nurse Practitioner Option**

1. Students must complete an approved program of studies consisting of a minimum of 36 credit hours in graduate program courses including an integrated clinical practice experience, comprising 12 credit hours.
   o Required courses:
   o 6011 Philosophical and Theoretical Foundations of Nursing
   o 6012 Statistics for Advanced Nursing Practice
   o 6013 Research Methods in Nursing
   o 6221 Population-Based Nursing *(equivalent to 6220 and 6230)*
   o 6250 Writing for Advanced Nursing Practice
   o 6260 Knowledge Translation in Nursing
   o 6703 Advanced Health Assessment and Clinical Practicum 1 (4 credit hours)
   o 6704 Applied Pathophysiology and Clinical Practicum 2 (4 credit hours)
   o 6705 Pharmacotherapy and Therapeutics
   o 6706 Nurse Practitioner Roles and Practice Issues
   o Either one of: 6800 Adult Advanced Clinical Decision Making 3 (4 credit hours), (or the former 6900 Adult Advanced Clinical Decision Making (4 credit hours)), 6802 Family/All Ages Clinical Decision Making 3 (4 credit hours), (or the former 6802 Family/All Ages Clinical Decision Making (4 credit hours)), or, one of: 6803 to 6809 Nursing Specialty Option Courses (4 credit hours)
   o 690X Advanced Clinical Practicum 4 (The Integrated practice component will normally consist of a minimum of 400 hours of preceptored specialty clinical practice and biweekly seminars) (12 credit hours), (or the former

Nursing (cont'd)

> 690X 2).The integrated practice component will normally consist of a minimum of 400 hours of preceptored specialty clinical practice and biweekly seminars) (12 credit hours)).

2. The program of each student shall be approved by the Dean of Graduate Studies on the recommendation of the Dean of the Faculty of Nursing.
3. The maximum time frame from commencement of the first NP specific course until program completion shall normally be no longer than 3 years.
4. Students must complete the required clinical hours per course in order to progress in the program and they must complete the required clinical hours for each life stage (for example, children, pregnancy, older adult) by the end of 690X in order to complete the Nurse Practitioner Option.
5. **Students will be given the opportunity to request their clinical placements in particular locations. While efforts will be made to accommodate requests, students may be assigned to any participating site within Newfoundland and Labrador. Accommodations, travel expenses, and other costs related to the clinical placement are the responsibility of the student.**"

Page 695, 2020-2021 Calendar, under the heading <u>33.4.3 Graduate Diploma in Nursing (Post Master's Nurse Practitioner</u>, amend the section as follows:

"**33.4.3 Graduate Diploma in Nursing (Post Master's Nurse Practitioner)**

1. Students with a Master's degree in Nursing or an equivalent degree with a nursing focus must complete an approved program of study consisting of a minimum of 18 credit hours in graduate program courses and integrated clinical practice experience, comprising 12 credit hours.
   o   Required courses:
   o   6703 Advanced Health Assessment and Clinical Practicum 1 (4 credit hours)
   o   6704 Applied Pathophysiology and Clinical Practicum 2 (4 credit hours)
   o   6705 Pharmacotherapy and Therapeutics
   o   6706 Nurse Practitioner Roles and Practice Issues
   Either one of: 6800 Adult Advanced Clinical Decision Making 3 (4 credit hours), (or the former 6800 Adult Advanced Clinical Decision Making (4 credit hours)), 6802 Family/All Ages Clinical Decision Making 3 (4 credit hours), (or the former 6802 Family/All Ages Clinical Decision Making (4 credit hours)), or, one of: 6803 to 6809 Nursing Specialty Option Courses (4 credit hours)
   690X Advanced Clinical Practicum 4 (The integrated practice component will normally consist of a minimum of 400 hours of preceptored specialty clinical practice and biweekly seminars).
2. Programs for some students may exceed the above minimum requirements.
3. The program for each student shall be approved by the Dean of Graduate Studies on the recommendation of the Dean of the Faculty of Nursing.
4. The maximum time frame from commencement of the first NP specific course until program completion shall normally be no longer than 3 years.

Nursing (cont'd)

5. Students must complete the required clinical hours per course in order to progress in the program and they must complete the required clinical hours for each life stage (for example, children, pregnancy, older adult) by the end of 690X in order to complete the program.

6. **Students will be given the opportunity to request their clinical placements in particular locations. While efforts will be made to accommodate requests, students may be assigned to any participating site within Newfoundland and Labrador. Accommodations, travel expenses, and other costs related to the clinical placement are the responsibility of the student.**"

REGULAR AGENDA

62. Sub University Committee on Admissions Annual Report

The Annual Report of the University Committee on Admission was received.

It was moved by Dr. T. Fridgen and seconded by Mr. A. Alhowaide to accept this report.

Dr. M. Abrahams invited Dr. Shannon Sullivan, member of the University Committee on Admissions, to present the report.

Dr. S. Sullivan gave an overview of the report and answered questions from Senators.

Dr. S. Sullivan noted the following:

- Regular business of considering appeals continues.
- The Committee agreed to accept the Duolingo English Test as a means of meeting the English proficiency requirement temporarily for Spring 2020 and Fall 2020 admissions with a minimum score of 115. The online Duolingo English Test provided an alternative to traditional IELTS and TOEFL tests written at testing sites which were inaccessible due to the pandemic. The Committee agreed to extend the use of the Duolingo English Test as a means of meeting the English proficiency requirement to Fall 2021 due to the continuation of the pandemic.
- The Committee agreed to waive the final admission average requirement for Newfoundland and Labrador applicants to the Fall 2020, Winter 2021 and Spring 2021 semesters in light of the cancellation of high school June 2020 final exams and new grading process for the 2019-2020 school year. However, applicants were expected to meet the Dept. of Education high school graduation requirements in order to receive final admission. The Committee agreed that the Registrar be given the authority to waive the same requirement for other Canadian or international applicants following a high school curriculum in the academic 2019-2020 year, as determined by the Admissions Office.

University Committee on Admissions Annual Report (cont'd)

- The Committee approved the proposal to introduce the MUN Test of English Language (MUNTEL) as a means of meeting the English proficiency requirement with a minimum score of 60. The online test will be administered and evaluated by Memorial's ESL Programs.
- The Committee reviewed the Student Health Certificate used by the Senate Committee on Admissions (SCUGS) and modified it for applicant medical appeals.

Questions/Comments from Senators:

- What is the cost of the MUNTEL? Cost is $150 and this compares favorably to tests such as IELTS and TOEFL.
- What decisions have been made for the next academic year now that it has been announced public exams have been cancelled? No decisions have been made to date, the committee will meeting soon to discuss.
- Should there be the continued removal of the 70% admissions requirement due to our special obligation to the peoples of this province? There is a sub-committee of SCUGS that recently resumed meeting that will consider this recommendation.

The motion was put to a vote and carried.

63. Proposed Amendment to Senate Bylaw II (Membership of Senate and Elections to Senate)

Proposed amendments to Senate Bylaw II (Membership of Senate and Elections to Senate) were received from the Senate Committee on Elections, Committees and Bylaws.

It was moved by Dr. G. George and seconded by Mr. A. Alhowaide to approve the amendments to Senate Bylaw II.

Dr. M. Abrahams invited Mr. Tom Nault, Chair, Senate Committee on Elections, Committee and Bylaws to present the proposal.

Mr. Nault noted that the updates include:

- **Updates to Senate membership to reflect the School of Arctic and Subarctic Studies and the Student Wellness and Counselling Centre (SWCC).**
  - The School of Arctic and Subarctic Studies had its constitution approved by Senate in May 2020 and the Board approved its constitution in July 2020. Updates to the Senate membership are needed to reflect to this newly approved academic unit.

Proposed Amendment to Senate Bylaw II (Membership of Senate and Elections to Senate) (cont'd)

- The SWCC has not had representation on Senate but has appointed academic staff members. Adding the SWCC to the Senate membership will address this oversight.

- **Update to the voting period in Senate Elections**
  - Last year Senate approved changes to the Senate Election process to move from paper based to online voting. The bylaws currently state that voting will take place over a 14 day period. This period was in place for the paper based voting system to account for the time it took to distribute ballots to Academic Staff Members (ASM) and for those ballots to be mailed to the Office of the Secretary of Senate. With the move to online voting, the logistical constraints of distribution and mailing have been removed. In reviewing vote timing through the online system, almost all voting activity takes place within twenty four hours of an email informing or reminding an ASM about an election in progress. To increase the efficiency of the election process it is recommended to reduce the voting window from 14 days to seven days.

- **Candidate Statements**
  - Senators raised concerns that in the Senate election process they are only provided with the names of the candidates but no other information about a candidate. It was believed that having candidates provide a brief statement on why they are seeking to sit on Senate would allow eligible electors to make an informed decision in the candidate(s) they vote for.

- **Selection of Student Members**
  - Minor editorial changes to reflect the current environment at the University.

II C 2 Constituencies

(a) Faculty of Business Administration
   Faculty of Education
   Faculty of Engineering and Applied Science
   Faculty of Humanities and Social Sciences
   Faculty of Medicine
   Faculty of Science
   Marine Institute
   School of Arctic and Subarctic Studies
   School of Human Kinetics and Recreation
   School of Music
   School Faculty of Nursing
   School of Pharmacy
   School of Social Work

Proposed Amendment to Senate Bylaw II (Membership of Senate and Elections to Senate) (cont'd)

School of Arts and Social Science at Grenfell Campus
School of Fine Arts at Grenfell Campus
School of Science and the Environment at Grenfell Campus
Student Wellness and Counselling Centre
University Library

II C 2 Rules for election

(c) Each nominated candidate shall provide a statement of up to 200 words on why they are seeking election to Senate. These statements shall be provided by the nomination deadline. Such statements shall be made available to eligible electors in the online voting platform.

(d) (c) All nominations must be received by the Senate Office on or before the deadline. Nominations may be submitted either by hard copy or electronically by email.

(e) (d) In the event that all vacancies in a constituency are for terms of equal duration and the number of nominations in that constituency, at the time of the deadline, is equal to or less than the number of vacancies to be filled, then all candidates in that constituency shall be declared elected by acclamation and no ballot is required.

(f) (e) In the event that the vacancies in a constituency are for terms of different durations and the number of nominations in that constituency at the time of the deadline is less than or equal to the number of vacancies of greatest duration to be filled, then all candidates in that constituency shall be declared elected by acclamation.

(g) (f) Whenever the number of nominations in a constituency at the time of the deadline is less than the number of vacancies in that constituency to be filled, the Committee on Senate Elections and Committees may, at its discretion, extend the deadline for nominations for those vacancies, or it may organize a separate by-election to fill the remaining vacancies. In the event that the deadline for nominations is extended, the Secretary of Senate shall notify all electors in the relevant constituency of the date and time of the new deadline for the receipt of nominations.

(h) (g) Where none of the provisions of paragraphs C.4.(d)-(e) above apply, the Secretary of Senate shall arrange for an online election to be conducted and electors shall have at least 14 7 days to cast their ballot.

(i) (h) The use of an online system to conduct elections shall ensure that votes are cast anonymously, distribution of invitations to vote are sent directly to eligible electors' university provided email account, and electors receive at least one reminder to vote.

(j) (i) If a vacancy in a constituency exists on January 1 and there is no by-election in progress for that vacancy or a vacancy in a constituency occurs between January 1 and the deadline for the receipt of nominations of the next annual Senate election, then the by-election to fill that vacancy shall be combined with the annual Senate

Proposed Amendment to Senate Bylaw II (Membership of Senate and Elections to Senate) (cont'd)

election for that constituency. The candidate elected to fill that vacancy shall serve only the balance of the period for which the member being replaced was elected.

(k) (j) Where a by-election must be held separately from the annual Senate election, the Committee on Senate Elections and Committees shall decide the timetable for the by-election, consistent with the procedures for the annual Senate election, where possible.

(l) (k) Each voter will indicate their unweighted preference(s) for up to the number of candidates to which their constituency is entitled (including any vacancies due to concurrent by-elections).

(m) (l) The candidates with the most votes shall be declared elected. In the event that vacant seats are of different durations, the candidate with the most votes will be awarded the seat with the longest duration, the candidate with the second most votes will be awarded the seat with the second longest duration, etc.

(n) (m) In the event of a tie in any election, the Committee on Senate Elections and Committees shall determine, by lot, which of the candidates shall serve and/or which shall serve the shorter term.

(o) (n) Eligible electors can submit concerns about an election to the Secretary of Senate who shall investigate and report findings to the Committee on Elections and Committees

(p) (o) The Committee on Elections and Committees will consider any findings related to an election, and make a determination if the findings had a material impact on the result of an election. If Committee on Elections and Committees determines a material impact on the election, the Committee can invalidate the results of the election and order that the election be conducted again once the findings have been addressed.

(q) (p) The Committee on Elections and Committees will declare the results of the election results provisional for a period of five business days. During this period, all candidates shall be informed of the results and can initiate an appeal within this five day period.

(r) (q) If an appeal is received, the Committee on Elections and Committees shall review the appeal and determine if the issues raised in the appeal had a material impact on the election. If a material impact is found, the Committee shall determine how best to address the situation.

(s) (r) A candidate can appeal a decision of the Committee on Elections and Committees, within five business days of receiving a decision from the Committee on Elections and Committees, to the Executive Committee of Senate, whose decision shall be final.

(t) (s) At the end of the provisional period, and after any appeals have been settled, the Committee on Elections and Committees shall declare the results official and Secretary of Senate shall report the results of the elections to the President of the University as Chair of the Senate.

Proposed Amendment to Senate Bylaw II (Membership of Senate and Elections to Senate) (cont'd)

5. Other elections

(a) Upon request, the Senate Committee on Elections, Committees and Bylaws, will conduct an election with eligible electors following the rules established in II C 2.
(b) Results of an election held under 5 (a) above will be reported to those who request access to them by the Senate Committee on Elections, Committees and Bylaws.
(c) Requested elections will be conducted under the auspices of the Senate Committee on Elections, Committees and Bylaws but this does not imply that Senate has authority over the reason for the election.

II D Selection of Student Members

2. Ten Senators shall be selected by the undergraduate students, each representing a different academic area. The ten undergraduate student senators shall consist of seven student senators from the St. John's campus, two student senators from the Grenfell Campus at Corner Brook and one student senator from the Marine Institute. The procedure controlling such selection shall be determined by the respective Students' Union.
3. To be eligible for selection to the Senate, an undergraduate student shall be in clear academic standing and be enrolled in a program offered through the campus of Memorial University, which the student represents in accordance with D.2 above

Questions/Comments from Senators:

- The School of Nursing should read "Faculty of Nursing".
- This was a pilot over the last while for elections with reducing the voting from 14 to 7 days. Emails sometimes are sent during busy periods and sometimes they are not reading emails for a week. Wondering what the timing of elections would be.
  - Mr. Nault noted that the general election takes place in March. Others are done as requested. There is the invitation to vote and two reminders that are sent out for the voting.
- The 200 word statement is a great idea, something to base people's votes on but worry it might be a barrier.

The motion was put to a vote and carried.

64. Strategic Framework for Indigenization

The Strategic Framework for Indigenization was submitted to Senate for endorsement by Catharyn Andersen, Special Advisor to the President on Indigenous Affairs.

Strategic Framework for Indigenization (cont'd)

It was moved by Dr. I. Sutherland and seconded by Dr. A. Gaudine to approve the Strategic Framework for Indigenization.

At the November Senate meeting, there was a presentation and discussion and the framework is here today for approval. A memorandum was submitted by Dr. Mark Abrahams, Chair of the Planning and Budget Committee along with a document detailing the financial resource requirements associated with the Strategic Framework for Indigenization. The document was developed by Ms. Catharyn Andersen, Special Advisor to the President on Indigenous Affairs, with input from the University Planning and Budget Committee of Senate (PBC) and the President's Advisory Committee on Indigenous Affairs.

As detailed in the document, it is anticipated that the Strategic Framework will be phased in over three stages, with a cumulative cost of approximately $2.1 million annually.

Stage	Annual Cost per Phase	Cumulative Cost
Phase 1	$1,260,261	$1,260,261
Phase 2	$444,072	$1,704,333
Phase 3	$383,934	$2,088,266

Costs for each stage of implementation have been identified and delineated in the document. The following explanatory notes have been provided:

- The hiring of positions has been prioritized into 3 phases, ideally over the first 3 years of the Framework – 8 positions have been identified in Phase 1, 4 in Phase 2; and 3 in Phase 3.
- 4 of the 8 positions identified in Phase 1 (Associate Vice-President, Indigenous Research, Indigenous Education Specialist, Indigenous Resource Development Coordinator, Transition Program Coordinator) are not new to the University and have been filled on a contractual basis for varying lengths of time over the past 2 years; the VP, Indigenous position will replace the existing permanent executive position of Special Advisor, Indigenous Affairs; 3 positions are new (Associate Director, Development Office, Manager, Indigenous Affairs (Grenfell Campus)). The remaining positions in Phases 2 and 3 are new.
- $50,000 will be added incrementally each year for programming costs.
- It is important to note that the University has been allocating money towards Indigenization effects, but to date, these efforts have largely focused on supporting Indigenous students. The current framework encompasses a much broader, university-wide mandate. Furthermore, the budget costing is not inclusive of every recommendation in the Framework, but it lays the foundation for the overall success of the Strategic Framework.
- Not all of the resources to support the plan are new, there Office of Indigenous Affairs has a current base budget of just under $500,000

Strategic Framework for Indigenization (cont'd)

The President invited Catharyn Andersen, Special Advisor to the President on Indigenous Affairs to present the framework.

The motion was put to a vote and carried.

65. Request from the Faculty of Nursing

The following request was received from the Faculty of Nursing:

> The Faculty of Nursing (MUNFON), Centre for Nursing Studies (CNS), and Western Regional School of Nursing (WRSON) wish to obtain feedback from students about Fall semester courses. The feedback survey that we wish to use is shown below.
>
> https://mun.az1.qualtrics.com/jfe/form/SV_abIR2GONMSAlgm9
>
> We are aware Senate has suspended CEQs, however our accreditation and approval requirements require that we obtain feedback from students about their courses and instruction. Further, we have heard from our students that they wish to have an opportunity to provide feedback. The form shown at the link was discussed at forums at MUNFON, CNS and WRSON. It has been approved by the Academic Councils at CNS and WRSON and is out for an electronic vote by Faculty Council at MUNFON.
>
> Would Senate Executive please review our request to obtain feedback from students? We are hoping this request can be expedited in order that we can obtain student feedback for the Fall semester courses.

It was moved by Dr. L. Rohr and seconded by Mr. A. Alhowaide to approve this request.

Dr. M. Abrahams invited Dr. Alice Gaudine, Dean, Faculty of Nursing, to present the request.

The motion was put to a vote and carried.

66. Motion to Adjourn

It was moved by Dr. I. Sutherland, seconded by Dr. A. Surprenant, and carried that the meeting be adjourned.

67.   <u>ADJOURNMENT</u>

The meeting adjourned at 5:05 p.m.

_____   _____
CHAIR   SECRETARY