MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE

The regular meeting of Senate was held on December 13, 2011 at 4:00 p.m. in Room E5004, Education Building.

Immediately prior to the December 13, 2011 Senate meeting, Senators gathered in Room E5004/05 at 3:30 p.m. for light refreshments and for an informal pre-holiday meet and greet. At the commencement of the meeting, Dr. Kachanoski thanked Paula Eddy-Shea and Jennifer French and their team for looking after the arrangements for the reception.

36.   PRESENT

The President, Dr. D. Wardlaw, Dr. C. Loomis, Mr. G. Blackwood, Dr. M. Abrahams, Dr. K. Anderson, Mr. B. Belbin, Ms. L. Busby, Mr. G. Collins, Dr. N. Golfman, Dr. L. Hensman, Dr. J. McFetridge-Durdle, Dr. L. Rankin, Dr. J. Rourke, Dr. R. Shea, Dr. R. Venkatesan, Dr. W. Zerbe, Mr. P. Brett, Dr. J.J. Connor, Mr. C. Couturier, Dr. G. Farrell, Dr. A. Fiech, Dr. D. Foster, Dr. K. Gallagher, Dr. G. George, Dr. D. Gustafson, Dr. R. Helleur, Dr. D. Kelly, Dr. D. Kimberley, Dr. S. Kocabiyik, Dr. D. McKay, Dr. A. Muhammad, Dr. W. Okshevsky, Dr. J. Parsons, Dr. D. Peters, Mr. B. Riggs, Professor G. Riser, Mr. R. Roche, Dr. A. Rose, Dr. C. Sharpe, Professor D. Walsh, Dr. M. Wernerheim, Dr. P. Wilson, Mr. J. Robinson, Ms. A. Haighway, Ms. A. Howley, Mr. M. Kehoe, Mr. R. Leamon, Mr. R. Murphy, Ms. C. Simms, Mr. M. Walsh.

Dr. Kachanoski welcomed the following newly elected and re-elected Senators:

Dr. Don McKay, Medicine
Dr. Diana Gustafson, Medicine
Dr. Sandra LeFort, Nursing
Dr. Sue Ghazala, Science
Professor Gary Riser, Social Sciences

Dr. Kachanoski welcomed Ms. Sheila Singleton, Chair, Committee on Elections and Committees, with regards to Senate Agenda Items 5 and 8.

37.   APOLOGIES FOR ABSENCE

Apologies were received from Ms. K. Kennedy, Dr. E. Waterman, Dr. S. Corbin-Dwyer, Dr. S. Ghazala, Dr. S. LeFort, Dr. P. Marino, Dr. S. Mulay.

38.   MINUTES

It was moved by Dr. Rourke, seconded by Ms. Haighway, and carried that the Minutes of the regular meeting held on November 8, 2011 be taken as read and confirmed.

39.   REPORT OF THE SENATE COMMITTEE ON HONORARY DEGREES AND CEREMONIAL

Senate moved into a closed session for this item of business in accordance with **Section IV.E.2. SENATE MEETINGS AND PROCEDURES** of the Handbook of Senate By-Laws and Procedures which reads:

Report of the Senate Committee on Honorary Degrees and Ceremonial (cont'd)

Matters of a confidential nature, including honorary degrees, shall be discussed in closed session; observers are not permitted to attend closed sessions.

The names of 7 candidates recommended by the Committee on Honorary Degrees and Ceremonial were presented to the Senate for awarding of doctoral degrees honoris causa. Members were given the opportunity to discuss the merits of each of the candidates before voting. Upon voting by a show of hands, each candidate was approved by at least a two-thirds majority vote.

CONSENT AGENDA

It was moved by Mr. Riggs, seconded by Dr. Golfman, and carried that the consent agenda, comprising the item listed in 40 and 41 below, be approved as follows:

40. REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

40.1 Faculty of Medicine

Page 362. 2011-2012 Calendar, under the heading 5 Description of Medical Training Program, as a new fourth paragraph add the following:

"Medical Students are required to participate fully in medical education experiences which occur at various times and communities outside of the St. John's metropolitan area throughout the undergraduate medical education program."

Page 364, 2011-2012 Calender, under the heading 9.1 Admission to the Faculty of Medicine, clause 1, change application deadline date to read "September 15th."

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

41.1 Faculty of Education

Page 548, 2011-2012 Calendar, under the heading 9.8.2 Curriculum, Teaching and Learning Studies, sub-heading 2. Program Requirements, clause i, Core speciality courses in the study of curriculum, teaching and learning areas, under the following:

- Sub-heading Language and Literacy Studies change course title for 6106 to read "Popular Culture and Literacy Education" and change course title for 6108 to read "Literacy and Language Education: Sociocultural Perspectives".

- Sub-heading Second Language Education following course 6673 add new course "6674 Research in Second Language".

- Sub-heading Social Justice Education change course title for course 6106 to read "Popular Culture and Literacy Education" and add new course "6108 Literacy and Language Education: Sociocultural Perspectives".

Faculty of Education (cont'd)

Page, 552, 2011-2012 Calendar, under the heading 9.8.5 Information Technology, clause 2.b., amend second block of courses to read:

"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
CBU EDU 5103 Integration of Instructional Design and Information
  Technology
CBU EDU 5104 Applications of Learning Theory in Educational Multi-
  media Design
CBU EDU 5105 Designing Web-based Learning
CBU EDU 5106 Technology Planning for Educational Environments
CBU EDU 5107 Information Management for Educational Environments"

Page 552, 2011-2012 Calendar, under the heading 9.8.5 Information Technology, clause 2.c.ii., amend to read "twelve credit hours selected from CBU EDU 5101, EDU 5103, EDU 5104, EDU 5105, EDU 5106, EDU 5107 listed in 2.b. above."

Page 552, 2011-2012 Calendar, under the heading 9.8.5 Information Technology, clause 2.f., amend the following courses to read "(EDU 534 will be considered equivalent to EDU 5101 and EDU 5103 and EDU 543 equivalent to EDU 5104 and EDU 5105)."

Page, 553, 2011-2012 Calendar, under the heading 9.9 Courses, amend course title for 6106 to read "Popular Culture and Literacy Education" and course title 6108 to read "Literacy and Language Education: Sociocultural Perspectives."

Page 553, 2011-2012 Calendar, under the heading 9.9 Courses, after course 6673, add course "6674 Research in Second Language Writing Education".

41.2   Human Kinetics and Recreation

Page 591, 2011-2012 Calendar, under the heading 22.2 Program and Degree Requirements, clause 1, amend to read:

"The degree of Master of Science in Kinesiology is offered in the areas of Exercise and Work Physiology, Biomechanics/Ergonomics, Sport Psychology, and Socio-cultural Studies of Physical Activity and Health."

Page 591, 2011-2012 Calendar, under the heading 22.2 Program and Degree Requirements, clause 3, amend to read:

"Candidates for the Master of Science in Kinesiology shall be required to complete a minimum of 15 credit hours plus a thesis. Either HKR 6000 or HKR 6001 is normally required for all candidates. In addition.........areas of specializations offered within the school."

Page 592, 2011-2012 Calendar, under the heading 22.6 Courses, amend the following to read:

Human Kinetics and Recreation (cont'd)

"HKR 6000 Quantitative Methods in Physical Education
HKR 6001 Qualitative Research Methods in Physical Education
HKR 6003 Physical Education, Culture and Society
HKR 6111 Canadian Delivery Systems in Physical Education, Recreation and
   Sport
HKR 6120 Curriculum Development in Physical Education
HKR 6121 Physical Education Leadership
HKR 6122 Comprehensive School Health
HKR 6123 Coaching and Long-term Athlete Development
HKR 6124 Adapted Physical Activity for Persons with Physical and
   Intellectual Disabilities
HKR 6130 Computer Applications in Physical Education
HKR 6201 Foundations of Sport Psychology and Mental Training
   Techniques
HKR 6202 Intervention and Enhancement Techniques in Mental Training
   Consultation
HKR 6203 Sport Psychology Consulting
HKR 6310 Exercise Physiology I
HKR 6320 Exercise Physiology II
HKR 6330 The Application and Implementation of Kinesiology
   Technologies
HKR 6340 Occupational Biomechanics
HKR 6410 Sport and Society
HKR 6500 Introduction to Research in Physical Education
HKR 6510-6513 Graduate Seminar Series (non-credit)
HKR 6610-15 Individual Reading and Research in Special Areas"

42. Committee on Elections and Committees

42.1 Report of the Committee on Elections and Committees

It was agreed to approve the following nomination from the Committee on
Elections and Committees:

Committee on Academic Appeals   **Member until September**
Dr. Christopher Sharpe (Geography)   2014

42.2 GCSU Representation on Senate Committees

It was agreed to approve the following nominations from the Committee on
Elections and Committees:

Senate Committee on Undergraduate Studies
Sarah-Ann King

42.3 MISU Representation on Senate Committees

It was agreed to approve the following nominations from the Committee on
Elections and Committees:

University Planning and Budget Committee
Chris Negrijn

MISU Representation on Senate Committees (cont'd)

Advisory Committee on the Bookstore
Michael Lewis

Advisory Committee on the Library
Amy Hannaford

Advisory Committee on the University Timetable
Mathew Dagenais-Gaw

Committee on Academic Appeals
Spencer Addie

Committee on Copyright
Mark Comeau

Committee on Course Evaluations
Spencer Addie

Committee on Educational Technology
Mark Comeau

Committee on Elections and Committees
Amy Hannaford

Committee on Honorary Degrees and Ceremonial
Chris Negrijn

Committee on Research
Mark Comeau

Committee on Undergraduate Scholarships, Bursaries and Awards
Jessica Snow

Committee on Undergraduate Studies
Mathew Dagenais-Gaw

Committee on the University Calendar
Michael Lewis

Executive Committee of Senate
Amy Hannaford

University Committee on Admissions
Pamela Chandler

42.4 MUNSU Representation on Senate Committees

It was agreed to approve the following nomination from the Committee on Elections and Committees:

Senate Committee on Undergraduate Studies
Candace Simms

42.5   GSU Representation on Senate Committee

It was agreed to approve the following nomination from the Committee on Elections and Committees:

Committee on Research
Dave James

42.6   Report of the Committee on Elections and Committees

It was agreed to approve the following nomination from the Committee on Elections and Committees:

Committee on Educational Technology	**Member until September**
Ms. Barbara Dawson (Computing & Communications)	2014

42.7   Report of the Committee on Elections and Committees

A memorandum dated November 18, 2011, was received from the Committee on Elections and Committees advising that the following individuals have been elected/re-elected to the Senate for a term of office commencing immediately and expiring August 31, 2014:

GRENFELL CAMPUS	1 Vacant Seat
HUMAN KINETICS AND RECREATION	1 Vacant Seat
MEDICINE	Dr. Don McKay Professor Diana Gustafson 1 Vacant Seat
NURSING	Dr. Sandra LeFort
SCIENCE	Dr. Sue Ghazala 1 Vacant Seat
SOCIAL SCIENCES	Professor Gary E. Riser

REGULAR AGENDA

43.   REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

43.1   Faculty of Education

It was moved by Mr. Riggs, seconded by Dr. Anderson, and carried that the following calendar changes be approved.

Page 5, 2011-2012 Calendar, under the heading 3 Glossary of Terms Used in this Calendar, sub-title Course number, following paragraph F add new paragraph as follows: "T identifies an undergraduate teaching internship offered by the Faculty of Education."

Page 204, 2011-2012 Calendar, under the heading 2.8. Regulations for Readmission and Advancement .... Conjoint with the Diploma in

Faculty of Education (cont'd)

Technology Education, clause 1, second line add the letter "(s)" to end of word internship.

Page 208, 2011-2012 Calendar, under the heading 2.12 Bachelor of Education (Intermediate/Secondary), amend to read:

"The Bachelor of Education (Intermediate/Secondary) is a second degree program designed to prepare teachers of grades 7-12. The program is offered in a three semester (12 month), full time format, and commences in the fall semester of each year."

Page 208, 2011-2012 Calendar, under the heading 2.12.2 Regulations for the Degree of Bachelor of Education (Intermediate/Secondary), amend to read:

"1. A candidate for the degree of Bachelor of Education (Intermediate/ Secondary) shall complete 51 credit hours in the academic semesters, sequence and course load specified in the Program Plan below. Candidates must also have complied with the Regulations for Readmission and Advancement for this program.

2. The 51 credit hours shall include:
a.   Education 4005, 4240, 4242, 4260, 4381, 4390, 4427, 4950 and 5000.
b.   two of the following: Education 4120, 4121, 4142, 4154, 4161, 4174, 4175, 4180, 4181, 4190, 4203. These methodology courses must be chosen to match the academic disciplines under which the student was admitted. Those whose discipline is Geography are required to complete either Education 4180 or 4174. Those whose area is Social Studies (academic disciplines of Business Studies, Canadian Studies, Economics, History, Newfoundland and Labrador Studies, and Political Science) are required to complete Education 4180. Students whose first and second academic disciplines are in Social Studies are required to complete Education 4180 and 4181. Students whose first and second academic disciplines are in sciences (Biochemistry, Biology, Chemistry, Earth Sciences, Environmental Sciences, General Science, Physics) are required to complete Education 4174 and 4175.
c.   Education 406T and 407T (for a total of 15 credit hours internship)
d.   Education 4350 or three credit hours in Institutes in Intermediate and Secondary Education or equivalent. A minimum of two institutes is required."

Page 209, 2011-2012 Calendar, under the heading 2.12.3 Bachelor of Education (Intermediate/Secondary) Program Plan, amend the following to read:

Semester 1 - Fall (18 credit hours)
Education 4005 - Effective Teaching and Learning Environments
Education 406T - Introductory Internship in the Intermediate and Secondary
  School
Education 4240 - An Introduction to the Exceptional Learner
Education 4260 - Engaging the Adolescent Learner
Two methodology courses in accordance with clause 2b
Education 5000 (non-credit) - Teacher Development Seminar

Semester 2 - Winter (15 credit hours)
Education 407T - Extended Internship in the Intermediate and Secondary
  School
Education 4350 or three credit hours in Institutes in Intermediate and Secondary
  Education
Education 5000 (non credit) - Teacher Development Seminar

Semester 3 - Spring* (18 credit hours)
Education 4242 - Identification and Remediation of Learning Difficulties
Education 4381 - Perspectives on Education
Education 4390 - Diversity, Social Justice, Teaching and Learning
Education 4427 - Professional Leading and Learning in the School
  Organization
Education 4950 - Assessment for Learning
Education 5000 (3 credit hours) -Teacher Development Seminar

*Courses may be offered in Spring Intersession and/or Summer Session

Note:
*The Fall and Winter Semesters of the Bachelor of Education (Intermediate/
Secondary) Program will follow a schedule that falls outside the normal teaching
semester. Consult the University Diary for applicable dates.*

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions,
amend Education 4005 to read as follows:

"**4005 Effective Teaching and Learning Environments (IS,ISI)** introduces
the principles, dispositions, and skills needed to create various types of
effective learning environments. Topics include: professional relationships,
school culture, decision making classroom management and models of
teacher power."

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions,
delete Education 405X.

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, add
new Education courses as follows:

"**406T Introductory Internship in the Intermediate and Secondary
School (IS,ISI)** is a 10 (consecutive) work day teaching and learning
experience, framed by explicit guidelines, that focuses on key learning
experiences and graduated responsibilities related to professional teaching.
It includes both observation periods and initial teaching experiences.
AR: Attendance is required. With respect to holidays, interns follow the
schedule of the school and not that of the University.

**407T Extended Internship in the Intermediate and Secondary School
(IS,ISI)** is a 60 day teaching and learning experience, framed by explicit
guidelines, that focuses on key learning experiences and graduated
responsibilities related to professional teaching. It includes both observation
periods and extensive teaching experiences.
CR: The former ED 405X
PR: Education 406T
AR: Attendance is required. With respect to holidays, interns follow the
schedule of the school and not that of the University.
OR: Interns completing the Bachelor of Education (Intermediate/Secondary)

Faculty of Education (cont'd)

Conjoint with the Diploma in Technology Education will be placed for part of the internship in a Technology Education classroom setting.
PR: Interns wishing to complete an internship in French immersion must complete Education 4154 and obtain the permission of the Office of Undergraduate Student Services. Normally, French immersion interns have the equivalent of a major in French and a minimum of two semesters in French milieu.
CH: 12"

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, amend the following to read:

"**4120 The Teaching and Learning of Art in the Intermediate and Secondary School (IS,ISI,ME)** introduces the rationales for teaching art and examines contemporary art teaching practices. Teacher candidates will examine their roles as artist-teacher and teacher-artist, as well as explore learning in and through art. Topics include curriculum implementation; instructional planning; managing the learning environment; assessment and evaluation; safety; arts advocacy; and visual, artistic and technological literacies.

4121 The Teaching and Learning of Theatre Arts in the Intermediate and Secondary Schools (IS,ISI,ME) engages teacher candidates in developing their role as theatre artist/teacher. Topics include: beliefs informing the practice of theatre arts in the context of school; related pedagogies and educational practices in dialogue with the art form of drama; process drama and theatre education, an interdependent relationship; implementation planning strategies; communication style and facilitative language.

4142 The Teaching and Learning of the English Language Arts in the Intermediate and Secondary School (IS,ISI,ME) draws on research in the teaching and learning of English/language and literacy to prepare teacher candidates to develop engaging, differentiated experiences for students. Topics include: curriculum; the nature and structure of language and literature programs; test analysis, response and critique; writing and representing genres in multimodal and linguistic; media literacy forms; and oracy.

4154 The Teaching and Learning of French in the Intermediate and Secondary School (IS,ISI,ME) provides an introduction to the nature and purpose of French programs in Canada. Topics include: an overview of the purpose of core French and French immersion; theories and principles of second-language teaching and learning; methods; techniques, strategies and characteristics of effective planning and assessment in second-language teaching.

4161 The Teaching and Learning of Mathematics in the Intermediate and Secondary School (IS,ISI,ME,NS) introduces teacher candidates to the principles, dispositions, and skills necessary to teach mathematics. Topics include: the nature of mathematical knowledge, learning principles, mathematics pedagogy, curriculum, instructional planning, and evaluation in mathematics.

Faculty of Education (cont'd)

4174 The Teaching and Learning of Science in the Intermediate and Secondary School I (IS,ISI) provides a context for teacher candidates to develop the knowledge, abilities, and dispositions to provide learners with the opportunity to develop multidimensional scientific literacy. Topics include: assessment and instruction, controversial issues in Science, curriculum planning, differentiating instruction in science, inquiry, information and communication technologies in science, learning theories, multicultural science education, scientific literacy, science-technology-society-environment, and student naive and alternative conceptions.
CR: the former ED 4170, 4171, 4270, 4271
LH: two hours per week

4175 The Teaching and Learning of Science in the Intermediate and Secondary School II (IS) provides a context for teacher candidates to develop a greater understanding of the nature of scientific knowledge and how it is generated, explore the rationale(s) for the inclusion of the nature of science as a goal of scientific literacy, analyse research that reports on teachers' and students' views about the nature of science, and examine the potential of a range of pedagogical approaches for helping all learners in science develop a greater understanding of the nature of science. Topics include: philosophy, history, and sociology of science; the nature of science (definitions and beliefs); and the nature of science in the classroom.
CO: ED 4174

4180 The Teaching and Learning of Social Studies in the Intermediate and Secondary School (IS,ISI,ME,NS) examines the theory and practice of social studies education. Teacher candidates will investigate ways of applying the principles of effective teaching and learning in the social studies classroom. Topics include: the nature and purpose of social studies education, specific teaching strategies, and instructional planning and evaluation.

4181 The Teaching and Learning of Social Studies in the Intermediate and Secondary School II (IS) examines the separate disciplines of social studies. Topics include: the evolution and nature of social studies education, current issues and trends in the area and various teaching strategies and assessment techniques appropriate to the discipline.
CO: ED 4180

4190 The Teaching and Learning of Physical Education in the Intermediate and Secondary School (IS,ISI,ME) applies the principles of effective teaching to the teaching and learning of physical education. Topics include the nature and purpose of physical education, an examination of the physical education curriculum, an analysis of quality daily physical education, approaches to teaching physical education, and evaluation of progress in physical education.
LH: two hours per week supervised practice teaching on-campus and/or in a school setting

4203 The Teaching and Learning of Religious Education in the Intermediate and Secondary School (IS,ME) applies the principles of effective teaching to the teaching and learning of religious education. Topics include formulating objectives, examining theories of faith and moral development, selecting and using resources, and evaluating learning.

Faculty of Education (cont'd)

4260 Engaging the Adolescent Learner (lS,ISI,ME) considers the unique learning contexts and characteristics of learners through the span of adolescence, from early adolescence to young adulthood. It focuses on the intersection of psychological aspects of adolescence with biological, social and cultural, as well as cognitive and affective aspects in order to understand, to engage, and to effectively teach the adolescent learner. The implications of these unique periods for creating effective teaching and learning environments in both intermediate and secondary classrooms will be considered."

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, delete Education 4361.

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, amend Education 4381 to read as follows:

"**4381 Perspectives on Education (IS,ISl)** examines educational theory, practice and policy from the disciplinary perspectives of philosophy, sociology, history and/or comparative education. Its aim is to foster an appreciation of the intrinsic value of these specific forms of inquiry as contributions to contemporary understanding of educational enterprise. Topics include: ethical and epistemological considerations related to areas such as critical pedagogy, equal educational opportunity, educational reform, change and social justice."

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, add the following new Education courses:

"**4390 Diversity, Social Justice, Teaching and Learning (lS,ISI)** examines the intersection of multiple and inter-related forms of social and cultural diversity such as those related to social class, ethnicity, gender, ability, place, and sexual identity. The course explores ways to create more effective equitable learning environments through renewed, culturally responsive and respectful policy; critical, reflective and anti-discriminatory teaching; and more inclusive, socially critical curriculum.

4427 Professional Leading and Learning in the School Organization (lS,ISI) explores the theory and practice of school organization and its effect on teaching and learning and provide opportunities for teacher candidates to become reflective learners and teacher leaders. Topics include: parents and families, communities and schools; law and education; resources in education; policy and politics; teacher leadership, school and system administration; and the teaching profession.
CR: ED 4425

4620-4639 Institutes in Intermediate and Secondary Education (IS) will be topics announced by the Faculty of Education.
CH: 1

4640-4659 Institutes in Intermediate and Secondary Education (IS) will be topics announced by the Faculty of Education.
CH: 2"

Faculty of Education (cont'd)

Page 215, 2011-2012 Calendar, under the heading <u>5 Course Descriptions,</u> amend Education 4950 to read as follows:

"**4950 Assessment for Learning (IS,ISI)** introduces the theory and practice of evaluation and assessment in educational settings. Topics include the nature of classroom assessment; production, administration and evaluation of teacher-made tests and other assessment tools; product and performance assessment; grading and reporting communication of evaluation information; and the analysis and application of assessment data to instructional planning and the improvement of teaching.
CR: the former ED 4912"

Page 215, 2011-2012 Calendar, under the heading <u>5 Course Descriptions,</u> add the following new Education course:

"**5000 The Teacher Development Seminar (lS,ISI)** provides teacher candidates with an opportunity to frame, conceptualize and articulate educational issues; (re)consider the purposes of education; reflect on teaching and learning; and develop and display artifacts that document learning, professional knowledge and practice, and teacher identity. Teacher candidates are expected to participate in a series of critical reflective seminars and workshops, and to create an electronic portfolio (e-portfolio). Topics include: critical reflection, professionalism and ethics in teaching, and teacher identity.
AR: Attendance is required.
OR: There will be seminars, workshops and other professional development sessions in this course."

Page 222, 2011-2012 Calendar, under the heading <u>6 Institutes in Education</u> delete the section.

Page 200, 2011-2012 Calendar under the heading <u>Faculty of Education Section Contents,</u> delete subheading <u>6 Institutes in Education</u>.

Page 209, 2011-2012 Calendar, under the heading <u>2.13 Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education,</u> amend to read:

"The Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education is a program designed to prepare both Intermediate/Secondary and Technology Education teachers. The program is offered in a four semester (16 month), full time format and commences in the spring of each year. Students in the program will complete courses that address the development of basic skills and competencies in a variety of technological areas and how to apply them through design and problem solving processes in a school classroom/laboratory setting."

Page 210, 2011-2012 Calendar, under the heading <u>2.13.2 Regulations for the Degree of Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education,</u> amend the following to read:

"1. A candidate for the degree of Bachelor Education (Intermediate/ Secondary) Conjoint with the Diploma in Technology Education shall complete 69 credit hours in the academic semesters, sequence and course

Faculty of Education (cont'd)

load specified in the Program Plan below. The 69 credit hours shall include 30 credit hours in intermediate and secondary education, 24 credit hours in technology education and 15 credit hours of internship. Candidates must also have complied with the Regulations for Readmission and Advancement for this program.

2. The 69 credit hours shall include:
a. 30 credit hours in intermediate and secondary education;
> i. Education 4005, 4240, 4242, 4260, 4381, 4390, 4427, 4950 and 5000.
> ii. One of the following: Education 4120, 4121, 4142, 4154, 4161, 4174, 4180, 4190. This methodology course must be chosen to match the academic discipline under which the student was admitted. Those whose discipline is Geography are required to complete either Education 4180 or 4174. Those whose area is Social Studies (academic disciplines of Canadian Studies, Economics, History, and Political Science) are required to complete Education 4180.
b. 24 credit hours in Technology Education: Education 2711, 2750, 2752, 3750, 3751, 4750, 4752 and 4753.
c. Education 406T and 407T (for a total of 15 credit hours internship)."

Page 210, 2011-2012 Calendar, under the heading <u>2.13.3 Bachelor o f Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education Program Plan</u>, amend to read:

Semester 1 - Spring (18 credit hours)
Education 2711 - Course Organization and Development in Technology Education
Education 2750 - Introductory Design and Materials Processes
Education 2752 - Teaching Current and Emerging Power Technology Systems
Education 3750 - Intermediate Design and Materials Processing Technology
Education 3751 - Teaching Intermediate Communication Systems
Education 4427 - Professional Leading and Learning in the School Organization

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Semester 2 - Fall (18 credit hours)
Education 4005 - Effective Teaching and Learning Environments
Education 406T - Introductory Internship in the Intermediate and Secondary School
Education 4240 - An Introduction to the Exceptional Learner
Education 4260 - Engaging the Adolescent Learner
One methodology course in accordance with clause 2b
One* of: Education 4750 - Integrated Materials and Production Processes, Education 4752 - Teaching Robotics Systems or Education 4753 - Teaching Residential Construction Technology (*to be determined by the Office of Undergraduate Student Services)
Education 5000 (non-credit) - Teacher Development Seminar

Semester 3 - Winter (15 credit hours)
Education 407T - Extended Internship in the Intermediate and Secondary
  School
A second* course from: Education 4750 - Integrated Materials and Production
Processes, Education 4752 - Teaching Robotics Systems or Education 4753 -
Teaching Residential Construction Technology (*to be determined by the
Office of Undergraduate Student Services)
Education 5000 (non-credit) - Teacher Development Seminar

Semester 4 - Spring* (18 credit hours)
Education 4242 - Identification and Remediation of Learning Difficulties
Education 4381 - Perspectives on Education
Education 4390 - Diversity, Social Justice, Teaching and Learning
The third course from: Education 4750 - Integrated Materials and Production
Processes, Education 4752 - Teaching Robotics Systems or Education 4753 -
Teaching Residential Construction Technology
Education 4950 - Assessment for Learning
Education 5000 (3 credit hours) - Teacher Development Seminar

*courses may be offered in Spring, Intersession and/or Summer Session.

Note:
*With the exception of the final semester, the Bachelor of Education (Intermediate/
Secondary) Conjoint with the Diploma in Technology Education Program will follow
a schedule that falls outside the normal teaching semester. Consult the University
Diary for applicable dates.*

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions,
amend Education 2750 to read:

"**2750 Introductory Design and Materials Processes (ISI)** examines theory
and practice of teaching problem solving, design and materials processes.
Topics and practical activities include production and computer assisted
design.
AR: Attendance is required.
OR: WHMlS training is required. Information can be obtained from the
Office of Undergraduate Student Services"

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions,
delete Education 2751.

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, add
the following new Education course:

"**2752 Teaching Current and Emerging Power Technology Systems (ISI)**
provides technology education students with opportunities to apply current
teaching and learning strategies to the issues surrounding traditional and
emerging energy technologies. Major topics of study include: fundamentals
of sustainable energy production and control, redevelopment and use of
traditional energy sources, application of solar energy, wind power
production, and fuel cell development and utilization.
AR: Attendance is required
OR: WHMIS training is required. Information can be obtained from the
Office of the Undergraduate Student Services"

Faculty of Education (cont'd)

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, amend the following courses to read as follows:

"**3750 Intermediate Design and Materials Processing Technology (ISI)** provides opportunities to apply current teaching and learning strategies within the technology education laboratory environment. Technology education students will examine labor trends that are impacting society's ability to expand and maintain today's infrastructure. Innovative teaching methodologies will be utilized to facilitate further investigation of the opportunities offered in skilled trades. Topics include: Red Seal Certification, print reading and application of the National Building Code within selected skilled trades.
AR: Attendance is required.
OR: WHMlS training is required. Information can be obtained from the Office of Undergraduate Student Services

3751 Teaching Intermediate Communication Systems (lS1) examines the application of communication techniques through the various forms of media available. Technology education students will engage in activities that will provide insights into how current teaching and learning strategies can be blended with contemporary communication devices and means to facilitate collaborative lifelong learning. Topics include: web based multimedia, graphic design, audio/video production, animation production and social networking applications.

4750 Integrated Materials and Production Processes (ISI) provides technology education students with opportunities to examine current teaching and learning strategies applicable to intermediate and secondary technology education programs. The course will focus on advanced materials processing using Computer Numeric Control (CNC) devices. Students will receive practical instruction in the use of fluidic control systems that are used in many manufacturing processes. Topics include: CNC production processing, fluidic control systems, and application of the design process and portfolio development."

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, delete Education 4751.

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, amend Education 4752 to read as follows:

"**4752 Teaching Robotics Systems (ISI)** is designed to provide technology education students with an understanding of key concepts in robotic development and control applications. Students will complete practical activities that promote development of the skills necessary to deliver a comprehensive program in this area of study. Topics include: the study of electrical energy, analog and digital electronics; fabrication techniques; object oriented/event driven programming; and wireless robotic control over Internet Protocol (IP).
AR: Attendance is required.
OR: WHMIS training is required. Information can be obtained from the Office of Undergraduate Student Services."

Page 215, 2011-2012 Calendar, under the heading 5 Course Descriptions, add new course Education 4753 as follows:

Faculty of Education (cont'd)

"**4753 Teaching Residential Construction Technology (ISI)** provides technology education students with opportunities to apply current teaching and learning strategies while developing the skill set necessary to deliver a comprehensive program in residential construction technologies. Topics include: shop and site safety, print reading and interpretation, basic residential framing techniques, installation of exterior construction features, installation of interior environmental applications, and energy control systems.
AR: Attendance is required.
OR: WHMIS training is required. Information can be obtained from the Office of Undergraduate Student Services."

44.   Report of the Senate Committee on Academic Appeals - ECS 2010-11: #16

ECS 2010-2011: #16 - Appeal against the decision of the Executive Committee of Senate and the Senate Committee on Undergraduate Studies, with respect to a finding that the student is guilty of failure to follow relevant University/Faculty/School guidelines on ethics. The report of the Senate Committee on Academic Appeals was received by the Secretary and forwarded to members of Senate via email on the morning of December 13, 2011.

Dr. Kachanoski noted that several members of Senate have had previous involvement in this student appeal by virtue of membership on the Executive Committee of Senate, on the Senate Committee on Undergraduate Studies, or as members of academic units. In this regard, he observed that one of the principles of natural justice and fairness is that there should be no individual sitting in judgement on an appeal at a higher level who has already been a party to the decision at a lower level. In the interests of fairness and natural justice he suggested that those Senators who have had previous dealings with this case be available to provide information pertinent to the case and to answer questions raised by Senators but should not be making motions or voting on motions regarding this appeal.

Dr. Kachanoski also recommended and Senate agreed that in order to give the full attention of Senate to the student appeal, that the supplementary recommendations contained in the report of the Committee on Academic Appeals be deferred to a future meeting of Senate.

At the invitation of the Chair, Dr. Amin Muhammad, Chair of the Senate Committee on Academic Appeals, presented the report of the Committee to Senate regarding this student's appeal and advised that the Committee's recommendation is as follows:

Recommendation

Given the evidence considered by the panel, it is the recommendation of the panel that Student B's appeal be allowed as it was not established to the satisfaction of the panel that he was guilty of the charge of failure to follow the relevant University/Faculty/School guidelines on ethics.

The recommendation of the panel is a reflection of an exhaustive investigation (August - December) and considerable deliberation. It is noted that the panel was not unanimous in its final recommendation.

Report of the Senate Committee on Academic Appeals - ECS 2010-11: #16 (cont'd)

It was then moved by Dr. Muhammad and seconded by Dr. Sharpe that the recommendation of the Committee be approved and that the appeal be upheld.

Following extensive discussion it was the decision of Senate by a majority vote to defeat the motion and hence deny the appeal.

Those Senators who were involved in the appeal at an earlier level abstained from voting.

45.   Committee on Elections and Committees

45.1   Post-Doctoral Fellow on Senate Committee on Research

Ms. Sheila Singleton, Chair of the Committee on Elections and Committees noted that at a meeting held on November 4, 2011, the Committee on Elections and Committees considered a request from Dr. T. Jones, Chair of the Senate Committee on Research, to amend the membership of that Committee to include representation for Post-doctoral Fellows. Ms. Singleton advised that the Committee on Elections and Committees agreed with the arguments put forward and therefore is now recommending to Senate that the composition of the Senate Committee on Research be amended as follows (including a minor editorial amendment to the title of the Associate Vice-President (Grenfell Campus) Research noted at Senate):

Membership
(a)   Dean of Graduate Studies
(b)   Vice-President (Research
(c)   Director, Office of Research (Executive Secretary)
(d)   One post-doctoral fellow
(e)   Three undergraduate students, one appointment by the Memorial University Students' Union, one by the Marine Institute Students' Union, and one by the Grenfell Campus Student Union
(f)   One graduate student (from GSU)
(g)   Associate Vice-President (Grenfell Campus) Research
(h)   Up to 15 academic staff members who are selected based on the following guiding principles:
　　　(i)   members should be active researchers
　　　(ii)   it is desirable if some members have experience with research advisory committees in their academic units, or experience with research management
　　　(iii) at any time, the membership should be broadly representative of researchers throughout the University.

Post-doctoral fellows will be invited to participate through the regular call for Volunteers/Nominations for Senate Committees; the term of appointment is recommended to be for one year.

It was moved by Mr. Riggs, seconded by Mr. Collins, and carried that these changes be approved.

46.   Items for Information

46.1   The Executive Committee of Senate denied the following appeal:

ECS 2011-12: # 3 - Appeal against the decision of the Senate Committee on Undergraduate Studies, with respect to an allegation of academic misconduct brought against the student that the student is guilty of providing a forged medical note in support of his/her request for a deferred final examination in Business 4000, a course for which the student was registered during the Spring Semester 2011.

47.   REMARKS FROM THE CHAIR - QUESTIONS/COMMENTS FROM SENATORS

Dr. Kachanoski reported on his major activities since the last meeting noting in particular activities relating to Remembrance Day Ceremonies; the engagement framework; fund raising campaign; various Awards and Scholarship Ceremonies; Affinity Reception in Ottawa; and his visit to Labrador in connection with the President's Task Force on Aboriginal Affairs. He then gave his best wishes to all Senators for the holiday season.

48.   OTHER BUSINESS

48.1   David Dibbon

Dr. Kirk Anderson, Dean of Education, noted that it has been a year since Dr. David Dibbon, former Dean of Education, an inspiring educator and recipient of several awards even after his death, passed away. He noted for the benefit of Senators who would like to reflect on Dr. Dibbon's career that there is a picture of Dr. Dibbon on the back wall of the Senate Chambers.

48.2   Joint Government/University Committee on University Autonomy

Dr. Walter Okshevsky asked if the membership of the Joint Government/ University Committee on University Autonomy has been established and if Senate will receive any reports on the deliberations of the Joint Committee.

Dr. Kachanoski noted that the Committee has held one meeting but with the creation of the new government Department of Advanced Education and Skills, the Deputy Minister has changed and a permanent appointment is pending. The Government membership on the committee consists of the Deputy Minister of Advanced Education and Skills, Associate Deputy Minister (Mr. Bruce Belbin), and the Assistant Secretary to Cabinet. The University membership for the committee consists of Noreen Golfman, the Board Chair, and the President. Dr. Kachanoski advised that Senators would be apprised of developments in this important area.

49.   ADJOURNMENT

The meeting adjourned at 5:05 p.m.

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CHAIRMAN   SECRETARY