SENATE AGENDA

Tuesday, December 12, 2023
at 4:00 p.m., NDT via WebEx.

1.0		**Land Acknowledgement**.	
2.0		**Approval of the Agenda**.	For Approval
3.0		**Minutes**	
	3.1	Minutes of the **Regular** Meeting of Senate held on November 14, 2023.	For Approval
	3.2	Minutes of the **Special** Meeting of Senate held on November 14, 2023.	For Approval
CONSENT AGENDA			
4.0		**Report of the Committee on Undergraduate Studies:**	
	4.1	Proposed Calendar Changes – Faculty of Engineering and Applied Science The Faculty proposed: ■ Amending the Spring Academic Term 7 and Winter Academic Term 8 rows in the table found in Faculty's 6.1 Civil Engineering Program Regulations. ■ Adding the requirement of twelve 1-hour tutorials per semester to the course CIV 6120 Hydraulics. ■ A new course: ENGI 1050 Electric Circuits; deleting the course ENGI 1040 Mechanisms and Electric Circuits; and associated secondary changes.	For Approval
5.0		**Report of The Academic Council, School of Graduate Studies**	
	5.1	Faculty of Science - Calendar Revisions: ■ The Faculty of Science is requesting approval of revisions to section 31.5.2, 31.5.3, and 43.3.2 of the University Calendar. The Faculty of Science is requesting approval of calendar changes with respect to the frequency of Supervisory Committee members and requests the removal of the requirement for students to be solely responsible for scheduling committee meetings. In addition, the Faculty of Science requests calendar changes to courses BIOC 6590 and BIOC 6999.	For Approval

	5.2	Master of Science in Nursing – Calendar Revisions: ■ The Faculty of Nursing is requesting approval of revisions to section 40.4, 40.6 of the calendar and 10 new graduate courses to replace courses from previous curriculum in the MScN program. The Faculty of Nursing also requests the number of clinical hours to be increased from 736 to 728 in the MScN program, and requests changes to the number of credit hours (to be decreased slightly). The impetus for these changes was the release of new entry-level pan Canadian Nurse Practitioner competencies by the Canadian Council of Registered Nurse Regulators.	For Approval
	5.3	The School of Human Kinetics and Recreation (HKR) is requesting approval of revisions to section 24 and 36 of the University Calendar and removal of section 23: ■ The School of HKR is requesting the removal of the Master of Human Kinetics and Recreation (MHKR thesis Route) program and to replace it with a Master of Science in Human Kinetics and Recreation (MSc (HKR)). The School of HKR is also requesting to rename the Master of Science in Kinesiology to the Master of Science in Human Kinetics and Recreation, which allows for only one thesis route option. They request to make related calendar changes with respect to this program. The School of HKR is also requesting minor revisions to existing course titles, as well as minor revisions to the language related to HKR 6314. They are requesting to remove course names that are no longer offered for the MHKR course-route, and to add courses that will be offered in the MSc (HKR) thesis-based program, include minor changes to the language on the requirements for the MSc (HKR) and MHKR programs, and include changes to the application deadline in the calendar from April 1st to February 1st to allow for the admission processes to begin and conclude more efficiently.	For Approval
6.0		**Senate Committee on Research**.	
	6.1	Annual Report.	For Approval
	6.2	Work Plan.	
7.0		**Senate Committee on Teaching and Learning**.	
	7.1	Annual Report & Terms of Reference	For Approval
	7.2	Work Plan.	For Approval
	REGULAR AGENDA		

8.0		**Senate Committee on Course Evaluation**.	
	8.1	Annual Report.	For Approval
	8.2	Policies and Procedures & Terms of Reference	For Approval
	8.3	Work Plan.	For Approval
9.0		**Senate Committee on Elections, Committees and By-Laws (SCECB):**	
	9.1	Recommendation to approve part of the membership for the ad-hoc committee regarding "Ode to Newfoundland" (Ode) during the University's convocation ceremonies; "5 elected academic staff members appointed from among eligible Senators". The SCECB received 7 nominations; 2 of the nominations received were from individuals who are not part of Senate, so they were not considered and the remaining 5 nominations listed below for Senate's consideration: ■ Edwin Bezzina ■ Cyr Couturier ■ Craig Purchase ■ Kati Szego ■ Michael Woods	For Approval
	9.2	Nomination to Senate – School of Pharmacy – Dr. John Hawboldt (for information).	For Information
10.0		**Remarks from the Chair of Senate**.	For Information
11.0		**Remarks from the Deputy Chair of Senate**.	For Information
12.0		**Any Other Business**.	
13.0		**In Camera Session – Confidential – agenda will be provided**	
	13.1	Senate Committee on Honorary Degrees and Ceremonial – Approval of Nominations.	To Follow

Note: In order to expedite the business of Senate, it is suggested that corrections of typographical errors be emailed to senate@mun.ca

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

SENATE

The regular meeting of Senate was held on November 14, 2023 at 4:00 p.m. NDT via Webex.

134. PRESENT

Dr. N. Bose – Chair
Dr. J. Lokash – Deputy Chair
Mr. E. Ludlow – Chancellor
Dr. T. Allen
Dr. J. Anderson
Dr. K. Anderson
Dr. F. Bambico
Ms. H. Bello
Dr. E. Bezzina
Dr. A. Bittner
Dr. P. Brett
Ms. M. Broders
Dr. T. Brown
Dr. S. Bugden
Dr. K. Bulmer
Dr. T. Chapman
Mr. J. Chowdhury
Mr. C. Couturier
Dr. D. Hardy-Cox
Dr. A. Cunsolo
Dr. P. Dold
Dr. E. Durnford
Dr. E. Fraser
Dr. T. Fridgen
Dr. G. George
Mr. N Gillingham
Dr. S. Giwa
Dr. M. Haghiri
Dr. D. Hancock
Mr. J. Harris
Dr. E. Haven
Dr. K. Hodgkinson
Dr. N. Hurley
Dr. P. Issahaku
Dr. K. Jacobsen
Dr. R. Joy
Dr. D. Keeping
Dr. D. Kelly
Dr. E. Kendall
Dr. C. Kozak
Dr. A. Loucks-Atkinson
Dr. M. Marshall
Dr. D. McKeen
Dr. L.A. McKivor
Dr. L. Moores
Dr. S. Moore
Dr. D. Mullings
Dr. K. Myrick
Dr. S. Neilsen
Ms. T. Noseworthy
Dr. D. Peters
Ms. H. Pretty
Dr. J. Pridham
Dr. C. Purchase
Dr. P. Ride
Dr. S. Rowe
Mr. S. Sayeedi
Mr. S. Shah
Dr. K. Shannahan
Dr. S. Shetranjiwalla
Ms. B. Simmons
Dr. K. Simonsen
Dr. J. Sinclair
Dr. M. Stordy
Dr. AM. Sullivan
Mr. P. Sullivan
Dr. I. Sutherland
Dr. K. Szego
Dr. L. Twells
Ms. C. Walsh
Dr. A. Warren
Mr. R. Waye
Dr. J. Westcott
Dr. M. Woods
Mr. S. Yadav

PRESENT BY INVITATION

Dr. S. Sullivan, Chair, Senate Committee on Undergraduate Studies

APOLOGIES FOR ABSENCE

Mr. S. Abyaz
Dr. R. Burry
Dr. P. Button
Dr. O. Dobre
Dr. R. Haynes
Dr. T. Hennessey
Dr. K. Laing
Mr. N. Keough
Dr. S. MacDonald
Dr. L. Moore
Dr. P. Morrill
Dr. A. Pike
Ms. B. Smith

135. MOTION TO ADOPT THE AGENDA

It was moved by Dr. G. George and seconded by Dr. I Sutherland, and carried to adopt the agenda as presented, with no oppositions and no abstentions.

136. MINUTES

It was moved by Dr. M. Haghiri and seconded by Dr. G. George and carried that the minutes from October 10, 2023, be taken and read as confirmed with some minor amendments, with no oppositions and no abstentions.

CONSENT AGENDA

It was moved by Dr. G. George seconded by Dr. P. Brett and carried that the consent agenda be approved as presented. One member abstained, no members opposed.

137. **Report of the Committee on Undergraduate Studies:**

3a. Proposed Calendar Changes – School of Maritime Studies (Marine Institute)

The School proposed changes to the program description of the Bachelor of Maritime Studies Safety Management Minor to clarify/emphasize the maritime focus of the program.

b. Proposed Calendar Changes – School of Arts and Social Sciences (Grenfell Campus)

The School proposed the addition of two new courses to the Calendar:
ENGL 3182: Documentary Film
ENGL 4249: Media, Energy and Society

c. Proposed Calendar Changes – Faculty of Science

The Department of Mathematics proposed updates to the course MATH 2000: Calculus III

4. Senate Committee on **Academic Appeals**
a. Annual Report.

5. Senate Committee on **Honorary Degrees and Ceremonial**
   b. Annual Report.

6. Senate **Executive Committee**
   a. Annual Report.

7. Senate Committee on **Elections, Committees and Bylaws**
   a. Annual Report.

8. Senate Committee on **Academic Unit Planning**
   a. Annual Report.
   b. Annual Plan.

9. Senate Committee on **Admissions**
   a. Annual Report.
   b. Work Plan.

10. Senate Committee on **Course Evaluation** – (for information)
    Materials will be forwarded for the December 12, 2023, Senate meeting.

11. Senate Committee on **Research** – (for information)
    Materials will be forwarded for the December 12, 2023, Senate meeting.

12. Senate Committee on **Teaching and Learning** – (for information)
    Materials will be forwarded for the December 12, 2023, Senate meeting.

REGULAR AGENDA

138. **Report of The Academic Council, School of Graduate Studies**

13 A. Engineering – Calendar Revisions to section 8.1 and two new courses.

Academic Council recommends approval of the proposed changes to Engineering section 8.1 of the calendar which replaces the “Industrial Internship Option” with the “Graduate Internship Route” and two new graduate courses.

The Chair invited Dr. A. Warren, Interim Associate Vice-President (Academic), Dean Graduate Studies, to present this item.

Dr. Warren requested Senate approve and recommend to the Board of Regents the calendar amendments to the School of Graduate Studies, regulations governing the Degree of Master of Applied Science, Industrial Internship Option, section 8.1 which replaces the “Industrial Internship Option” with the “graduate

Internship Route", and the approval of two graduate level courses, ENGI 901W – Graduate Internship 1 and ENGI 902@ - Graduate Internship 2.

The motion was moved by Dr. P. Brett, and seconded by Dr. P. Sullivan. The motion was carried. No members opposed or abstained.

139. 14. **Senate Committee on Elections, Committees and Bylaws**

a. Ex-Officio Membership.
b. Speaking Privileges Senate Committee on Undergraduate Studies (SCUgS).
c. Ad-hoc Committee – Ode to Newfoundland, Terms of Reference, Selection Criteria
d. Senate – Ex-Officio & Constituency Vacancies – for information.
e. Standing Senate Committee Vacancies/Memberships – for information.

The Chair invited Dr. L.A. McKivor, University Registrar and Interim Secretary of Senate to present this item.

Dr. McKivor requested Senate approve the ex-officio membership on Senate of the individuals outlined in item 14a of the Senate agenda package for the September 2023 – August 2024 timeframe in accordance with Section 55 *of The Memorial University Act.*

The motion was moved by Dr. N. Hurley, and seconded by Dr. G. George. The motion was carried. No members opposed or abstained.

Dr. McKivor requested Senate approve and recommend to Senate that Dr. S. Sullivan be granted speaking and presenting privileges at Senate on behalf of Senate Committee on Undergraduate Studies (SCUgS) for the September 2023 – August 2024 timeframe as included in the Senate agenda package as item 14b.

The motion was moved by Dr. E. Kendall, and seconded by Dr. M. Haghiri. The motion was carried. No members opposed or abstained.

Dr. McKivor requested Senate approve the Terms of Reference and Selection Criteria included in the Senate agenda package as item 14c for the ad hoc committee forming to investigate and recommend to Senate the inclusion of the Provincial anthem "Ode" in the University's convocation ceremonies.

The motion was moved by Dr. K. Anderson, and seconded by Dr. D. McKeen. The motion was carried. No members opposed or abstained.

140. 15. **Senate Committee on University Planning and Budgeting**

a. Annual Report.
b. Revised Terms of Reference
c. Annual Plan.

The Chair invited Dr. J. Lokash, Provost and Vice-President (Academic), *pro tempore* to present this item.

Dr. Lokash requested Senate to approve the revised Terms of Reference for the Senate Committee on University Planning and Budgeting as included in item 15b of the Senate agenda package.

The motion was moved by Dr. E. Kendall, and seconded by Dr. E. Bezzina. The motion was carried. No members opposed and two members abstained.

141. 16. **Senate Committee on Undergraduate Studies**

a. Annual Report.
b. Revised Terms of Reference.
c. Annual Plan.

The Chair invited Dr. S. Sullivan, Chair, Senate Committee on Undergraduate Studies, to present this item.

Dr. S. Sullivan advised that item 16a in the Senate agenda package – Annual Report was for Senate's information. He discussed briefly the changes to SCUgS Terms of Reference. Dr. Sullivan then asked Senate to approve the revised Terms of Reference for the Senate Committee on Undergraduate Studies as included in item 16b of the Senate agenda package.

The motion was moved by Dr. P. Dold, and seconded by Dr. I. Sutherland. The motion was carried. No members opposed or abstained.

142. 17. **Remarks from the Chair of Senate – Question/Comments from Senators.**

Dr. N. Bose, Chair of Senate and President and Vice-Chancellor, *pro tempore* provided the following updates:

- The acknowledgement of Remembrance Day - Memorial University's official flags were displayed at half-mast on all campuses from sunrise on Tuesday, November 7, until sunset on Saturday, November 11. This period included the ceremony of remembrance on the St. John's campus held on November 7; recognition of Indigenous Veterans Day held on November 8; the Marine

Institute and Grenfell Campus held their ceremonies on November 10; and the ceremony at the National War Memorial in St. John's held on November 11.

- Reminded Senators of Memorial's sixth annual Research Week celebrations would be taking place between November 20 to November 24; celebrating innovators, artists, critical thinkers and all those who support Memorial's leading-edge research activities.
- Welcomed the new interim Executive Director of the University Governance Secretariat – Ms. V. Collins.
- The Auditor General's (AG) report has been received and Memorial has accepted all of the recommendations and will work through those recommendations. The Chair informed Senators that he has had meetings with the Minister of Education, and that the Board of Regents has formed an ad hoc committee which will meet bi-weekly (over the winter period) to discuss addressing AG issues. The ad hoc committee has already had their first meeting and is scheduled to meet again on Thursday, November 16. A document containing additional context on the auditor general's findings is available through www.mun.ca/president/auditor-general/
- Whale of a Day was held on October 28 – it was Memorial's second annual and voting for a name for the blue whale is on-going.

Questions from the Floor

Mr. C. Couturier inquired about an update on the search for the Provost and Vice-President (Academic) and the Vice-President (Marine Institute). The Chair advised that the Search Committee for the Provost and Vice-President (Academic) has been formed and the Search Committee for the Vice-President (Marine Institute) is still being composed.

Dr. P. Dold inquired whether the findings about the ongoing work of the Board of Regents ad hoc committee concerning the AG Report would be reported back to Senate. The Chair confirmed that it was his plan to give updates in his report to Senate monthly meetings. Also, Dr. Dold advised that she was not aware that Memorial had a University Governance Secretariat and asked for more information about where the position sits in governance and how it connects to Senate and the Board of Regents.

The Chair explained that approximately 18 months ago the Board of Regents approved the establishment of a University Governance Secretariat, with an Executive Director, whose duties would include both the Senate Secretary role and the Board of Regents Secretary role. The plans regarding proceeding with these two roles will be determined over the next few months.

Senator M. Broders advised that MUNSU had forwarded a letter to the President, Vice-Presidents and other senior administrators concerning the support plans to

support Palestinian students. The MUNSU office has had students advise that they have been cut off from money transfers and therefore do not have access to money; these students know they will not be able to pay for their rent; and, students know they will not able to continue to afford food. Senator Broders expressed that these students have so much uncertainty about what is going to happen in the winter semester. Payment plans for outstanding tuition are possible however, a student cannot register for the winter semester until the debt is paid off or until the student has proof that it can be paid off (yet students cannot access banking information from their families and they can therefore not provide that proof). The MUNSU executive is very concerned (especially since there was no response until after inquiring about the response). Senator Broders noted it was not sufficient to direct students to Memorial's Student Support Office; they do not have the resources to give these students the support that they need. Is there anything further coming from the administration? Sending these students to the Student Support Office at this time is not enough, these students are scared and they need some further support from University. Again, are there conversations happening about that?

The Chair confirmed conversations have occurred and the response relayed to MUNSU was students were to inquire with the Student Support Office whereby a triage system would be in place. The University and the Student Support Office has increased resources and supports for students in these categories over the last six months, and Memorial continues to look at ways in which we can improve these supports. The University, like MUNSU, are very concerned about the situations that many of our students are finding themselves in through no fault of their own and this is a very important issue.

Dr. M. Woods asked the Chair if any other part of the University, the administration, or Senate are putting together an ad hoc committee concerning the AG report or if Senate will be involved with the ad hoc committee with the Board of Regents.

The Chair advised that the Board of Regents specifically put in place an ad hoc committee. He confirmed that the President's Office is working through the President's Executive Council, the senior leadership council, etc. raising issues to address each item under the AG report. He noted that the on-going work is still in the early stages and there are many recommendations in the AG report. It is the Chair's intention to report updates to Senate monthly meetings. Some of the items that needed to be addressed will actually have to come either through Senate standing committees or through discussions in Academic Councils and so on.

Senator Broders reiterated MUNSU concerns that unless something has changed in the Student Support Office within the last week, the office was not in a position to fully support the students impacted by the Israel/Palestinian war. Senator Broders added that the work being provided by the student support office is good – there still needs to be more supports in place. A big concern now is that there is so much uncertainty for the winter semester, Senator Broders added that the MUNSU Executive wrote the President and senior leadership team on November 2, 2023.

The Chair confirmed that these concerns have been taken seriously and the University has already been working with appropriate offices to increase the supports that are available through a triage system within the student support office. The Chair He would discuss the concerns further with the Provost Office and the President's Executive Council to ensure there are enough supports available to these students.

143. 18. **Remarks from the Deputy Chair of Senate – Question/Comments from Senators**

The Chair invited Dr. J. Lokash, Deputy Chair of Senate to provide remarks.

The Deputy Chair of Senate provided an update on a number of items from the Provost and Vice-President (Academic) portfolio, including:

- Fall convocation events held on October 19 with three convocation sessions - where 969 students graduated. We had two new degrees awarded this session with 5 students graduated with a Master of Data Science and 2 students graduated with a Master of Applied Literary Arts (Grenfell Campus) and 7 students graduated with the Master of Education with a new major in Reading, Development Instruction.
- Academic Amnesty Day of Action was held on November 8 and well supported by students and colleagues.
- The Office of Indigenous Affairs (OIA) held a virtual Forum on Indigenization and Reconciliation during November 9 to November 10. It was the first gathering of this kind since the creation of the Strategic Framework for Indigenization and acts a precursor to a larger forum planned for 2024.
- Academic Leadership search updates: Senators were encouraged to refer to the Provost website for current updates.

144. **Questions from the Floor**

The Chair thanked Dr. Lokash, and invited Dr. M. Woods to speak.

Dr. M. Woods questioned the materials in this Senate meeting package. He noted that there was a number of annual reports/plans for Senate standing committees

there were referenced on the consent agenda and a few on the regular agenda. He noted that the reports come in different formats; some providing a lot of information and some providing almost no information. He wondered if there was anything that can be done about this; maybe creating some kind of system where each plan/report are similar in terms of how they are set up and what information are provided?

The Chair thanked Dr. Woods and invited Dr. L.A. McKivor, Interim Secretary of Senate to comment further.

Dr. McKivor advised that Senate Executive felt that adding the standing committee reports/plans to the consent agenda would be best due to the time already set aside for the special Senate meeting prior to the regular Senate meeting. She agreed that in the coming months improvements and standardization of the Senate agenda as well as the various standing committees meeting materials and reports would be forthcoming. Dr. McKivor invited any of the Senators to reach out separately concerning any ideas on how to improve the Senate package as we move forward.

The Chair welcomed the Chancellor to speak. Whereby the Chancellor provided an update regarding recent events he had attended in his role as Chancellor:

- Attended the two official openings of the Grand Falls-Windsor and Gander Faculty of Nursing Learning Sites & 2023 Crest Ceremonies on October 25 and 26 2023;
- Attended the Student Volunteer Bureau's 40th Anniversary celebrations on November 2, 2023 (Minister Paul Pike also joined the event as well);
- Attended the President's Golden Celebration on October 15, 2023.

The Chair thanked the Chancellor and welcomed Senator Broders to speak.

Senator Broders advised Senators of many of the supports MUNSU provides to students. Student Senator Broders encouraged Senators to share the MUNSU supports and their contact information.

The Chair thanked M. Broders and welcomed Dr. P. Brett to speak.

Dr. P. Brett, Vice-President (Marine Institute), *pro tempore*, advised that the Marine Institute was hosting the Atlantic Canada's first ever Seafood Industry Innovation Summit taking place from November 14 to 17, 2023, along with the Marine Institute's Centre for Aquaculture and Seafood Development and the Canadian Centre for Fisheries Innovation (CCFI) to promote the development of a sustainable, modern and globally competitive fish and seafood industry in Atlantic Canada.

The Chair thanked Dr. Brett and welcomed Mr. J. Harris to speak.

Student Senator J. Harris, thanked all those who participated or assisted in any way supporting the Academic Amnesty – Provincial Day of Action for Accessible Education on November 8, 2023. He also reminded Senators of the Transgender Day of Remembrance being observed on Monday, November 20, 2023, to honour the lives of two-spirit, trans and gender-diverse people killed around the world due to anti-transgender violence.

Dr. I Sutherland also noted that Grenfell Campus would be hosting a virtual observance for Transgender Day of Remembrance.

145. **Adjournment:**

It was moved by Dr. I. Sutherland seconded by Dr. P. Brett and carried that the meeting of Senate be adjourned at 4:45 pm.

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CHAIR SECRETARY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

SENATE

The special meeting of Senate was held on November 14, 2023 at 3:00 p.m. NDT via Webex.

146. SENATORS PRESENT

Dr. N. Bose – Chair	Dr. G. George	Dr. D. Peters
Dr. J. Lokash – Deputy Chair	Mr. N Gillingham	Ms. H. Pretty
Mr. E. Ludlow – Chancellor	Dr. S. Giwa	Dr. J. Pridham
Dr. T. Allen	Dr. M. Haghiri	Dr. C. Purchase
Dr. J. Anderson	Dr. D. Hancock	Dr. P. Ride
Dr. K. Anderson	Mr. J. Harris	Dr. S. Rowe
Dr. F. Bambico	Dr. E. Haven	Mr. S. Sayeedi
Ms. H. Bello	Dr. K. Hodgkinson	Mr. S. Shah
Dr. E. Bezzina	Dr. N. Hurley	Dr. K. Shannahan
Dr. A. Bittner	Dr. K. Jacobsen	Dr. S. Shetranjiwalla
Dr. P. Brett	Dr. R. Joy	Ms. B. Simmons
Ms. M. Broders	Dr. D. Keeping	Dr. K. Simonsen
Dr. T. Brown	Dr. D. Kelly	Dr. J. Sinclair
Dr. S. Bugden	Dr. E. Kendall	Dr. M. Stordy
Dr. K. Bulmer	Dr. A. Loucks-Atkinson	Dr. AM. Sullivan
Dr. T. Chapman	Dr. LA McKivor	Mr. P. Sullivan
Mr. J. Chowdhury	Dr. S. Moore	Dr. I. Sutherland
Mr. C. Couturier	Dr. L. Moores	Ms. C. Walsh
Dr. D. Hardy-Cox	Dr. D. Mullings	Dr. A. Warren
Dr. A. Cunsolo	Dr. K. Myrick	Mr. R. Waye
Dr. P. Dold	Dr. S. Neilsen	Dr. J. Westcott
Dr. E. Durnford	Ms. T. Noseworthy	Dr. M. Woods

147. OBSERVERS

Dr. C. Andersen	Dr. A. Clarke	Dr. L. Pena-Castillo
Ms. M. Baikie	Ms. V. Collins	Ms. L. Pike
Dr. P. Banahene	Dr. A. Craig	Dr. S. Sullivan
Dr. C. Bazan	Ms. M. MacLean	Dr. S. Shetranjiwalla
Ms. P. Beh	Mr. K. Matthews	Dr. M. Wells
Ms. M. Brown	Ms. R. Millan	Dr. R. Whitaker
Ms. L. Browne	Mr. C. Pelley	Dr. H. Usefi

148. SENATORS APOLOGIES FOR ABSENCE

Mr. S. Abyaz	Dr. T. Hennessey	Dr. L. Moore
Dr. F. Bambico	Dr. P. Issahaku	Dr. P. Morrill
Dr. R. Burry	Mr. N. Keough	Dr. A. Pike
Dr. P. Button	Dr. C. Kozak	Ms. B. Smith
Dr. O. Dobre	Dr. K. Laing	Dr. K. Szego
Dr. E. Fraser	Dr. S. MacDonald	Dr. L. Twells
Dr. T. Fridgen	Dr. M. Marshall	Mr. S. Yadav

Dr. N. Bose, President and Vice-Chancellor, pro tempore and Chair of Senate welcomed all Senators and guests to this Special meeting of Senate.

149. **DISCUSSION WITH MEMBERS OF THE COLLEGIAL GOVERNANCE COMMITTEE – A COMMITTEE FORMED IN RESPONSE TO APPENDIX K OF MUNFA COLLECTIVE AGREEMENT**

The Collegial Governance Committee members include: Michelle Baikie (Chair), Mr. Cyr Couturier, Mr. John Harris, Dr. Lee Ann McKivor, Dr. Lourdes Pena-Castillo (Vice-Chair), Ms. Vicky Quao, Ms. Eleanor Swanson, Dr. Ian Sullivan and Dr. Robin Whitaker.

Dr. N. Bose invited Dr. Whitaker, a member of the collegial governance committee, to speak.

Dr. Whitaker shared the objective and guiding principles of the collegial governance committee:

Objective:
To undertake a broad review of collegial governance at Memorial University, including but not limited to, Memorial's bicameral system, the MUNFA collective agreement and university policies and procedures directly related to university governance.

Guiding Principles:
The Committee agrees that the following principles shall serve as measures of sound governance:

a. Transparency
b. Openness
c. Representativeness
d. Equity
e. Accountability
f. Collegiality
g. Allowance of diverse perspectives
h. Democracy
i. Respect for academic freedom rights.

Dr. Whitaker suggested this would be an opportunity to start discussions concerning important and urgent issues of governance - practicing collegial governance as Senators and in other aspects of involvement on campus.

Questions:
What is an effective kind of working relationship to develop between Senate and the Board and how do we do that?

What you think are key problems and any questions that you have for us about our work?

Dr. McKivor, University Registrar and interm Secretary of Senate, asked if anyone had any questions or statements they would like to make at this time?

From the Floor:

Comments from Senators:

- Did not want a repeat of the governance review discussions, which took place concerning the agreed Senate Governance Review Report. There could be improvements made to Memorial's model of governance.

- The idea of collegial governance and looking at how the University should operate. For instance, guiding principles – indigenization (the idea of diverse perspectives). For instance the model of governance within the academic council of the School of Sub-Arctic Studies, Labrador Campus.

- Teaching and leadership practices – the focus of decision-making – basically where are decisions made – is another area of collegial governance that need to emphasis. This committee could consider what Memorial's decision making actually is comprised of and try to get some analysis of where those decisions should be made or not being made (concentrate on a few areas, in order to get a fairly good sense of central effectiveness, and still have a broad based diversity and local action).

- A key component of academic unit decision-making is done within Faculty/Academic Councils but many academic units struggle to have faculty join these meetings (so where is accountability?). A question to this committee, what can we do about that? What is the point of having collegial decision making if 40% of an academic unit is just not going to be there at any given time?

Dr. Whitaker agreed that the collegial governance committee would look at the model within the Labrador Campus as part of the collegial governance committee's work. She added where and how decisions are made, and how are they are made in ways that uphold the values of the collegial governance committee are key questions. Finally, on Faculty Council and/or Academic Council's lack of presence (or engagement), this is a concern the committee wants to addressed, because collegiality really depends on all of us, it is a process, and a sensibility that colleagues should share. What is getting in the way of practicing collegiality (realizing that it is not simply faculty councils, but it is one arena but there are many others as well)?

From the Floor (cont'd):

Comments from Senators:

- There are two student seats on this committee but there are four student unions at Memorial. There are three undergraduate and one graduate students' unions. Therefore, an internal election was held between the four student union groups, in order to appoint those two student seats. The four student unions represent very different bodies of students, which are four distinct student populations there is not a lot of crossover. The four student union groups are very distinct. The three undergraduate student unions cannot be lumped into one undergraduate student overall.

- How can the collegial governance committee assist with modification considerations to the *Memorial Act*? (especially now since it is being revised by the provincial

government). It is not a guiding principle in the collegial governance terms of reference but it is something the committee should consider.

Dr. Whitaker advised that the collegial governance committee does have John Harris and Vicky Quao as their student representatives.

She advised that the collegial governance committee has discussed items that are not explicitly listed in the terms of reference from the letter of understanding, it does not stop the committee, from the tasks is has, it does include a broad study of governance. The terms of reference are the minimum items that the committee will ensure is done, the committee must deliver a public report to Senate and the Board of Regents, it does not mean the committee cannot look at other areas that are not named. Indeed the *Memorial Act* sets the parameters for governance at Memorial, in certain ways it is important to look at it.

Dr. Whitaker asked the Senators questions:

(i) Are there things that you think would make Senate more collegial?

(ii) There is no point in reinventing the wheel where work has already been done on ways for Senate to have a more effective relationship with the Board of Regents.

(iii) Are questions about the everyday practice of governance on Senate, such as, things that you might think of as a big picture governance question can it make a real difference? Like how do you get things on to the agenda? Do you feel you understand how to be effective as a Senator? What would help make things better for your faculty members and student representatives who are there to represent constituencies? Are there ways to make that relationships more effective?

(iv) Senate is still meeting remotely – does that make a difference? At one time Senate would meet in person – the forum not just the content can matter.

From the Floor (cont'd):

Comments from Senators:

- A new Senator commented that it is very difficult to engage in a pre-existing team, very effectively when the mediation or the interactions are purely on-line, appreciating that there are lots of issues around the idea of in-person meetings, especially if they are in-person only and hybrid can have a two tier effect and there are lots of challenges there but none the less, it is an important aspect of collegiality. Acknowledging the technical and all the other challenges, it would be a good way forward if we could at least look for ways in which hybrid meetings could be considered in the future. Even if that means working with the technology there currently is or looking for more effective technology.

- Consider how to actually build back into the system a more face-to-face sort of collegiality, getting together system.

- Discussion about some review of governance and collegial governance across universities would be useful. It would be useful to create an environmental scan of all of the collegial processes that we currently have within our university to ensure we understand what they all are.

- New insights – especially the new faculty - they just wanted to know about the collegial governance processes within the University. During the decision-making process when are faculty included when are they not included.

- Memorial is a multi-campus university and so that means that we have different campuses across different places. Consideration should include the pieces around equity for people who sometimes often feel isolated from the St. John's campus – while still attending to building relationships and developing networks and those kinds of things.

- Engagement – those joining online seem to be pretty engaged and the question is how do we engage the people who are not here, who do not bother going to Senate and who do no even come to faculty council meeting?

- A suggestion to have the collegial governance committee empowered to visit each campus to have a consultation (that could be a hybrid consultation) or at least some in-person component on each campus to bring things in – in a different way.

- Regularize some kind of available orientation or training for all members of the institution. For instance, a previous institution who had a once a semester, run by the University Secretariat, – the university 101 –introduction to how the system works. It was run regularly, the Fall during October and the Spring during March and happened every semester. New employees always had somewhere to access that information. Important step to collegial governance.

- What are the barriers to engagement? For instance, the learning curve being a part of Senate is steep compared to other large boards and associations. It is also hard to tell who has been part of Senate for a very long time or a short time. Senate is a large group, it is difficult to be able to have some of those orientations and to have an opportunity for introductions, to even know who would you check in with – who might be someone who would to be able to provide advice or some internship to new Senators. Whether they are from a unit who has or has not been part of Senate before but it is a change for the representatives. An extended orientation would be very helpful (assist with understanding how to participate in Senate, how a member can bring issues forward and deal with items/concerns).

- How do we measure collegially? Can we define some clarity - especially about the guiding principles themselves which are not mutually exclusive and there are moments where there are also tensions and contentions. For instance, when we discuss transparency how do we balance between an individual right to have access to information in general terms as well as responsibility to protect individual privacy (namely, administration, MUNFA and students) appreciating this principle. Noting that clarity would be needed, especially when there is a conflict of interest, as the guiding principles unfolds and what happens when a member of the collegial governance committee is part of the decision-making and yet when they report back to the committee and the committee does not agree with the decision.

- A Senator shared that Memorial has a similar orientation to "University 101". In Bright Space there is a shell called "New Faculty, Instructor, and Postdoctoral Fellow

Orientation 2023-2024". Senators can ask CITL for more information regarding access. https://online.mun.ca/d2l/home/541689

Dr. Whittaker noted that consultation is part of the mandate for the collegial governance committee, rather than sending out a questionnaire, the opportunity for consultation and the collegial governance committee would like input whenever people want to write or speak to the committee. Also, the collegial governance committee is looking at how they do things as much as where do we do them, it is something that needs to be considered while keeping in mind the real vital question of equity, which is one of the committee's guiding principles.

She stated that the collegial governance committee had actually already talked about it a bit and it was decided that, at this stage, it is actually a good thing to have some principles where what we want is to talk about. What we mean by those principles, but will probably never settle them finally, because the spirit of let's say democracy, is that we have to be continually struggling with what it means and how we best deliver it and the same with equity or any of the values that are listed. The values certainly sometimes might feel like they are in contention with one another, but they are the heart of the committee's work and if we stop being troubled by how we deliver these values; then that is when probably we are really in trouble. She mentioned that she was co-chair for the governance committee for the Canadian Association of University Teachers (CAUT) and advised that the issue of training for governance come up repeatedly across the country, noting that Memorial is not unique, people want support in being able to learn how to do governance and how to be effective.

Dr. McKivor advised Senators that there was an onboarding session put together for new Senators this year to try to walk new Senators through some of the different processes relating to Senate and board, some of the different committees and structures. This is something than can be expanded now. Unfortunately, there was not a lot of feedback but it is something we can continue to work on. Also, she advised that the Senate Committee on Elections Committees and By-Laws (SCECB) suggested attending Faculty Councils to speak about Senate standing committees work and how that falls into the decision making process. The idea of doing something potentially once a semester and even some sort of a mentorship program put into place are all great ideas. If there is any other feedback please send them to senate@mun.ca.

Dr. Whitaker advised that the feedback given here today was incredibly useful and great to hear from everyone. She encouraged everyone to be in touch with the committee and if there was any follow up thoughts or areas that you believed should be part of the collegial governance committee's work or suggestions about how to go about doing it.

Dr. Sutherland, a member of the collegial governance committee, thanked Dr. Whitaker for taking the lead with this special meeting today and Senators for all their contributions and feedback. He advised Senators that as the collegial governance committee continues with their mandate, there will be more consultations, and he asked if everyone could all be champions in their spheres of influence to get people to engage in the consultation process. The consultation will feed into all the work of the collegial governance committee, being a champion would be great.

Following the discussions, Dr. Bose thanked everyone for participating and noted that it is useful to have the open forum on collegial governance.

150. **Other Business:**
There was no other business.

151. **Adjournment:**

The special meeting of Senate concluded at 3:50 pm.

_____ _____

CHAIR SECRETARY

MEMORIAL UNIVERSITY

Office of the Registrar
St. John's, NL Canada A1C 5S7
Tel: 709 864 8260 Fax: 709 864 2337
www.mun.ca

November 10, 2023

TO: Secretary, Executive Committee of Senate

FROM: Secretary, Senate Committee on Undergraduate Studies

SUBJECT: Calendar Changes 2023-2024 – Faculty of Engineering and Applied Science

---

At a meeting held on November 9, 2023, the Senate Committee on Undergraduate Studies considered and approved the following items for transmission to the Executive Committee of Senate:

CONSENT AGENDA

Proposed Calendar Changes – Faculty of Engineering and Applied Science

The Faculty proposed:

- Amending the Spring Academic Term 7 and Winter Academic Term 8 rows in the table found in Faculty's 6.1 Civil Engineering Program Regulations
- Adding the requirement of twelve 1-hour tutorials per semester to the course CIV 6120 Hydraulics
- A new course: ENGI 1050 Electric Circuits; deleting the course ENGI 1040 Mechanisms and Electric Circuits; and associated secondary changes

Please be advised that the Senate Committee on Undergraduate Studies has received the information required for the approval of calendar changes.

Jennifer Porter

Jennifer Porter
Deputy Registrar and
Secretary to the Committee

JMP/bjh
Attachment

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- **X Amended program:** Bachelor of Engineering (Co-operative), Civil Engineering Major
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean: _____

Date: _____

Date of approval by Faculty Council: 2023 Sep. 27

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Senate Summary Page for Programs

PROGRAM TITLE

Bachelor of Engineering (Co-operative), Civil Engineering Major

RATIONALE

The Department of Civil Engineering recognized that the Design AUs (accreditation units) in the current program are marginal (230), compared to the requirement (225). With this Calendar change, students must take at least two design courses from CIV 7140, 7240, 8150, 8550 or 8570, which will increase the Engineering Design content by at least 24 AUs.

ANTICIPATED EFFECTIVE DATE

2024 Spring (Class of 2025, in Terms 7 and 8)

CALENDAR CHANGES

In the University Calendar, St. John's Campus, Faculty of Engineering and Applied Science, 6.1 Civil Engineering Program Regulations, https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/6/1/
amend the table for the rows "Spring Academic Term 7" and "Winter Academic Term 8" as follows (additions underlined)

Spring **Academic Term 7**	CIV 7130, 7530, 7730	6 credit hours from: CIV 7140, 7240, 7340, 7540, 7620, 7820 or other courses as specified by the Head of the Department of Civil Engineering, where at least 3 credit hours must be from CIV 7140 or 7240

Winter **Academic Term 8**	CIV 8000, 8830 ENGI 8152	9 credit hours from: CIV 8150, 8550, 8560, 8570, 8630 or other courses as specified by the Head of the Department of Civil Engineering, where at least 3 credit hours must be from CIV 8150, 8550 or 8570

CALENDAR ENTRY AFTER CHANGES

Spring **Academic Term 7**	CIV 7130, 7530, 7730	6 credit hours from: CIV 7140, 7240, 7340, 7540, 7620, 7820 or other courses as specified by the Head of the Department of Civil Engineering, where at least 3 credit hours must be from CIV 7140 or 7240

Winter **Academic Term 8**	CIV 8000, 8830 ENGI 8152	9 credit hours from: CIV 8150, 8550, 8560, 8570, 8630 or other courses as specified by the Head of the Department of Civil Engineering, where at least 3 credit hours must be from CIV 8150, 8550 or 8570

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Appendix Page

RESOURCE IMPLICATIONS

These courses are regularly offered in the Department of Civil Engineering in Term 7 and Term 8. Therefore, this is a cost-neutral proposal, and no extra resources are required.

CONSULTATIONS SOUGHT

Consultations Within the Department of Civil Engineering

Seshu Adluri	adluri@mun.ca
Stephen Bruneau	sbruneau@mun.ca
Bing Chen	bchen@mun.ca
Joseph Daraio	jadaraio@mun.ca
Ashutosh Sutra Dhar	asdhar@mun.ca
Assem Hassan	ahassan@mun.ca
Amgad Hussein	ahussein@mun.ca
Noori Saady	nsaady@mun.ca
Hodjat Shiri	hshiri@mun.ca
Kenneth Snelgrove	ksnelgrove@mun.ca
Baiyu Zhang	bzhang@mun.ca

Drs. Hawlader and Dhar discussed the design unit issues with the faculty members who taught these Term 7 and Term 8 elective courses. The instructors provided information on AUs and the percentage of design AUs, as shown in the following table.

The Department of Civil Engineering discussed the design unit issue in the departmental meeting on May 2, 2023 and then brought it to the Curriculum Committee Meeting. The above changes were then unanimously approved at the departmental meeting on August 16, 2023.

In the departmental meetings, Dr. Dhar confirmed the Design Units with the instructors who teach these courses.

Table 1: Design AUs in elective courses in Term 7 and Term 8

Course	AUs	AU_Design
CIV7620: Environmental Geotechniques	36	0
CIV7340: Finite Element Structural Analysis	44	0
CIV7140: Hydrotechnical Engineering	42	12.6
CIV7240: Geotechnical Engineering III	36	10.8
CIV8550: Structural Building Systems	51	38.25
CIV8150: Municipal Engineering	54	13.5
CIV8630: Environmental Assessment, Monitoring & Control	36	0
CIV8570: Coastal and Ocean Engineering	36	18
CIV8580: Subsea Pipeline Engineering	36	0

The proposed changes will increase at least 24.3 (= 10.8 + 13.5) design AUs.

Consultations External to the Faculty of Engineering and Applied Science

Distribution List:

Academic Unit	Reply received
Humanities and Social Sciences	Yes
Business Administration	No
Education	No
Human Kinetics and Recreation	No
Medicine	No
Music	No
Nursing	Yes
Pharmacy	Yes
Science	No
Social Work	No
Library	No
Grenfell Campus	
Arts and Social Science	No
Science and the Environment	No
Fine Arts	No
Marine Institute	
	No
Labrador Institute	
Arctic and Subarctic Studies	No

LIBRARY REPORT

Not required, as no new or amended courses are proposed.

Consultation e-mail, sent 2023 Sep. 21

From: Engineering Consult <engrconsult@mun.ca>
Sent: Thursday, September 21, 2023 3:12 PM
To: Oldford, Erin <eoldford@mun.ca <mailto:eoldford@mun.ca>>; Furey, Edith <efurey@mun.ca <mailto:efurey@mun.ca>>; Arts and Social Science Grenfall <kjacobse@grenfell.mun.ca <mailto:kjacobse@grenfell.mun.ca>>; Fine Arts Grenfell <pride@grenfell.mun.ca <mailto:pride@grenfell.mun.ca>>; Science and the Environment Grenfell <ssedean@grenfell.mun.ca <mailto:ssedean@grenfell.mun.ca>>; HKR Dean <hkrdean@mun.ca <mailto:hkrdean@mun.ca>>; Faculty of Humanities and Social Sciences <hss@mun.ca <mailto:hss@mun.ca>>; Ashlee Cunsolo <ashlee.cunsolo@mun.ca <mailto:ashlee.cunsolo@mun.ca>>; Marine, Institute <miugconsultations@mi.mun.ca <mailto:miugconsultations@mi.mun.ca>>; Medicine, Dean of <deanofmedicine@med.mun.ca <mailto:deanofmedicine@med.mun.ca>>; musicdean <musicdean@mun.ca <mailto:musicdean@mun.ca>>; DeanNurse <DeanNurse@mun.ca <mailto:DeanNurse@mun.ca>>; Pharmacy, School of <pharminfo@mun.ca <mailto:pharminfo@mun.ca>>; Dean of Science <deansci@mun.ca <mailto:deansci@mun.ca>>; adeanugradswk <adeanugradswk@mun.ca <mailto:adeanugradswk@mun.ca>>; Library Correspondence <univlib@mun.ca <mailto:univlib@mun.ca>>
Cc: Registrar, Faculty of Engineering and Applied Science <engr_registrar@mun.ca <mailto:engr_registrar@mun.ca>>; Edmunds, Jayde <edmundsj@mun.ca <mailto:edmundsj@mun.ca>>; Qiu, Wei <qiuw@mun.ca <mailto:qiuw@mun.ca>>
Subject: Engineering Consultation Request - Civil Engineering

The Faculty of Engineering and Applied Science proposes
1) to modify the list of technical electives in Civil Engineering; and
2) to add tutorials to the course CIV 6120, as described in the attached documents.

We would appreciate receipt by October 20 of any comments that you may have on these proposals.

Yours sincerely,

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John's NL A1B 3X5

Replies

From the School of Pharmacy, 2023 Sep. 21

Thank you for the opportunity to comment on the proposed changes. These changes are not anticipated to have an impact on pharmacy students or programs and therefore we have concerns.
Erin
--

Dr. Erin Davis BSc (Pharm), PharmD
Associate Dean Undergraduate Studies
Associate Professor
Memorial University School of Pharmacy

From the Faculty of Nursing, 2023 Sep. 22

Hi again, Dr. George.

Dr. Pike has reviewed the Civil Engineering documentation and tells me that Nursing has no concerns or comments.

Thanks again,
Jane

From the Faculty of Humanities and Social Sciences, 2023 Sep. 29

Hello Dr. George,

Please see the below email from Dr. Patricia Dold, Associate Dean, Curriculum and Programs regarding the two Civil Engineering calendar change proposal consultation request.

Regards,

Sarah

Sarah Penney (she/her)
Intermediate Clerk Stenographer
Faculty of Humanities and Social Sciences
Memorial University of Newfoundland
St. John's, NL A1C 5S7

-----Original Message-----
From: Dold, Patricia <pdold@mun.ca>
Sent: Friday, September 29, 2023 1:12 PM
To: Faculty of Humanities and Social Sciences <hss@mun.ca>
Subject: Re: Engineering Consultation Request - Civil Engineering

No concerns from HSS

P Dold

Associate Dean, Curriculum and Programs, HSS

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- **X** **Amended course:** CIV 6120 Hydraulics
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean: _____

Date: _____

Date of approval by Faculty Council: 2023 Sep. 27

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

COURSE NUMBER AND TITLE

CIV 6120 Hydraulics

RATIONALE

The Department of Civil Engineering recognizes that tutorials are needed as three lecture hours per week are not sufficient to solve example problems. Therefore, tutorials have been offered in recent years. These changes are required to reflect the current practice.

ANTICIPATED EFFECTIVE DATE

2024 Fall (Class of 2026, Academic Term 6)

CALENDAR CHANGES

In the University Calendar, St. John's Campus, Faculty of Engineering and Applied Science, 11 Course Descriptions, 11.2 Civil Engineering, https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/11/2/
amend the entry for CIV 6120 as follows (addition underlined)

CIV 6120 Hydraulics

examines flow in pipe systems and networks; uniform and non-uniform flow in open channels; hydraulic machinery and associated conduits; design and analysis of culverts; and pipeline/pump system optimization.

EQ: the former ENGI 6713
LH: four 3-hour sessions per semester
OR: twelve 1-hour tutorials per semester
PR: ENGI 4102, CIV 5110 or the former ENGI 5713

CALENDAR ENTRY AFTER CHANGES

CIV 6120 Hydraulics

examines flow in pipe systems and networks; uniform and non-uniform flow in open channels; hydraulic machinery and associated conduits; design and analysis of culverts; and pipeline/pump system optimization.

EQ: the former ENGI 6713
LH: four 3-hour sessions per semester
OR: twelve 1-hour tutorials per semester
PR: ENGI 4102, CIV 5110 or the former ENGI 5713

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Appendix Page

RESOURCE IMPLICATIONS

This course has been offered regularly in the Department of Civil Engineering in Term 6. Although it is not in the Calendar, the instructors of this course (Drs. Abdel-Razek and Snelgrove) included 12 tutorial sessions (50 mins) for several years. The Civil Engineering Department recognizes the importance of these tutorial sessions and gives 0.09 extra teaching credit. Therefore, this is a cost-neutral proposal, and no extra resources are required.

CONSULTATIONS SOUGHT

Consultations Within the Department of Civil Engineering

Abdel-Zaher Abdel-Razek	abdelzahekaa@mun.ca
Joseph Daraio	jadaraio@mun.ca
Kenneth Snelgrove	ksnelgrove@mun.ca

Dr. Hawlader discussed with the instructors of this course and the professors in water resources engineering (Drs. Snelgrove, Abdel-Razek and Daraio). All of them suggested to include 12 tutorial sessions for this course. It has also been discussed with the Curriculum Committee Chair and other Civil faculty members in the departmental meeting.

Consultations External to the Faculty of Engineering and Applied Science

Distribution List:

Academic Unit	Reply received
Humanities and Social Sciences	Yes
Business Administration	No
Education	No
Human Kinetics and Recreation	No
Medicine	No
Music	No
Nursing	Yes
Pharmacy	Yes
Science	No
Social Work	No
Library	No
Grenfell Campus	
Arts and Social Science	No
Science and the Environment	No
Fine Arts	No
Marine Institute	
	No
Labrador Institute	
Arctic and Subarctic Studies	No

LIBRARY REPORT

Not required, as no changes to the content of CIV 6120 are proposed.

Consultation e-mail, sent 2023 Sep. 21

From: Engineering Consult <engrconsult@mun.ca>
Sent: Thursday, September 21, 2023 3:12 PM
To: Oldford, Erin <eoldford@mun.ca <mailto:eoldford@mun.ca>>; Furey, Edith <efurey@mun.ca <mailto:efurey@mun.ca>>; Arts and Social Science Grenfall <kjacobse@grenfell.mun.ca <mailto:kjacobse@grenfell.mun.ca>>; Fine Arts Grenfell <pride@grenfell.mun.ca <mailto:pride@grenfell.mun.ca>>; Science and the Environment Grenfell <ssedean@grenfell.mun.ca <mailto:ssedean@grenfell.mun.ca>>; HKR Dean <hkrdean@mun.ca <mailto:hkrdean@mun.ca>>; Faculty of Humanities and Social Sciences <hss@mun.ca <mailto:hss@mun.ca>>; Ashlee Cunsolo <ashlee.cunsolo@mun.ca <mailto:ashlee.cunsolo@mun.ca>>; Marine, Institute <miugconsultations@mi.mun.ca <mailto:miugconsultations@mi.mun.ca>>; Medicine, Dean of <deanofmedicine@med.mun.ca <mailto:deanofmedicine@med.mun.ca>>; musicdean <musicdean@mun.ca <mailto:musicdean@mun.ca>>; DeanNurse <DeanNurse@mun.ca <mailto:DeanNurse@mun.ca>>; Pharmacy, School of <pharminfo@mun.ca <mailto:pharminfo@mun.ca>>; Dean of Science <deansci@mun.ca <mailto:deansci@mun.ca>>; adeanugradswk <adeanugradswk@mun.ca <mailto:adeanugradswk@mun.ca>>; Library Correspondence <univlib@mun.ca <mailto:univlib@mun.ca>>
Cc: Registrar, Faculty of Engineering and Applied Science <engr_registrar@mun.ca <mailto:engr_registrar@mun.ca>>; Edmunds, Jayde <edmundsj@mun.ca <mailto:edmundsj@mun.ca>>; Qiu, Wei <qiuw@mun.ca <mailto:qiuw@mun.ca>>
Subject: Engineering Consultation Request - Civil Engineering

The Faculty of Engineering and Applied Science proposes
1) to modify the list of technical electives in Civil Engineering; and
2) to add tutorials to the course CIV 6120, as described in the attached documents.

We would appreciate receipt by October 20 of any comments that you may have on these proposals.

Yours sincerely,

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John's NL A1B 3X5

Replies

From the School of Pharmacy, 2023 Sep. 21

Thank you for the opportunity to comment on the proposed changes. These changes are not anticipated to have an impact on pharmacy students or programs and therefore we have concerns.
Erin
--

Dr. Erin Davis BSc (Pharm), PharmD
Associate Dean Undergraduate Studies
Associate Professor
Memorial University School of Pharmacy

From the Faculty of Nursing, 2023 Sep. 22

Hi again, Dr. George.

Dr. Pike has reviewed the Civil Engineering documentation and tells me that Nursing has no concerns or comments.

Thanks again,
Jane

From the Faculty of Humanities and Social Sciences, 2023 Sep. 29

Hello Dr. George,

Please see the below email from Dr. Patricia Dold, Associate Dean, Curriculum and Programs regarding the two Civil Engineering calendar change proposal consultation request.

Regards,

Sarah

Sarah Penney (she/her)
Intermediate Clerk Stenographer
Faculty of Humanities and Social Sciences
Memorial University of Newfoundland
St. John's, NL A1C 5S7

-----Original Message-----
From: Dold, Patricia <pdold@mun.ca>
Sent: Friday, September 29, 2023 1:12 PM
To: Faculty of Humanities and Social Sciences <hss@mun.ca>
Subject: Re: Engineering Consultation Request - Civil Engineering

No concerns from HSS

P Dold

Associate Dean, Curriculum and Programs, HSS

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- X **New course:** ENGI 1050 Electric Circuits.
- X **Deleted course:** ENGI 1040 Mechanisms and Electric Circuits
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean: _____

Date: _____

Date of approval by Faculty Council: 2023 Sep. 27

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

COURSE NUMBER AND TITLE
ENGI 1050 – Electric Circuits

REVISED COURSE NUMBER AND TITLE
Not Applicable.

ABBREVIATED COURSE TITLE
Electric Circuits

RATIONALE
This course is proposed to replace the existing ENGI 1040.

Since its inception in 2008, ENGI 1040 – Mechanisms and Electric Circuits has undergone several changes and revisions in delivery format and course content. Initially, the course was proposed to cover the areas specified in the title and to involve a project linking the two halves of the course. The "mechanisms" half of the course was initially offered to include a "mechatronics" component, which became the basis for the course project. Due to the broad range of topics covered in the course and the project's disconnection from much of the course material, the course proved challenging to offer coherently. Students were forced to flip from one topic to the next constantly and often struggled with the lack of continuity of the intellectual aspects of the course material.

In 2014, as a pilot program, the "mechanism" half of the course was removed from the course and replaced by material under the general title of "Thinking Like an Engineer". The purpose of doing so is to give students fundamental skills to tackle a broad range of engineering problems. This is done through lectures, case studies, workshops, and a small project. The underlying material for "Thinking Like an Engineer" is general and not specific to any particular engineering major. Hence, it is unclear which department has the obligation to provide instructors for the course. As a result, the course has been taught mainly by sessional instructors or per-course instructors until recently.

In March 2018, the Faculty of Engineering Core Curriculum Subcommittee and the Engagement Coordinator began a broad consultation process to identify desired outcomes of Engineering One, and curriculum redesign opportunities. It established a core set of outcomes with the primary goals of (i) increasing student engagement, motivation, and retention and (ii) increasing appeal of the early part of the program to a more diverse group of students, especially underrepresented groups such as female students.

To achieve these objectives and to address the challenges associated with ENGI 1040, in 2021, the Core Curriculum Subcommittee proposed the creation of two courses (i) ENGI 1050 - Waves, Electricity and Circuits, and (ii) ENGI 1060 - Fundamentals of Engineering Practice to replace, in the Engineering One curriculum, ENGI 1040 and PHYS 1051 - General Physics II: Oscillations, Waves, Electromagnetism. The creation of a second course, and the loss of the Physics service teaching, would result in an additional cost to the Faculty of Engineering. It would also reduce the number of Natural Science Accreditation Units below the required minimum for some departments. This made the proposal to create two courses infeasible. Therefore, the Core Curriculum Subcommittee proposed a cost-neutral arrangement involving the creation of the ENGI 1060 course (retaining the ENGI 1040 number for the 2021-22 academic year). Since the proposed ENGI 1050 was not implemented due to cost and resource constraints, the ENGI 1060 pilot course included a review of basic circuit concepts. PHYS 1051 was also modified to include additional circuit components. The pilot offering of ENGI 1060 took place in the 2021-22 academic year and continues to the 2022-23 academic year.

In November 2022, a newly formed Core Curriculum Subcommittee convened to review the outcome of the pilot offering of the ENGI 1060 over the 2021-22 academic year. During this review, it was found that the course has somewhat similar drawbacks compared to the original “mechatronics” component, i.e., it covers a broad range of topics/disciplines. Thus, students were forced to flip from one topic to the next constantly and often struggled with the lack of continuity of the intellectual aspects of the course material. Additionally, the students were required to analyze several multi-disciplinary engineering applications/scenarios without thoroughly discussing foundational theoretical concepts with high-level abstractions. Some topics, particularly electric circuit fundamentals and analysis, appeared to be disjointed from much of the course material and artificially inserted to preserve accreditation indicators. Again, the underlying material was not based in any particular major, thus presenting a challenge of providing an instructor for the course on a consistent basis. Some of the material (e.g., the engineering profession, ethics, academic integrity) appeared to overlap with existing courses (for example, ENGI 3101, INTG 1000). At the same time, some other components (e.g., base units, fundamental dimensions, estimation, significant figures, precision, and accuracy) would be meaningful to students if they are embedded into every undergraduate engineering course instead of in a single course. Due to these constraints, the Core Curriculum Subcommittee felt that the pilot offering of ENGI 1060 must be discontinued after the 2023-24 academic year and be replaced by a fundamental technical course that:

- preserves the positive aspects of the ENGI 1060 pilot offering, which include increased student engagement and motivation; enhanced analytical, problem-solving and critical thinking skills; comprehension of estimation, approximation, basic units and fundamental dimensions, etc., and
- focuses on one subject and cultivates foundational knowledge that can be applied or translated to all engineering disciplines.

After considering the above observations / requirements, the Core Curriculum Subcommittee proposes that ENGI 1040 be replaced by a full course in Electric Circuits. It was noted that half of the original ENGI 1040 covered electric circuit concepts and the proposed ENGI 1050 in 2021 (which was abandoned due to cost constraints) also incorporated electric circuit concepts to provide a pedagogical vehicle for developing the skills needed by students in the first year. The proposed electric circuits course would provide breadth and depth of material in basic circuit analysis in analog circuits. It would consist of the material taught in the original ENGI 1040 Electric Circuits component, extended to include the analysis and design of Wheatstone bridge and operational amplifier (OP-Amp) circuits. This would make the new course a foundation for a broad range of potential application areas, including power systems, instrumentation, and control.

Below we identify some specific benefits of having a full Engineering One course in electric circuits.

1) Foundational for all Engineering Programs:
   Electric Circuits is a foundational subject for all engineering programs; it supports a broad range of application areas, including power systems, controls, and instrumentation.
2) Strong Engineering Visualization Elements:
   Implementing resistive networks, Wheatstone bridge, and Op-Amp circuits in the lab provides an excellent environment for developing visualization skills of abstract engineering artifacts (e.g., a complicated network of resistors).
3) Training on Laboratory and Safety Procedures:
   Electric circuit labs and workshops provide an excellent platform for students to master directives and safety procedures, essential skills needed for all engineering disciplines.
4) Excellent Troubleshooting Environment:
   Resistive networks, Wheatstone bridge and Op-Amp circuits provide an excellent environment to use lab tools, such as multimeters for troubleshooting problems with analog circuits.
5) Problem-Solving, Critical Thinking, and Abstraction Skills:
   Electric circuits provide an excellent vehicle for students to learn problem-solving processes based on applying concepts rather than rote procedures.
6) Further Learning Outcomes:
   Circuits can provide an environment for a large number of further learning outcomes desired for undergraduate engineering programs, including conducting
   a. experiments, and analyzing and interpreting results,
   b. employing basic estimation techniques to evaluate the reasonableness of calculations,
   c. performing unit conversions and dimensional analysis,
   d. understanding measurement and calculation representations along with significant figures, precision, and accuracy,
   e. developing report writing skills.

ANTICIPATED EFFECTIVE DATE
Fall-2024

CALENDAR CHANGES

In the University Calendar, St. John's Campus, Faculty of Engineering and Applied Science, 11 Course Descriptions, 11.1 Engineering One, insert

ENGI 1050 Electric Circuits introduces fundamental concepts in circuit analysis. The course will serve as a platform to introduce fundamental engineering skills and applies engineering tools, science, and mathematics, including laboratory and workshop practices. Topics covered include electric circuit parameters, definitions, and units; basic circuit elements and their models; circuit analysis techniques and network theorems; Wheatstone bridge and its applications; introduction to operational amplifiers and their applications.

CR: the former ENGI 1040
PR: Level III Physics or Physics 1051 (which may be taken concurrently), Mathematics 1000 (which may be taken concurrently), Science 1807 and Science 1808.
LH: Six 3-hour sessions per semester

and
delete the existing course ENGI 1040:

~~ENGI 1040 Mechanisms and Electric Circuits is offered in two serial modules, including laboratory and workshop practice, and a team project to expose students to the concept of system integration involving electrical and mechanical systems. The electrical module provides an introduction to dc circuits, with an analysis of dc circuits used in control, measurement and instrumentation systems. The mechanism module provides an introduction to machine components such as belts, pulleys, gears, and simple linkages. The laboratory and workshop component introduces students to hands-on practice in basic laboratory instruments, tools and safety procedures. A team project involves the construction, assembly and testing of a simple mechanism.~~
~~LH: 3~~
~~PR: Level III Physics or Physics 1051 (which may be taken concurrently) and Mathematics 1000 (which may be taken concurrently).~~

CALENDAR ENTRY AFTER CHANGES

ENGI 1050 Electric Circuits introduces fundamental concepts in circuit analysis. The course will serve as a platform to introduce fundamental engineering skills and applies engineering tools, science, and mathematics, including laboratory and workshop practices. Topics covered include electric circuit parameters, definitions, and units; basic circuit elements and their models; circuit analysis techniques and network theorems; Wheatstone bridge and its applications; introduction to operational amplifiers and their applications.

CR: the former ENGI 1040
PR: Level III Physics or Physics 1051 (which may be taken concurrently), Mathematics 1000 (which may be taken concurrently), Science 1807 and Science 1808.
LH: Six 3-hour sessions per semester

SECONDARY CALENDAR CHANGES

Substitute every instance of "ENGI 1040" in the Faculty of Engineering and Applied Science program regulations with "ENGI 1050 (or the former ENGI 1040)" These places are

6.1 Civil Engineering Program Regulations (https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/6/1/)
6.2 Computer Engineering Program Regulations (https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/6/2/)
6.3 Electrical Engineering Program Regulations (https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/6/3/)
6.4 Mechanical Engineering Program Regulations (https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/6/4/)
6.5 Mechatronics Engineering Program Regulations (https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/6/5/)
6.6 Ocean and Naval Architectural Engineering Program Regulations (https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/6/6/)
6.7 Process Engineering Program Regulations (https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/6/7/)
7.1 Promotion Status (Engineering One) (https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/7/1/)

and

in the list of prerequisite courses for
ECE 3300 Circuit Analysis
ECE 3500 Digital Logic
ECE 4510 Microprocessors and Digital Logic
ECE 5610 Sensors and Instrumentation
(all at https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/11/3/); and
ME 5201 Mechatronics I
(at https://www.mun.ca/university-calendar/st-johns-campus/faculty-of-engineering-and-applied-science/11/4/)

Examples for regulations 6.1 – 6.7

6.1 Civil Engineering Program Regulations, Civil Engineering Major, row-1 of the table

Term	Required Courses	Elective Courses
Engineering One	Chemistry 1050 or 1200 ENGI 1010, 1020, 1030, ~~1040~~ 1050 (or the former ENGI 1040) 3 credit hours in English at the 1000 level or any Critical Reading and Writing course Mathematics 1000, 1001, 2050 Physics 1050, 1051	Students who are expecting to successfully complete the Engineering One requirements by the end of the Winter semester may apply to undertake a work term during the Spring semester. In this case, the prerequisite course ENGI 200W is expected to be successfully completed during the Fall semester. All other students are expected to successfully complete ENGI 200W in the Winter semester of Engineering One.

Example for regulation 7.1

1. Promotion from Engineering One is based on the following nine courses, which are common to all Engineering majors: Chemistry 1050 (or Chemistry 1200), ENGI 1010, ENGI 1020, ENGI 1030, ~~ENGI 1040~~ ENGI 1050 (or the former ENGI 1040), 3 credit hours in English at the 1000 level or any Critical Reading and Writing course, Mathematics 1001, Mathematics 2050, and Physics 1051. Students are responsible for identifying and completing any needed prerequisites.

Example for prerequisite courses

ECE 3300 Circuit Analysis begins with a review of basic circuit analysis including dependent sources, then considers wye-delta transformation, bridge circuits, transient analysis of first- and second -order circuits, sinusoidal steady state analysis, phasor diagrams, sinusoidal steady-state power, complex power and maximum power transfer.

CO: ENGI 3424. Students completing a Minor in Applied Science - Electrical Engineering may successfully complete Mathematics 2260 as the co-requisite instead of ENGI 3424.
CR: Physics 3550
EQ: the former ENGI 3821
LH: eight 3-hour sessions per semester
OR: tutorial 1 hour per week
PR: ENGI 1050 (or the former ENGI 1040) ~~ENGI 1040~~, Mathematics 1001, Mathematics 2050. Students completing a Minor in Applied Science - Electrical Engineering may complete Physics 2055 as the prerequisite instead of ENGI 1050 (or the former ENGI 1040) ~~ENGI 1040~~.

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Appendix Page

CONSULTATIONS SOUGHT

A record of consultations conducted within the Faculty of Engineering and Applied Science, (starting on the next page), is followed by consultations with other faculties and schools.

LIBRARY REPORT

- not received, as of 2023 Oct. 20

RESOURCE IMPLICATIONS

The proposed new course (ENGI 1050) will replace an existing course (ENGI 1040). Therefore, this is a cost neutral proposal. There is no extra resource requirement.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

Instructors:

1. Raymond Gosine
2. Thumeera Wanasinghe
3. Ashraf Khan

Consultations within the Faculty of Engineering and Applied Science

This document includes feedback received for the initial course outline, revision made (where applicable), other actions taken (where applicable) to address the concerns raised by individuals who provided their valuable suggestions to improve the proposed course. The core curriculum subcommittee thanks everyone for their suggestions and feedback.

CIVIL ENGINEERING:

Comment	Response/Action
The more I think about it, this proposal is probably the right way to go considering the concerns about the capacity to instruct without a specific topic forming the "backbone" of the learning. As you may be aware, I was hired as a sessional instructor in 2015 to develop the Thinking Like an Engineer content and I taught it for the first 4 semesters. C1: The purpose of the ENGI1040 TLE content can get easily confused - the purpose was not to teach new engineering material per-se, it was to inspire interest in engineering analysis while developing some physical awareness, analytical fluency, and Microsoft Office fluency that would help students succeed. C2: If it proceeds with this circuits-focus backbone, some great consideration should be given to incorporate the electricity/energy inspired case studies (i.e. the solar panel, energy storage, and/or circuit analysis case studies) and use of Microsoft Excel to develop and discuss several different charts/graphs along with teaching the use of relative and absolute referencing (most students have never used Excel in their lives). The case studies should result in Microsoft Word reports were students are taught about technical writing, use of color/captions/formatting, use of equations and drawing simple diagrams in Microsoft Word, and expectations to perform some abstract engineering-inspired discussions on the work. Having students prepare several reports with 20+ pages of content was meant to build their confidence/fluency when asked to prepare 10+ page reports in their workplaces or other lab courses. C3: Some other brainstormed thoughts: 1. There was an original goal in ENGI1040 to introduce Matlab, if that is still an objective in the Faculty I think	C1: The core curriculum committee agreed on this comment, and this TLE limitation will no longer exist in the proposed ENGI 1050. C2: Thank you for this comment. However, the proposed ENGI 1050 does not include the "Case Study" element. Instead, it has a series of assignments where students will analyze DC circuits related to the theoretical concepts learned in the class. This is an individual task allowing us to assess each student individually. Students will be encouraged to use Excel for plotting lab measurements. The "Communication" graduate attribute is covered in ENGI 1030, where students prepare and present a complete technical report on their design projects. C3: 1. Proposed ENGI 1050 will not teach Matlab. The existing ENGI 1020 teaches Python as an introductory programing language. Teaching two programming languages in Engineering One could be counterproductive. 2. Thank you for this suggestion. The core-curriculum subcommittee reviews Engineering One courses as a part of continuous improvement. We will explore further into this when reviewing ENGI 1010. 3. Thank you for this suggestion. We will continue to explore this. 4. Thank you for this suggestion. We will continue to explore this.

there is a way to incorporate some element of that into this course or into ENGI1020. If that is not an objective, it can probably be set-aside. 2. ENGI1010 could incorporate a statics-inspired case study 3. Engineering Economics could be expanded to include some estimation and direct teaching of Microsoft Word and Microsoft Excel with a final report and/or case studies as required course components. It could also be offered (optional) in the first year. If reimagined and offered outside the faculty, it can be a potential revenue generator for the Faculty as an elective for MUN students taking non-engineering programs. 4. ENGI3101 could be offered (optional) in the first year and be available to non-engineering students interested in the philosophy of professional engineering. ENGI3101 could incorporate some elements of the TLE modules. If reimagined and offered outside the faculty, it can be a potential revenue generator for the Faculty as an elective for MUN students taking non-engineering programs.	

ELECTRICAL AND COMPUTER ENGINEERING

Comment	Response/Action
C1: the current proposal looks like a huge improvement over what's been done in the past. My only reservation is that at one point there was a certain amount of digital logic in 1040. I think that was not great because it was a small part of half a course. But it was good that we were teaching digital logic in first year. I mean, this is the 21st-century after all. Anyway, the course looks fairly packed with analogue topics as it is, so I'm not sure that it makes sense to add any digital topics, unless you take something else out, such as op-amps. Perhaps the solution is to ensure that logic in its pure form, rather than its electronic form, should be an important part of 1020. I don't think that this has necessarily been the case, in the past. I find that CE students have no clue what a precondition or a postcondition is, even in term eight when they should have learned that in year one and been using it throughout the curriculum. But now I am just wandering away from	C1: Digital logic is a relevant and essential concept to introduce in Engineering One level. Original ENGI 1040 had digital logic topics as a part of the Mechanisms portion. However, it was not a part of the pilot offering of circuit plus TLE over the past eight years. Since the proposed ENGI 1050 contains rich content covering analog CIRCUIT topics, as you indicated, it is challenging to add digital logic topics without removing the existing topics. We propose introducing op-amps because many non-ECE disciplines found it a valuable topic for their students. C2: Thank you for this suggestion. Teaching logic in its pure form rather than its electronic form would benefit all disciplines. We are currently reviewing the entire Engineering

electronics; so I'm getting back to that, I fully endorse the proposal.	One curriculum. We will include and further explore how to integrate this into ENGI 1020.
Well done the Committee! I would add one additional lab on practicing circuits with a diode like a power rectifier or a Zener based voltage stabilizer. Non-linear components and specifically diodes are mentioned in the text.	Thank you for this suggestion. Considering the overall workload for Engineering One, the original proposal limits the number of labs to four plus one workshop. Later we added one extra workshop to introduce lab equipment and lab safety.
Thanks so much for this work. It all seems very well-reasoned to me at least, and it's exciting to see some of these abstract ideas (dimensional analysis, reasonableness, troubleshooting, etc.) be grounded in a concrete field of study again! It's also great to see more exciting elements than DC resistive networks in first-year Circuits again. C1: A couple of minor points: 1. In the motivation document, TLE is spelled as "Thinking Like an Engineering" at one point (where it should be "Thinking Like an Engineer") 2. In the outline, should "circuit analysing techniques" be "circuit analysis techniques"? C2: Slightly more substantively, I would suggest elaborating in the introduction/motivation document on the applications for the additional circuit elements you've targeted. Giving more examples (especially non-ECE examples) of things students will be able to do with Wheatstone bridges and op amps might help. Soil analysis helps tie in with Civil/Environmental, op amps let students amplify biosignals or control robots/rudders/steering, etc. Even a little more detail about the five labs might help ("look at what our students will be able to do after Lab 5!"). This is more of a tentative suggestion: could it help for the Motivation document to expand on options that were considered but rejected, and the rationale for doing so? I can bet that ONAE will ask why AC/three-phase wasn't considered, and you may also hear questions about the lack of (idealized) RLC circuits with their analogy to systems of damped oscillation. Showing that you've	C1: Both typos have been fixed. C2: Thank you for this suggestion. Although these items were not discussed in the "Rationale" document, they were discussed, and each department was informed about them. Additional comments can be found below.

considered these (and/or other) ideas but de-prioritized them for pedagogical reasons might also help with the overall pitch to the faculty... but on the other hand, discussing things you didn't do might lead to, "hey, how about you do that?" So, please feel free to disregard if this suggestion isn't helpful. Again, thank you so much for doing this work to improve Engineering One. I am very confident that our students and our programs will benefit substantially from this change.	

MECHANICAL AND MECHATRONICS ENGINEERING

Comments	Response/Action
Dr. Sam I have - circulated ENGI 1040 in the department receiving single feedback from Geoff Rideout, please find attached - discussed in ME curriculum committee, and members supported (including acting dept. head) Have a great day	
Hello all, Thank you Sam for communicating the proposal on behalf of the Core Curriculum Committee. My personal opinion, as someone who you may all realize was a stakeholder and primary driver of the current course, is this: C1: The intent of the Engineering Practice course was to accomplish all the desirable things in the Introduction and Motivation document you attached. I felt, when advocating for the current pilot course, that a full course in circuits would be a step backwards in terms of motivation, engagement, and retention. Circuits is essential technical content for any engineer, and I see the potential, with a rare and gifted instructor, of a circuits course being tied to bigger-picture motivational material to get students excited about engineering. More early circuits and op-amps also directly serves the interests of our Mechatronics program, as long as there is no loss of	C1: The committee does not agree that an introductory circuit course would be a step backward regarding motivation, engagement, and retention. Elements like motivation and engagement are integrated into the way of delivery rather than the list of topics covered in a course. And also, there is no evidence, and the committee does not believe that being a pure engineering science course does not lead to a high failure rate or introduce extra challenges in transitioning from high school to university education. The committee believes that all Engineering One course instructors and program administrators should be aware of students' challenges when transitioning from high school to university and appropriately and collaboratively accommodate and assist students in overcoming those challenges.

engagement early on because of the proposed change. However, I feel that the proposed circuits course will end up being a pure engineering science course that will have a high failure rate and not help students, transitioning from high school, understand the meaning of engineering and connect their program of study to their life goals. C2: I disagree that material such as ethics and engineering integrity should not be in a first year course. "Silo"-ing material on professionalism in a second-year course may be too late. I do agree that many aspects of Engineering Practice should be reinforced in other courses. However, ensuring that happens, and showing that we teach and assess those aspects, is best done in a course such as 1060 where they are part of the syllabus. Just as we should teach engineering practice in all our engineering science courses, we should give students material on the profession in multiple courses, and 1060 is a good place for that very early on. I very strongly disagree with any suggestion that students, because of lack of fundamental background in first year, cannot tackle a guided problem that shows them how engineers approach a problem, turning a qualitative problem statement into quantitative criteria and constraints, aided by background research in a possibly unfamiliar area. C3: At the end of the day, I have to admit that I have no evidence that the new 1060 course increased engagement, motivation, etc. Does the Core Curriculum Committee have any evidence that increasing circuits instruction is the way forward in first-year engineering? C4: The proposed course outline and motivation document talk about skills such as units, visualization, troubleshooting, measurement, laboratory skills, safety… but I don't see any intention to expand these beyond pure electrical circuits. The ENGI1020 team, when evolving that course, worked hard to make the course as multi-disciplinary as possible, relating programming to engineering problems that students might find interesting regardless of their anticipated choice of department. I ask that the Core Curriculum Committee explore creative ways to relate circuits to larger engineering	Regarding "retention," we should look into long-term retention throughout the engineering program, not the percentage of students completing Engineering One. The proposed ENGI 1050 aims to achieve long-term retention by training our Engineering One students on a systematic approach to learning engineering concepts, that is, learning fundamental theoretical concepts and then applying these theories to analyze and solve engineering problems. Laying this foundational skill in Engineering One will directly contribute to the long-term retention goals. C2: We believe that ethics and professionalism must be embedded into each first-year course (and subsequent courses). Based on the ENGI 1060 pilot proposal, only half of a lecture was allotted to discuss these concepts. It is not clear how meaningfully we could discuss these concepts in 30 minutes so that we can assess students' knowledge of them effectively. Nevertheless, not assessing students' knowledge of ethics and professionalism at Engineering One would not affect the engineering program's accreditation. Prof-I graduate attribute level in ENGI 1060 pilot offering was not counted towards the program's accreditation units and was not a part of the original ENGI 1040. C3: As we don't have any evidence that ENGI 1060 pilot increased engagement, motivation etc., electric circuits is a fundamental knowledge any engineering student should have, and fundamental courses like ENGI 1010 is moving without any hiccups, the committee believes increasing circuit instruction is the way forward in Engineering One. C4: The proposed course is on electric circuits and focuses on laying foundational knowledge in circuit theory, followed by training students to apply this to analyze and solve circuit-related engineering problems.

problems, and update the proposal accordingly. Better still, I recommend the sort of broad faculty-wide engagement that Thelma Coley and the Undergraduate Office undertook at the beginning of the ENGI1040 redesign some years ago. Whatever course we decide on as a faculty, it should expose students to various disciplines, and not simply be a nuts-and-bolts course that students cannot place in any meaningful context. When I look at the current proposal for a circuits course, I fear that it could turn into another PHYS1051 in the eyes of the students - a course that they do not find relatable. Happy to discuss further,	Through this process, we aim to train students on how to systematically analyze engineering problems and apply theoretical knowledge to solve these problems, which is must need skill for all disciplines. The course will highlight the application of circuits for other disciplines, especially for instrumentation and data acquisition purposes. However, the committee does not see a requirement to make each engineering one course to be multi-disciplinary. We don't see the proposed ENGI 1050 as a nut-and-bolt course but as a course that trains students on fundamental skills needed for all disciplines.
C1. RCL circuits are not included perhaps due to calculus? C2. Operational Amplifiers are not suitable for all disciplines (especially civil, naval, and process)? C3. AC theory obviously benefits everyone and should be included.	C1: Having RLC in the first-year circuit course is an appealing idea. Unfortunately, we need calculus to discuss RLC circuits in more meaningful ways. Taking several lectures to discuss calculus, followed by a discussion in RLC, may overload the students. C2. OP amp has applications in all departments, and instrumentation and measurement are fundamental concepts in any discipline. Since the proposed course focuses on training students in problem-solving, analyzing, and critical thinking, OP amp is an excellent place to train and assess these skills. In this course, we select fundamental electrical circuit concepts as a pedagogical vehicle for developing the skills students need in all disciplines. C3. Students can indeed benefit from AC theory discussion. However, to deliver AC theory meaningfully, students need a background in calculus, phasor representation, complex domain, and S-domain. Taking several lectures to discuss these concepts, followed by AC theory, could overload students.
C1: There was some discussion of moving the lawn mower lab and workshop labs to Engi 1030. The problem with Engi 1030 is that it is already fully packed (2 hr CAD Labs every week with assignment + 2hr desing	C1: Prototype workshop is added back to ENGI 1030 (Starting from Fall 2024)

sessions held 8 weeks). It is worthwhile adding the workshop content to Engi 1030 so students can use the workshop with prototypes. Lawn mower lab is something to reconsider. C2: Graduate attributes in ENGI 1040 are accounted for our program accreditation, that should be taken into account during course design so the requirement is met (if not already done so). I'm wondering if the indicators like Des 1-4, Comm 1 are things that are needed in the course so there's no accreditation related impact due to the change on the engineering degree programs. The outline you've forwarded has the GAs that are covered by the new topics, hopefully these already cover the indicators that the accreditation team is looking for.	C2: All the graduate attributes in the original ENGI 1040 are covered in the proposed ENGI 1050. Some additional graduate attributes listed in ENGI 1060 pilot are not considered for the proposed course (e.g., Prof-I) as it is not listed as a required element from 1040 in our accreditation GA list. Simply put, the proposed program does not cause any accreditation-related issues.

Ocean and Naval Architecture Engineering

Comments	Response/Action
A couple things regarding accreditation: 1. It's generally better than the template format, from an accreditation perspective, except: - The learning objectives do not conform with the *GA.Indicator-Level* format that we have been using. 2. The major course topics and labs are not listed together by week, which would have to be added to the CEAB docs submission as an appendix (or addition) to the Syllabus.	1. Thank you for this suggestions. GA indicator level issue has been fixed. 2. Week by week topics and labs will be provided for CEAB.
It would be a good idea to include only the required elements in the course outline and follow the template given in the engineering website.	Thank you for these suggestions. The course outline has been updated.

PROCESS ENGINEERING

Comment	Response/Action
- how having 100% circuits in the course may impact our future engineers and the perception of engineering. - The intent in the pilot course was to try and expose first year students to important concepts for all engineering and where we felt that our first year students needed to	C1: The proposed ENGI 1050 aims to train our Engineering One students on a systematic approach to learning engineering concepts, that is, learn fundamental theoretical concepts first and then apply these theories to analyze and solve engineering problems. This is a must-needed skill for all disciplines. The committee does not see a requirement to make each Engineering One course to be multi-disciplinary. However, we agree that each

pick up on some more practical engineering problem solving and analysis, i.e. · Estimation, significant figures, precision, and accuracy · Fundamental dimensions and base units, universal units, dimensionless numbers and dimensional analysis · Parametric analysis and optimization · Problem solving strategies and techniques (SOLVEM) · Graphical Solutions and Mathematical Models · Statistics/statistic process control I do agree circuits is important. But so are engineering problem solving/analysis concepts. So, what is our solution? Do we take over one of the Chemistry courses to bring in concepts of materials and material balances. Queens does this: https://engineering.queensu.ca/incoming-students/first-year-courses.html. They also have geology. - The course was considered "too easy" and these practical aspects of engineering should be inherent in all courses. Sure, but they are not included. So, how do we ensure they are included in other courses? Why are they important? - I do not know how we ensure they're included unless we do a better job at quality assurance on "problem solving" graduate attribute. - More importantly, these problem solving techniques need to be taught and aren't inherent. They are needed for all disciplines and most of our undergrad students do not go on to research. If anything, also	Engineering One student must be exposed to all disciplines. While each Engineering One course highlights its applicability to multiple disciplines, we identify ENGI 1010 as a place to expose Civil, Mechanical, and Ocean & Naval Architectural Engineering, ENGI 1020 for Computer engineering, ENGI 1030 for Mechanical, Process and Ocean & Naval Architectural Engineering, ENGI 1040 for Computer, Electrical, and Mechatronic engineering. We propose to use Electric Circuits concepts to provide a pedagogical vehicle for developing the skills needed by students in the first year, which include engineering problem-solving and analysis. The proposed ENGI 1050 will also discuss units, dimensions, significant figures, precision, accuracy, and graphical approximations. The use of these concepts will be assessed in lab experiments and exams. We are currently reviewing ENGI 1030, and it will also include more discussion on concepts like units, dimensions, accuracy, precision, significant figures, and approximations. C2: We agree that replacing the pilot course with an entire circuit course (ENGI 1050) might affect the Process Engineering department because this is the only Engineering One course that the department involves. After follow-up discussions with Process Engineering Department Head, ENGI 1030 (Engineering Graphics and Design) has been identified as a course that the Process Engineering department can co-teach and co-develop. Currently, we are reviewing ENGI 1030, and a Faculty member from Process Engineering will be teaching the course in Winter 2024.

including something like sensitivity analysis would be helpful. If they are intent on a full circuits course, 1) As for us being involved in first year, I suggest we look at taking over a Chemistry course or co-teaching it with Chemistry. The design course has some potential for modification, as well. 2) I firmly believe problem solving and analysis are IMPORTANT skills that need to be taught. How do we fit them into first year? Without a more integrated/holistic review and changes, I do NOT support putting 1040 back to 100% circuits.	
1) With this change in ENGI 1040 are our Engineering One students getting all the competencies they need? C1:- By making it a circuit course many important concepts of engineering problem solving/analysis concepts, precision, etc. are being removed from the curriculum. - Need to make sure that these concepts are being covered in other courses. -Therefore, there is a need to look into curriculum in a holistic way. C2: -One potential place to introduce these concepts in ENGI 1030 Engineering Graphics and Design (course outline is attached)-- there should be more design focus on this course, the current calendar description is heavily weighted on graphics, graphics part can be more of the lab components. C3: 2) This is more Process Engineering specific, are the students being exposed to all engineering disciplines (i.e., Process Engineering)?- this is in fact one of the Accreditation Questions is {Quoting from the CEAB Questionnaire: In addition to program-specific engineering science the curriculum	C1: We propose to use Electric Circuits concepts to provide a pedagogical vehicle for developing the skills needed by students in the first year, which include engineering problem-solving and analysis. The proposed ENGI 1050 will also discuss units, dimensions, significant figures, precision, accuracy, and graphical approximations. The use of these concepts will be assessed in lab experiments and exams. We are currently reviewing ENGI 1030, and it will also include more discussion on concepts like units, dimensions, accuracy, precision, significant figures, and approximations. C2: We agree that replacing the pilot course with an entire circuit course (ENGI 1050) might affect the Process Engineering department because this is the only Engineering One course that the department involves. After follow-up discussions with Process Engineering Department Head, ENGI 1030 (Engineering Graphics and Design) has

must include engineering science content that imparts an appreciation of other engineering disciplines.} -If ENGI 1040 is changed to circuits only, then Engineering One students are not adequately exposed to Process Engineering concepts. C2-related -Through redesigning of ENGI 1030, many important concepts can be introduced to Engineering One students, for example, Systems Engineering Concept, engineering problem solving/analysis concepts, precision, Economic Analysis, Flow Diagram, Life Cycle Analysis (Currently in the course outline) - these concepts have general applicability to all engineering students.	been identified as a course that the Process Engineering department can co-teach and co-develop. Currently, we are reviewing ENGI 1030, and a Faculty member from Process Engineering will be teaching the course in Winter 2024. C3: The committee does not see a requirement to make each Engineering One course to be multi-disciplinary. However, we agree that each Engineering One student must be exposed to all disciplines. While each Engineering One course highlights its applicability to multiple disciplines, we identify ENGI 1010 as a place to expose Civil, Mechanical, and Ocean & Naval Architectural Engineering, ENGI 1020 for Computer engineering, ENGI 1030 for Mechanical, Process and Ocean & Naval Architectural Engineering, ENGI 1040 for Computer, Electrical, and Mechatronic engineering.

Grenfell Campus – ENGI 1040

I taught ENGI 1040 (Electric Circuits) for the first time last winter. I had the feeling that something needed to be changed. I think some components should be incorporated. For this reason, I fully agree with the motivation. However, it seems to me that adding more specific content may not be as efficient as we think. To help students make the transition through Engineering One, we should introduce them to relevant engineering concepts. It is true that adding Op-amps to the electric circuit part of ENGI 1040 (to make it ENGI 1050) will provide first year students with some new concepts and keep the core of the course consistent. My main concern is how TLE content will be redistributed. Maybe we should also worry about how students will absorb all these concepts in a short time. I think we should make the change, but also worry about the content.	Thank you for your feedback. We agree that each Engineering One student must be exposed to all disciplines and adequately be assisted with transitioning from high school to undergraduate education culture. However, a single course can only address some of these elements. While each Engineering One course highlights its applicability to multiple disciplines, the curriculum subcommittee identifies ENGI 1010 as a place to expose Civil, Mechanical, and Ocean & Naval Architectural Engineering, ENGI 1020 for Computer engineering, ENGI 1030 for Mechanical, Process, and Ocean & Naval Architectural Engineering, ENGI 1040 for Computer, Electrical, and Mechatronic engineering. Some elements from TLE will be covered in the proposed ENGI 1050, while some will be added back to ENGI 1030 where they were originally discussed.

Consultations with other units

Academic Unit	Reply?
Humanities and Social Sciences	Yes
Business Administration	Yes
Education	No
Human Kinetics and Recreation	No
Medicine	No
Music	No
Nursing	Yes
Pharmacy	Yes
Science (2 departments)	Yes
Social Work	No
Library	No
Grenfell Campus	
Arts and Social Science	No
Science and the Environment	Yes
Fine Arts	No
Marine Institute	No
Labrador Institute	
Arctic and Subarctic Studies	No

Text of consultation request e-mail, sent 2023 Sep. 21:

From: Engineering Consult <engrconsult@mun.ca>
Sent: Thursday, September 21, 2023 3:14 PM
To: Oldford, Erin <eoldford@mun.ca>; Furey, Edith <efurey@mun.ca>; Arts and Social Science Grenfell <kjacobse@grenfell.mun.ca>; Fine Arts Grenfell <pride@grenfell.mun.ca>; Science and the Environment Grenfell <ssedean@grenfell.mun.ca>; HKR Dean <hkrdean@mun.ca>; Faculty of Humanities and Social Sciences <hss@mun.ca>; Ashlee Cunsolo <ashlee.cunsolo@mun.ca>; Marine, Institute <miugconsultations@mi.mun.ca>; Medicine, Dean of <DeanOfMedicine@mun.ca>; musicdean <musicdean@mun.ca>; DeanNurse <DeanNurse@mun.ca>; Pharmacy, School of <pharminfo@mun.ca>; Dean of Science <deansci@mun.ca>; adeanugradswk <adeanugradswk@mun.ca>; Library Correspondence <univlib@mun.ca>
Cc: Registrar, Faculty of Engineering and Applied Science <engr_registrar@mun.ca>; Edmunds, Jayde <edmundsj@mun.ca>; Qiu, Wei <qiuw@mun.ca>
Subject: Engineering Consultation Request - ENGI 1050

The Faculty of Engineering and Applied Science proposes to replace ENGI 1040 by a new course ENGI 1050, as described in the attached documents.

We would appreciate receipt by October 20 of any comments that you may have on these proposals.

Yours sincerely,

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John's NL A1B 3X5

Replies

From the School of Pharmacy, 2023 Sep. 21

From Davis,Erin <emdavis@mun.ca>
To engrconsult@mun.ca <engrconsult@mun.ca>
Date Thu 15:37

Thank you for the opportunity to review the proposed change. This change should not affect pharmacy students or programs and therefore we have no concerns.
Erin
--

Dr. Erin Davis BSc (Pharm), PharmD
Associate Dean Undergraduate Studies
Associate Professor
Memorial University School of Pharmacy

From the Faculty of Nursing, 2023 Sep. 22

From DeanNurse <DeanNurse@mun.ca>
To Engineering Consult <engrconsult@mun.ca>
Date Fri 11:45
Good morning Dr. George.

I hope all is well with you!

Dr. Pike has reviewed the ENGI 1050 documentation and tells me that Nursing has no concerns or comments.

I hope you have a great weekend!
Jane

From the Faculty of Science, Department of Ocean Sciences, 2023 Sep. 25

via deansciassistant deansciassistant@mun.ca:

From: Iain J Mcgaw <ijmcgaw@mun.ca>
Sent: Monday, September 25, 2023 12:55 PM
To: Dean of Science <deansci@mun.ca>
Subject: Re: FW: Engineering Consultation Request - ENGI 1050

This looks good - detailed rationale for changing course - no further concerns Iain McGaw

****
Professor
Department of Ocean Sciences

From the School of Science and the Environment (Grenfell Campus), 2023 Oct. 16

From Milley, Rebecca <rmilley@grenfell.mun.ca>
To engrconsult@mun.ca <engrconsult@mun.ca>
Date Mon 09:28
Hello,

The School of Science and the Environment at Grenfell Campus has reviewed the proposed calendar changes and has no comments or concerns.

Rebecca Milley, PhD
Chair, Mathematics
Grenfell Campus, Memorial University of Newfoundland

From consultations initiated earlier in 2023 Sep. by Dr. Thumeera Wanasinghe, Chair of the Core Curriculum Subcommittee,

Faculty of Humanities and Social Sciences

Thank you for this very detailed proposal. HSS has no concerns or issues with the new course. I note that the sample syllabus does not indicate even approximate dues dates so it is not clear that students will have 20% of course work returned by the last day to drop without academic prejudice.

Patricia Dold
Associate Professor, Religious Studies
Associate Dean (Curriculum and Programs)
Humanities and Social Sciences

Response from Dr. Wanasinghe:

Approximate date for the mid-term exam is soon after the mid-term break (updated the course outline with this information). The mid-term exam accounts for 25% of their course grade. Thus, students will receive more than 20% of the course work returned by the last day to drop without academic prejudice regardless the due dates of the rest of the assessments.

Faculty of Business Administration

Hi there

Thank you for the opportunity to review. There is no impact for Business.

Oldford, Erin

Faculty of Science, Department of Physics and Physical Oceanography

Dear Thumeera,

Thank you for providing the opportunity to provide feedback on ENGI 1050 Electric Circuits. Since the change from ENGI 1040 to ENGI 1050 in terms of focus is outside our purview, my only comment is that the circuits-related material in PHYS 1051 deals mostly with fundamental concepts behind circuit elements, culminating in an understanding of the RLC circuit, and therefore appears to be largely complementary to the material proposed in ENGI 1050.

We look forward to continuing joint efforts with Engineering to help make sure that our Physics courses meet the needs of students and their programs.

Best regards,

Dr. Ivan Saika-Voivod, Professor
Chair, Undergraduate Studies Committee
Department of Physics and Physical Oceanography

ENGI 1050: ELECTRIC CIRCUITS

Instructor:	**Instructor Name**	**Teaching Assistant:**	**TA Name**
E-mail:	**instructor@mun.ca**	**E-mail:**	**TA@mun.ca**
Phone:	**864-xxxx**	**Phone:**	**ta@mun.ca**
Office Location:	**EN – xxxx**	**Office Location:**	**EN - xxxx**
Office Hours:	**2 hours per week**	**Office Hours:**	**optional**

Course Website: **https://online.mun.ca/login.asp**
Communication: TBA
Assignment, Project and Other Submissions: TBA
SCHEDULE:

Lecture Classroom and Schedule:	**EN – xxxx**	**TBA**
Tutorial Classroom and Schedule:	**EN – xxxx**	**TBA**
Lab Classroom and Schedule:	**CSF – xxxx**	**TBA**

CALENDAR ENTRY:

ENGI 1050 Electric Circuits *introduces fundamental concepts in circuit analysis. The course will serve as a platform to introduce fundamental engineering skills and applies engineering tools, science, and mathematics, including laboratory and workshop practices. Topics covered include electric circuit parameters, definitions, and units; basic circuit elements and their models; circuit analysis techniques and network theorems; Wheatstone bridge and its applications; introduction to operational amplifiers and their applications.*

CR: *ENGI 1040*
LH: *Six 3-hours sessions per semester*
PR: *Level III Physics or Physics 1051 (which may be taken concurrently), Mathematics 1000 (which may be taken concurrently), Science 1807 and Science 1808.*

LAB EXPERIENCE: **Six 3-hour sessions per semester**
CREDIT HOURS: **3 Credits**
COURSE TYPE: **Compulsory**
ACCREDITATION UNITS: **3/0/0 (3/1.5/1)**

CONTENT CATEGORIES:

Math	Natural science	Complementary Studies	Engineering Science	Engineering Design
			100%	

COURSE DESCRIPTION:

The broad aim of ELECTRIC CIRCUITS is to help first-year engineering students to begin to develop graduate attributes that are transferable to subsequent studies across engineering disciplines. This course introduces students to the concepts of problem analysis, investigation, engineering tools, using

the fundamental engineering knowledge base for understanding, analyzing and implementing simple electric circuits, and applying fundamental circuit concepts for simple real-world applications. The course also provides opportunities for students to get experience in individual and team work and with approaches to life-long learning.

The knowledge base includes basic circuit variables (voltage, current, power, energy) and physical elements (voltage sources, current sources, dependent sources, resistors, diodes, operational amplifiers), simple resistive circuit modelling and analysis (Ohm's law, Kirchhoff's Laws, voltage divider rule, current divider rule, Wheatstone bridge, node voltage method, mesh current method, Thevenin and Norton equivalent circuits, source transformations, superposition, maximum power transfer), and techniques for implementation of simple circuits based on constraints.

The laboratory component of the course introduces students to the practical analysis and implementation of simple electric circuits and to the use of basic laboratory instruments, tools and safety procedures. Additionally, through the laboratory component, the course will let students explore the response deviation between ideal models developed in pre-lab exercises and the actual physical models implemented in the lab. Also, the labs will let the students develop a practical understanding of performance specifications, such as range, tolerance, precision, repeatability, power rating, and temperature coefficient, of real components, and the need to implement physical systems with consideration of these component specifications. The laboratory exercises will involve the students working in small groups, while weekly tutorials will involve interactive and collaborative learning experience.

RESOURCES:

Text Books:

- A custom copy of Electric Circuits (12th edition – 2022), James W Nilsson and Susan A Riedel, Pearson. ISBN-13: 978-0-13-764837-5; ISBN-10: 0-13-764837-5. The custom copy will include the first five chapters of the book.

MAJOR TOPICS:

1. Electric circuit variables, definitions and units
    a. Electric charge
    b. Current
    c. Voltage
    d. Power
    e. Energy
2. Basic circuit elements models
    a. Passive elements (resistor)
        i. Ohm's Law
        ii. Voltage and current conventions
        iii. Short and open circuits
        iv. Power
        v. Variable resistors
        vi. Simple diodes
    b. Active elements
        i. Independent voltage sources
        ii. Independent current sources
        iii. Dependent sources

iv. Power

3. Basic principles to support circuit analysis
    a. Nodes, paths and closed paths
    b. Kirchhoff's Current Law (KCL)
    c. Kirchhoff's Voltage Law (KVL)
    d. Analysis of resistive circuits with independent sources
    e. Analysis of resistive circuits with dependent sources
    f. Series and parallel resistors
    g. Voltage divide rule
    h. Current divide rule
    i. Equivalent resistance
    j. Design of a voltage divider
    k. Wheatstone bridge and its applications
4. Circuit analysis techniques
    a. Node voltage method
    b. Node voltage method with independent sources
    c. Node voltage method with dependent sources
    d. Supernodes
    e. Mesh current method
    f. Mesh current method with independent sources
    g. Mesh current method with dependent sources
    h. Supermesh
    i. When to use node or mesh analysis
5. Circuit simplification
    a. Linearity and superposition in circuit analysis
    b. Thevenin and Norton equivalent circuits
        i. Thevenin's Theorem
        ii. Norton's Theorem
        iii. Applications to resistive circuits with independent and dependent sources
    c. Source transformations
    d. Maximum power transfer
6. Operational Amplifiers
    a. Introduction to operational amplifiers (op-amps)
    b. Ideal operational amplifier
    c. Operational amplifier terminals
    d. Terminal voltage and currents
    e. Voltage transfer function
    f. Amplifier gain
7. Operational Amplifiers Circuits
    a. Inverting amplifier circuit
    b. Summing amplifier circuit
    c. Non-inverting amplifier circuit
    d. Difference amplifier circuit
    e. Cascaded amplifier circuit
    f. Simple circuit applications of op-amps

LEARNING OUTCOMES:

Brief description of expected learning outcomes.

	Learning Outcomes	Graduate Attributes level	Assessment Tools
1	Define current, voltage, power, energy including their units.	KB.3-I	Final exam
2	Identify and describe the characteristics of basic electric circuit elements (resistance, independent and dependent voltage and current sources), as well as recognize series and parallel connections.	KB.3-I	Final exam
3	State element law (Ohm's law) and circuit laws (Kirchhoff's current and voltage laws).	KB.3-I	Final exam
4	Apply element and circuit laws to solve for currents, voltages, and powers in simple circuits and verify through circuit implementation.	PA.1-I, PA.2-I, PA.3-I, INV.1-I, INV.2-I, INV.3-I, TOOLS.1-I, TOOLS.2-I	Assignment 5, Labs, Workshops
5	Understand the principles of voltage division and current division.	KB.3-I	Final exam
6	Apply the principles of voltage division and current division to simple circuits and verify through circuit implementation.	PA.1-I, PA.2-I, PA.3-I, INV.1-I, INV.2-I, INV.3-I, TOOLS.1-I, TOOLS.2-I	Assignment 5, Labs, Workshops
7	Understand node-voltage and mesh-current analysis techniques for finding currents, voltages and powers within an electric circuit.	KB.3-I	Final exam
8	Apply node-voltage and mesh-current analysis techniques to simple circuits, and verify through circuit implementation.	PA.1-I, PA.2-I, PA.3-I, INV.1-I, INV.2-I, INV.3-I, TOOLS.1-I, TOOLS.2-I	Assignment 5, Labs, Workshops
9	Understand the concepts of Thevenin and Norton equivalent circuits, and source transformations.	KB.3-I	Final exam
10	Apply Thevenin and Norton equivalent circuits, and source transformations to simple circuits, and verify through circuit implementation.	PA.1-I, PA.2-I, PA.3-I, INV.1-I, INV.2-I, INV.3-I, TOOLS.1-I, TOOLS.2-I	Assignment 5, Labs, Workshops
11	Understand the concepts of superposition and maximum power transfer	KB.3-I	Final exam
12	Apply the concepts of superposition and maximum power transfer to simple circuits, and verify through circuit implementation.	PA.1-I, PA.2-I, PA.3-I, INV.1-I, INV.2-I, INV.3-I, TOOLS.1-I, TOOLS.2-I	Assignment 5, Labs, Workshops
13	Understand the characteristics and	KB.3-I	Final exam

	operation of an operational amplifier.		
14	Apply the principles of operational amplifiers in basic amplifier circuits, and verify through circuit implementation.	PA.1-I, PA.2-I, PA.3-I, INV.1-I, INV.2-I, INV.3-I, TOOLS.1-I, TOOLS.2-I	Assignment 5, Labs, Workshops
15	Apply principles and techniques developed to implement simple practical electric circuits subject to constraints.	PA.1-I, PA.2-I, PA.3-I, INV.1-I, INV.2-I, INV.3-I, TOOLS.1-I, TOOLS.2-I	Assignment 5, Labs, Workshops

Attribute level key: I-Introduced, D-Developed, A-Applied

ASSESSMENT:

Method (Credit)	**Due Dates**
Assignments and post-assignment quizzes(PAQ) (10%)	
Assignment & PAQ 1 (2%)	*TBA*
Assignment & PAQ 2 (2%)	*TBA*
Assignment & PAQ 3 (2%)	*TBA*
Assignment & PAQ 4 (2%)	*TBA*
Assignment & PAQ 5 (2%)	*TBA*
Midterm (25%)	*Soon after mid-term break*
Laboratory experiments and workshops (15%)	
Workshop 1 (1.5%)	*TBA*
Workshop 2 (1.5%)	*TBA*
Experiment 1 (3%)	*TBA*
Experiment 2 (3%)	*TBA*
Experiment 3 (3%)	*TBA*
Experiment 4 (3%)	*TBA*
Final examination (50%)	*TBA*

ELECTRIC CIRCUITS is a 3-credit course that includes 36 1-hour ‘lectures’ plus 12 1-hour mandatory tutorial sessions. There will be one mid-term examination that will be completed during a selected tutorial period, soon after the mid-term break, covering the material discussed during the first half of the term. This is a closed-book in-person examination that accounts for 25% of the final marks.

The course will include six 3-hour laboratory sessions (two workshop, four experiments). Students will be required to complete pre-lab preparation (to be submitted prior to the lab) and a brief lab report, including measurements and a comparative discussion against pre-lab calculation, for some labs which must be submitted before the end of the lab period. The lab activities account for 15% of the final course mark.

The course will also include 5 assignments, allowing students to receive meaningful feedback from the course instructor (or TA) on analyzing and problem-solving techniques students applied for each question in the assignments. Each assignment is integrated with 5-10 minutes long, in-person, post-assignment quiz. The assignments and post assignment quizzes account for 10% of the final course mark.

A final exam worth 50% of the final course mark. This is also a closed-book, in-person examination.

ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT:

Students are expected to conduct themselves in all aspects of the course at the highest level of academic integrity. Any student found to commit academic misconduct will be dealt with according to the Faculty and University practices. More information is available at http://www.mun.ca/engineering/undergrad/academicintegrity.php

Students are encouraged to consult the Faculty of Engineering and Applied Science Student Code of Conduct at http://www.mun.ca/engineering/undergrad/academicintegrity.php and Memorial University's Code of Student Conduct at https://www.mun.ca/student/student-supports-and-services/respectful-campus-community/student-code-of-conduct/ .

INCLUSION AND EQUITY:

Students who require accommodations are encouraged to contact the Glenn Roy Blundon Centre, http://www.mun.ca/blundon/about/index.php. The mission of the Blundon Centre is to provide and co-ordinate programs and services that enable students with disabilities to maximize their educational potential and to increase awareness of inclusive values among all members of the university community.
The university experience is enriched by the diversity of viewpoints, values, and backgrounds that each class participant possesses. In order for this course to encourage as much insightful and comprehensive discussion among class participants as possible, there is an expectation that dialogue will be collegial and respectful across disciplinary, cultural, and personal boundaries.

STUDENT ASSISTANCE:

Student Affairs and Services offers help and support in a variety of areas, both academic and personal. More information can be found at www.mun.ca/student.

ADDITIONAL INFORMATION:

LABORATORY EXERCISES
The laboratory component of the course will include **two workshop** and **four experiments.**

Lab 1 (Workshop 1) : Lab safety and orientation workshop
Lab 2 (Workshop 2) : Circuit board soldering workshop
Lab 3 (Experiment 1) : Circuit Measurement Laboratory (pre-lab, lab report to be completed)
Lab 4 (Experiment 2) : Circuit Laws (KVL, KCL, VDR, Wheatstone bridge) and troubleshooting laboratory (pre-lab and lab report to be completed)
Lab 5 (Experiment 3) : Node/Mesh analysis and circuit simplification laboratory (pre-lab and lab report to be completed)
Lab 6 (Experiment 4) : Operation amplifier laboratory (pre-lab and lab report to be completed)

These lab sessions have been carefully designed to emphasize safety while providing a rich learning experience for all students. Safety is reinforced during lab sessions. These are in-person labs.

Participation: Full participation in all lab sessions is **compulsory** for all students. The lab exercises, and workshops form a mandatory portion of the course, and while they are valued at 15% of the overall mark, unexcused, missed labs will result in an **INCOMPLETE** grade for the course.

Lab Safety: Students are expected to demonstrate awareness of, and personal accountability for, safe laboratory conduct. Appropriate personal protective equipment (PPE) must be worn (e.g., safety glasses) and safe work practices must be followed as indicated for individual laboratories, materials and equipment. Students must immediately report any concerns regarding safety to the teaching assistant, staff technologist, and professor. Students are required to acquire your personal safety glasses, which must be worn throughout the experiments.
Manuals: Lab and workshop manuals containing instructions for each lab session will be posted on the course's Brightspace shell.
Reports: Each lab/workshop is undertaken in groups of 2 students. Only one report per lab activity is expected from each group (where required), but both students are required to contribute equally to every report. The lab report must include measurements and a comparative discussion against pre-lab calculation, which must be submitted before the end of the lab period.
Pre-Lab: Lab 3, 4, 5 and 6 include pre-lab tasks which are to be completed prior to the lab session. Each student must complete their own prelab individually and submit it at the beginning of the lab session.
Schedule: Dates for the lab sessions are indicated on the Course Calendar posted on the Brightspace.
TAs: Teaching assistants are available to assist during the lab periods.

ASSIGNMENTS AND POST ASSIGNMENT QUIZZES

The course consists of five assignments and each assignment consists of five questions. Students are expected to complete the assignments individually and submit the assignments to the corresponding assessment submission folder in the Brightspace. Each assignment is integrated with 5-10 minutes long, in-person, closed-book, post-assignment quiz. The quiz consists of a single question which is extracted from the corresponding assignment and slightly modified to fit into 5-10 minutes time frame.

PRACTICE PROBLEMS AND THE CAHILL ENGINEERING ONE STUDENT SUCCESS CENTRE:

Practice problems are assigned (mostly from the course textbook); students do not need to submit their solutions and sample solutions will not be provided by the instructor. Completion of the practice problems is crucial to developing an understanding of the course material. The Cahill Engineering One Student Success Centre (EN-3076) staff will be available to assist with questions that arise from the practice problems. You may also seek help from the course instructor during office hours. The Practice Problems are posted on the Brightspace's course shell. Selected questions from the practice problem set are discussed during the tutorial time slots.

SCHOOL OF
GRADUATE STUDIES
Office of the Associate Vice-President (Academic) and
Dean, School of Graduate Studies
St. John's, NL Canada A1C 5S7
Tel: 709 864 2445 Fax: 709 864 4702
sgs@mun.ca
http://www.mun.ca/sgs

November 28, 2023

TO: Executive Committee of Senate
FROM: Dr. Amy Warren, Chair of Academic Council
SUBJECT: Items of Business

The Academic Council, School of Graduate Studies, reviewed the following items of business on November 27, 2023 and it is being transmitted for information/approval to Senate.

CONSENT AGENDA

1. Faculty of Science- Calendar Revisions
   The Faculty of Science is requesting approval of revisions to section 31.5.2, 31.5.3, and 43.3.2 of the University Calendar. The Faculty of Science is requesting approval of calendar changes with respect to the frequency of Supervisory Committee members and requests the removal of the requirement for students to be solely responsible for scheduling committee meetings. In addition, the Faculty of Science requests calendar changes to courses BIOC 6590 and BIOC 6999.
2. Master of Science in Nursing – Calendar Revisions
   The Faculty of Nursing is requesting approval of revisions to section 40.4, 40.6 of the calendar and 10 new graduate courses to replace courses from previous curriculum in the MScN program. The Faculty of Nursing also requests the number of clinical hours to be increased from 736 to 728 in the MScN program, and requests changes to the number of credit hours (to be decreased slightly). The impetus for these changes was the release of new entry-level pan Canadian Nurse Practitioner competencies by the Canadian Council of Registered Nurse Regulators.
3. The School of Human Kinetics and Recreation (HKR) – Calendar Revisions
   The School of HKR is requesting approval of revisions to section 24 and 36 of the University Calendar and removal of section 23. The School of HKR is requesting the removal of the Master of Human Kinetics and Recreation (MHKR thesis Route) program and to replace it with a Master of Science in Human Kinetics and Recreation (MSc (HKR)). The School of HKR is also requesting to rename the Master of Science in Kinesiology to the Master of Science in Human Kinetics and Recreation, which allows for only one thesis route option. They request to make related calendar changes with respect to this program. The School of HKR is also requesting minor revisions to existing course titles, as well as minor revisions to

the language related to HKR 6314. They are requesting to remove course names that are no longer offered for the MHKR course-route, and to add courses that will be offered in the MSc (HKR) thesis-based program, include minor changes to the language on the requirements for the MSc (HKR) and MHKR programs, and include changes to the application deadline in the calendar from April 1st to February 1st to allow for the admission processes to begin and conclude more efficiently.

Amy M. Warren

_____

Dr. Amy Warren
Interim Associate Vice-President (Academic) and
Dean, School of Graduate Studies

MEMORIAL UNIVERSITY

Faculty of Science

Office of the Dean
St. John's, NL Canada A1B 3X7
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October 18, 2023

TO: Ms. Amy Grouchy, School of Graduate Studies

FROM: Gina Jackson, Secretary, Faculty of Science Faculty Council

SUBJECT: Calendar Changes – Biochemistry

This is to confirm that the Faculty of Science Faculty Council, at its meeting on September 20, 2023, approved the following calendar changes:

a. Department of Biochemistry - Calendar Changes, – BIOC6590, Cellular, Molecular and Developmental Biology
b. Department of Biochemistry - Calendar Changes, - BIOC6999, Seminars in Biochemistry and Food Science

If you require additional information or clarification please let me know.

Gina Jackson

cc: S. Christian,. Department of Biochemistry
Y. Zhao, Department of Chemistry

From: Williams, Annette
Sent: Wednesday, October 25, 2023 3:18 PM
To: Pittman, Echo <echop@mun.ca>; associatedeansgs <associatedeansgs@mun.ca>; Kim, Andrew <akim@mun.ca>; Chen, Bing <bchen@mun.ca>; Lang, Andrew <aslang@mun.ca>; 'academic@gsumun.ca' <academic@gsumun.ca>; Shannahan, Rachelle <rshannahan@mun.ca>
Cc: deansgs <deansgs@mun.ca>
Subject: RE: ACE - items of business for approval via email

Hi all,

With the help of Cherie in Dean of Science Office, the change to removing the Biology cross-listing with Biochemistry 6590 already went through Senate. The change came over with proposed revisions in Medicine and considered at the SGS Academic Council February 20, 2023. The item was forwarded to Senate Executive for approval in principle while waiting for the Faculty of Science Council to meet March 15, 2023). The section of the change relating to 6590 is a change in title and a strike-out of reference to the cross-listing) as follows:

6590 Imaging and Spectroscopy for Biomedical Science ~~Molecular Biology I *(cross-listed as Biology 6590 and credit-restricted with Biochemistry 6590) prerequisites: Biology 4241 (or equivalent)*~~

It is not showing in the current 2023-2024 calendar because it was not approved in time by Senate. This change will be reflected in the 2024-2025 calendar.

If this is speaks to the concern, I will consider these items approved by ACE.

Thank you,
Annette

ANNETTE WILLIAMS (she/her)

School of Graduate Studies, Memorial University
St. John's, Newfoundland and Labrador, Canada
Email: awilliam@mun.ca
Phone: 709-864-2478
www.mun.ca/become/graduate (prospective graduate students)
www.mun.ca/sgs (current graduate students)

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Williams, Annette
Sent: Wednesday, October 25, 2023 9:09 AM
To: Pittman, Echo <echop@mun.ca>; associatedeansgs <associatedeansgs@mun.ca>; Kim, Andrew <akim@mun.ca>; Chen, Bing <bchen@mun.ca>; Lang, Andrew <aslang@mun.ca>; academic@gsumun.ca; Shannahan, Rachelle <rshannahan@mun.ca>
Cc: deansgs <deansgs@mun.ca>
Subject: RE: ACE - items of business for approval via email

Thanks Echo.

I will check on this and report back.

Annette

ANNETTE WILLIAMS (she/her)

School of Graduate Studies, Memorial University
St. John's, Newfoundland and Labrador, Canada
Email: awilliam@mun.ca
Phone: 709-864-2478
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From: Pittman, Echo <echop@mun.ca>
Sent: Tuesday, October 24, 2023 3:30 PM
To: Williams, Annette <awilliam@mun.ca>; associatedeansgs <associatedeansgs@mun.ca>; Kim, Andrew <akim@mun.ca>; Chen, Bing <bchen@mun.ca>; Lang, Andrew <aslang@mun.ca>; academic@gsumun.ca; Shannahan, Rachelle <rshannahan@mun.ca>
Cc: deansgs <deansgs@mun.ca>
Subject: RE: ACE - items of business for approval via email

Hi,
For the proposed change to biochemistry 6590, in the current calendar, the credit restriction information is listed in the biology program section too. Should the credit restriction be removed there too? If yes, a secondary calendar change (course list biology section) will need to be included.

Echo

Echo Pittman, PhD (she/her)
Associate Registrar (Academic Advising & Outreach)
Academic Advising Centre (Science Building: 4053)
Tel: (709) 864-3528
We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

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****It is the student's responsibility to ensure that they are registered for the appropriate courses. The University Calendar is the final authority on university regulations. Please check the information above with those regulations.****
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BIOC 6590 Cellular, Molecular and Developmental Biology

Background

Medicine 6590 is credit restricted with Biochemistry 6590 but Med 6590 is now Imaging and Spectroscopy for Biomedical Science and unrelated to Bioc 6590. Biology has completely dropped Biology 6590, which was previously credit restricted to 6590. Therefore, neither credit restriction is relevant to Bioc 6590.

CHANGES WITH MARK-UP

31.5.3 Courses

A series of advanced courses in the areas outlined below will be offered. Other than Biochemistry 6999 and Biochemistry 7000, normally only one course will be offered per semester.

- 6000 Advanced Topics in Lipid and Lipoprotein Metabolism
- 6001-6009 Special Topics in Biochemistry
- 6010-6019 Special Topics in Nutrition and Metabolism
- 6020-6029 Special Topics in Food Science
- 6400 Control of Intermediary Metabolism
- 6460 Structural Biochemistry
- 6520 Nutritional Biochemistry
- 6530 Food Biochemistry
- 6590 Cellular, Molecular and Developmental Biology ~~*(credit restricted with Biology 6590 and Medicine 6590)*~~
- 6630 Marine Biochemistry
- 6680 Processing and Quality of Foods
- 6999 Seminars in Biochemistry and Food Science
- 7000 Graduate Skills

CLEAN VERSION

31.5.3 Courses

A series of advanced courses in the areas outlined below will be offered. Other than Biochemistry 6999 and Biochemistry 7000, normally only one course will be offered per semester.

- 6000 Advanced Topics in Lipid and Lipoprotein Metabolism
- 6001-6009 Special Topics in Biochemistry
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- 6530 Food Biochemistry
- 6590 Cellular, Molecular and Developmental Biology
- 6630 Marine Biochemistry
- 6680 Processing and Quality of Foods
- 6999 Seminars in Biochemistry and Food Science
- 7000 Graduate Skills

Biochemistry- Calendar changes to clarify attendance in BIOC 6999

BACKGROUND

The seminar course 6999 is only required for the first two years and first four years of the MSc and PhD programs, respectively. However, this was not clear in the calendar language and so students were registering when they did not need to. In addition, seminars are only run from September to April so two/four years translates to four semesters and 8 semesters, respectively. Part-time students are pro-rated for these requirements, hence, the inclusion of 'equivalent'. The proposed changes are to clarify these requirements.

PROPOSED CHANGES

31.5.2 Program of Study

2. All students must enrol in Biochemistry 6999 (Seminars in Biochemistry and Food Science) for the equivalent of 4 semesters during the fall and winter semesters, and must complete Biochemistry 7000 (Graduate Skills) plus a minimum of 6 credit hours of graduate courses with a minimum 'B' grade. Depending on the background and/or area of specialization, a student's program may include additional courses taken for credit in Biochemistry, Food Science, or related subjects.

43.3.2 Program of Study

2. All students must enrol in Biochemistry 6999 (Seminars in Biochemistry and Food Science) for the equivalent of 8 semesters during the fall and winter semesters, and must complete Biochemistry 7000 (Graduate Skills) if they have not already done so. Depending on the background and/or area of specialization, a student's program may include additional courses taken for credit in Biochemistry, Food Science or related subjects.

CLEAN VERSION

31.5.2 Program of Study

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October 18, 2023

TO: Ms. Amy Grouchy, School of Graduate Studies

FROM: Gina Jackson, Secretary, Faculty of Science Faculty Council

SUBJECT: Calendar Changes – Biochemistry – Frequency of supervisory Committee Meetings

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This is to confirm that the Faculty of Science Faculty Council, at its meeting on October 19, 2022, approved the calendar changes for Biochemistry – Frequency of Supervisory Committee Meetings.

If you require additional information or clarification please let me know.

Gina Jackson

cc: S. Christian. Department of Biochemistry

October 13, 2022

Biochemistry- Frequency of supervisory committee meetings

Proposal

Currently, Biochemistry has a requirement for graduate students to have twice yearly committee meetings. We propose to change this to a yearly requirement to be more consistent with SGS regulations. In addition, we propose to remove the requirement for students to be solely responsible for scheduling committee meetings.

Background

The requirement that graduate students have twice yearly committee meetings made this very difficult to track, and therefore, difficult to enforce. In addition, either the supervisor, the supervisory committee, or the student should be able to call a committee meeting when it is deemed to be needed by any party. Changing our regulations to match the SGS requirements (section 4.9.3.1) will allow the department to more easily track the frequency of meetings and follow-up with the student and supervisory committee as appropriate. However, as a committee meeting early in the student's program is beneficial for students to appropriately plan their thesis research work, we are also requiring that students have their first committee meeting within 6 months after admission.

PROPOSED CALENDAR CHANGES-

31.5.2 Program of Study

1. The program of a student for the M.Sc. Degree shall be the responsibility of the supervisory committee, composed of the Supervisor and at least two other faculty members recommended with the concurrence of the Supervisor by the Head of the Department or delegate.
2. All students must enrol in Biochemistry 6999 (Seminars in Biochemistry and Food Science), and must complete Biochemistry 7000 (Graduate Skills) plus a minimum of 6 credit hours of graduate courses with a minimum 'B' grade. Depending on the background and/or area of specialization, a student's program may include additional courses taken for credit in Biochemistry, Food Science, or related subjects.
3. ~~*It is the responsibility of the student to arrange regular meetings with the student's supervisory committee. A semi-annual report,*~~ *A supervisory committee report, prepared within the first 6 months after admission followed by at least annually, by the Supervisor and signed by all members of the supervisory committee, is required to be given to the Head of the Department or delegate.*
4. Master of Science students are required to complete a M.Sc. oral defence of their thesis research. The defence will be examined by the Supervisory Committee (at least three voting members) and chaired by the non-voting Deputy Head (Graduate), or delegate. The defence and first round of questions will be open to the public; the second round of questions will be in camera. Outcomes of the defence will be:
    a. "Proceed" - proceed to submission of thesis to the School of Graduate Studies for examination; or
    b. "Do not proceed" - the supervisory committee will convene to make a final recommendation on the student's overall program as per the **General Regulations** of the School of Graduate Studies **Supervisory Reports** and **Termination of a Graduate Program**.
5. The M.Sc. Degree program will conclude with a thesis examination as prescribed in the **Regulations Governing the Degree of Master of Science**.

43.3.2 Program of Study

1. The program of a student for the Ph.D. Degree shall be the responsibility of the supervisory committee, composed of the Supervisor and at least two other faculty members recommended with the concurrence of the Supervisor by the Head.
2. All students must enrol in Biochemistry 6999 (Seminars in Biochemistry and Food Science), and must complete Biochemistry 7000 (Graduate Skills) if they have not already done so. Depending on the background and/or area of specialization, a student's program may include additional courses taken for credit in Biochemistry, Food Science or related subjects.
3. ~~*It is the responsibility of the student to arrange regular meetings with the student's supervisory committee. A semi-annual report,*~~ *A supervisory committee report, prepared within the first 6 months after admission followed by at least annually, by the Supervisor and signed by all members of the supervisory committee, is required to be given to the Head of the Department or delegate.*
4. A student for the Ph.D. degree shall normally take the Comprehensive Examination within the first seven semesters of the student's program. The examination will have two components: the preparation of a grant proposal on a topic related to the student's research specialization followed by an oral examination of the proposal. Failure of this examination will result in the termination of the student's program.

CLEAN VERSION

31.5.2 Program of Study

6. The program of a student for the M.Sc. Degree shall be the responsibility of the supervisory committee, composed of the Supervisor and at least two other faculty members recommended with the concurrence of the Supervisor by the Head of the Department or delegate.
7. All students must enrol in Biochemistry 6999 (Seminars in Biochemistry and Food Science), and must complete Biochemistry 7000 (Graduate Skills) plus a minimum of 6 credit hours of graduate courses with a minimum 'B' grade. Depending on the background and/or area of specialization, a student's program may include additional courses taken for credit in Biochemistry, Food Science, or related subjects.
8. A supervisory committee report, prepared within the first 6 months after admission followed by at least annually, by the Supervisor and signed by all members of the supervisory committee, is required to be given to the Head of the Department or delegate.
9. Master of Science students are required to complete a M.Sc. oral defence of their thesis research. The defence will be examined by the Supervisory Committee (at least three voting members) and chaired by the non-voting Deputy Head (Graduate), or delegate. The defence and first round of questions will be open to the public; the second round of questions will be in camera. Outcomes of the defence will be:
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    b. "Do not proceed" - the supervisory committee will convene to make a final recommendation on the student's overall program as per the **General Regulations** of the School of Graduate Studies **Supervisory Reports** and **Termination of a Graduate Program**.
10. The M.Sc. Degree program will conclude with a thesis examination as prescribed in the **Regulations Governing the Degree of Master of Science.**

43.3.2 Program of Study

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Faculty of Nursing
323 Prince Philip Drive
St. John's NL Canada A1B 3X8
Tel: (709) 864-3603

November 2 2023

TO: Dr. Amy Warren, School of Graduate Studies

FROM: Faculty Council, Faculty of Nursing

RE: MScN Program Revisions

Faculty Council (Faculty of Nursing) has approved the following calendar changes to the following section in the University Calendar. We are now looking for approval from the Academic Council, School of Graduate Studies. The proposed changes with rationale are summarized in the table below; the impetus for these changes was the release of new entry-level pan Canadian NP competencies by the Canadian Council of Registered Nurse Regulators (CCRNR) in 2022.

Current program	Revised Program	Rationales
Core courses: N6250, N6011, N6012, N6013	No change.	These courses are key for a master's program so that they understand research, theory and writing.
Core courses: N6260, N6221	Replace two courses with one new course **N6014** *Leadership for NPs* (3 credits). This course would be a combination of key concepts from *Knowledge Translation* (N6260), and *Population-Based Nursing* (N6221) as well as from-*Leadership for Change* (N6270). The NP students do not take N6270 in the current program but it has some important concepts that would be of benefit. The course content of the new course is more specific to NP practice.	Students in the NP program need key concepts from different core courses but not all concepts; taking all available core courses would unnecessarily prolong their program. Instead, two of the courses they currently take (N6260 and N6221) will be replaced by N6014. They will get the concepts they need, and the change will allow the workload of the NP-specific courses to be

Current program	Revised Program	Rationales
		distributed in a more reasonable way (over 7 terms instead of the current 6).
N6706 Roles and Issues (3 credits)	Replace one 3-credit course with three 1-credit courses on *NP Roles and Issues Parts 1, 2, and 3* (**N6707, N6708,** & **N6709**). These will be interspersed throughout the curriculum. **N6707** will provide an overview of the historical development of the nurse practitioner role in Canada and specifically in Newfoundland and Labrador (and other provinces as applicable). The course will also review the Standards for NP Practice in NL, including an exploration of the NP Scope of Practice at the present time and changes needed for the future. The main focus of this course will be on the pan-Canadian NP entry-level competencies, delving into details of each competency and reviewing the indicators necessary to achieve them upon graduation and beyond. Finally, learners will discuss strategies for role implementation and evaluation at the individual and systems level and explore current NP roles and practice issues **N6708** has a focus on the federal and provincial legislation associated with NP prescribing. The course content emphasizes safe prescribing of Controlled Drugs and Substances and deprescribing of psychoactive substances, especially for vulnerable populations. There will be a focus on self-reflection in clinical practice and the potential impact on care provided to individuals, families and communities. Strategies for effective	These three 1-credit courses will replace the current 3-credit *N6706 Roles and Issues.* The current course is the fourth in the sequence of the current program and taken with N6705 (*Pharmacology*). It is a heavy term for part-time students (6 credits) and students do not have enough clinical experience to fully appreciate all the roles and issues at that time in the program. By splitting into three 1-credit courses, key concepts can be covered at more appropriate times in the program, while maintaining a reasonable workload in any given term.

Current program	Revised Program	Rationales
	therapeutic counselling by NPs in collaboration with individuals and families will be discussed. Unique challenges related to management of individuals in the virtual care environment will be explored, including effective counselling skills in different populations. **N6709** will cover the roles and responsibilities of NPs in various health care settings and current practice issues. Focus will be on the NP role as an independent practitioner as well as their role in the health care team. Learners will be challenged to discuss effective strategies for a sustainable health system by focusing on evaluation of current services and restructuring of health services leading to improvements in quality care. Healthy public policy and the NP role in contributing to population health will be discussed. Consideration of current health trends and looking to the NP role in disaster management and pandemic planning will also be discussed. A review of the expectations for the new NP graduates along with mentorship opportunities will be explored Finally, setting up their own business, and the ethical/legal implications of self-employment will be discussed.	
N6703 Advanced Health Assessment (4 credits; includes 104 hours clinical and onsite week)	Replaced with **N6803** *Advanced Health Assessment and Differential Diagnosing* (3 credits). An online lab has been added for skills practice. Clinical hours have been added in the last 4 weeks of the semester (4 clinical days = 32 hours) where the students will focus on practising health assessment. There will also be	The current N6703 has a theory component, a clinical component, and an onsite week. The main issue with the current course is that students have not yet gained sufficient knowledge (e.g., pathophysiology and pharmacology) to make the

Current program	Revised Program	Rationales
	an Onsite Week for skills practice and testing The clinical practicum for N6803 will be with the same preceptor that the student will have in N6804.	most of the clinical experience that occurs throughout the duration of the course. Therefore, much of the clinical component has been removed (and the clinical hours placed later in the program) after students have had more theoretical learning. More simulated practice (e.g., online biweekly labs and during the onsite-week) will be added to the new course. Students will also receive 32 hours of clinical focused specifically on health assessment to ensure that they have the skills needed. Students will be tested in Week 8 to ensure they are prepared to start clinical. Using the same preceptor and clinical placement for both N6803 and N6804 will ensure that students are familiar with the clinical setting, policies, etc. when they start N6804.
N6704 Advanced Pathophysiology (4 credits; includes 104 hours clinical) N6705 Advanced Pharmacology (3 credits)	These two courses will be replaced by two courses (N6804 and N6805), where patho and pharm for different systems will be integrated. Each course will also have 96 hours of clinical practice. **N6804** Advanced Patho and Pharm (Part 1) including Clinical Practicum 1 (one day/week 96 hours) (4 credits) **N6805** Advanced Patho and Pharm (Part 2) including Clinical Practicum 2 (one day/week 96 hours) (4 credits) There will be an Onsite Week and OSCE testing at the end of N6805.	In the current program, N6704 (Patho) and N6705 (Pharm) have been taught sequentially, with all systems covered in each course. Students found patho difficult, largely because it is difficult to see its application without discussion of treatment. The pharm course was heavy, partially because of the need to review patho again to understand different drugs (e.g., mechanism, indications for use). Integrating patho and pharm

Current program	Revised Program	Rationales
		together should be more efficient for teaching both. Each course is a combined pathophysiology and pharmacotherapy course so that students have the opportunity to learn about the disease process and then learn the pharmacotherapy treatment for the specific conditions commonly encountered in clinical practice. The online theory part is combined with clinical practice with a preceptor. Some systems will be covered in one course and the remaining systems will be covered in the other course. Both courses will have clinical practice where they can apply their developing knowledge and skills re health assessment, diagnosis of common conditions and management.
N6802 Clinical Decision Making (4 credits, includes 104 hours clinical)	This course will be replaced by two courses: A new course **N6806** *Advanced Clinical Decision-making Part 1* will be added in the term before N6807 so that some concepts from the current N6802 can be covered there. N6806 will have 80 hours of clinical and 7 weeks of theory, and will be 3 credits. **N6807** *Advanced Clinical Decision-making Part 2* will contain much but not all of the content from N6802 and will have 96 hours of clinical with some online labs to learn/practice clinical procedures; it will be 4 credits.	The clinical hours that were previously in the first NP-specific course of the current program (N6703) will now be part of the new course N6806 which is later in the program. At this point, the students will have a stronger background in patho, pharm and roles/issues and will be better prepared to get more out of their clinical placements. The workload of the current N6802 was very heavy. By dividing some of the concepts between the two new courses, students will be better able to grasp the material and apply

Current program	Revised Program	Rationales
	The clinical practice hours in both courses are completed with supervision from an NP preceptor.	it. The addition of labs will allow students to learn and practice specific procedures. In N6807, there will be the standard 12 weeks of theory with online labs plus 96 clinical hours for 4 credits. In N6806, which is 3 credits, there will 80 hours of clinical and 7 weeks of theory. They are taking one of *the Roles and Issues* courses concurrent with N6806.
N690X Advanced Clinical Practicum 4 (416 clinical hours; 12 credits).	This course will be replaced by **N6808** *Consolidated Clinical Practicum 5*. It will have 336 hours of clinical and be worth 9 credits. There will be an onsite week with OSCE testing at the end of the course.	The current 690X has 416 clinical hours as well as weekly online seminars (e.g., guest lectures, Discussion Forum). The workload was very heavy. By reducing the clinical hours in this course (and redistributing them throughout the program) and thus stress levels, students should be able to get more from the course. There is also less pressure on the healthcare system and preceptors. Overall the workload of this term is slightly less than it was. N690X had 416 hours of clinical and the online discussion/seminars; it was12 credits. The new N6808 has 336 hours of clinical and is 10 credits.
Number of clinical hours: 728	Number of clinical hours: 736	There is a slight increase in the overall number of clinical hours compared to the current program as well as the improved distribution of clinical hours over the program.

Current program	Revised Program	Rationales
Number of credit hours: 48 Number of terms if part-time: 11 Number onsite weeks: 3	Number of credit hours: 45 Number of terms if part-time: 11 Number onsite weeks: 3	The program length is unchanged, but the number of credit hours has been decreased slightly.

Proposed Curriculum Map MScN Nurse Practitioner option

	Fall 2024	Winter 2025
	N6250 Writing for Advanced Nursing Practice (3 credits)	N6011 Philosophical and Theoretical Foundations of Nursing (3 credits)
Spring 2025	Fall 2025	Winter 2026
N6013 Research Methods in Nursing (3 credits)	N6012 Statistics for Advanced Nursing Practice (3 credits) N6707 NP Roles and Issues (Part 1) (1 credit)	N6803 Advanced Health Assessment and Differential Diagnosing and Clinical Practicum 1 (4 credits) Theory; Onsite Week for skills labs; 48 hours clinical practice (one day /week for 6 weeks)
Spring 2026	Fall 2026	Winter 2027
N6014 Leadership for Nurse Practitioners (3 credits) N6708 NP Roles and Issues (Part 2) (1 credit)	N6804 Advanced Pathophysiology and Pharmacotherapy Part 1 and Clinical Practicum 2 (4 credits) Theory; 96 hours of clinical practice (one day/week for 12 weeks).	N6805 Advanced Pathophysiology and Pharmacotherapy Part 2 and Clinical Practicum 3 (4 credits) Theory; 96 hours of clinical practice (one day/week for 12 weeks); Onsite Week for skills review, lab testing, and OSCE testing
Spring 2027	Fall 2027	Winter 2028
N6806 Advanced Clinical Decision-making Part 1 and Clinical Practicum 4 (4 credits) Theory; 80 hours of clinical practice (one day/week for 10 weeks)	N6807 Advanced Clinical Decision-making Part 2 and Clinical Practicum 5 (4 credits) Theory; 80 hours of clinical practice (one day/week for 10 weeks) N6709 NP Roles and Issues (Part 3) (1 credit)	N6808 NP Consolidated Clinical Practicum 6 (10 credits) 400 hours of clinical practice over 12 weeks; Onsite Week for OSCE testing, lab testing and skills review. Comprehensive exam.

Proposed Curriculum Map Post Master's Nurse Practitioner Diploma

	Fall 2024	Winter 2025
	N6707 NP Roles and Issues (Part 1) (1 credit)	N6803 Advanced Health Assessment and Differential Diagnosing and Clinical Practicum 1 (4 credits) Theory; Onsite Week for skills labs; 48 hours clinical practice (one day /week for 6 weeks)
Spring 2025	Fall 2025	Winter 2026
N6014 Leadership for Nurse Practitioners (3 credits) N6708 NP Roles and Issues (Part 2) (1 credit)	N6804 Advanced Pathophysiology and Pharmacotherapy Part 1 and Clinical Practicum 2 (4 credits) Theory; 96 hours of clinical practice (one day/week for 12 weeks).	N6805 Advanced Pathophysiology and Pharmacotherapy Part 2 and Clinical Practicum 3 (4 credits) Theory; 96 hours of clinical practice (one day/week for 12 weeks); Onsite Week for skills review, lab testing, and OSCE testing
Spring 2026	Fall 2026	Winter 2027
N6806 Advanced Clinical Decision-making Part 1 and Clinical Practicum 4 (4 credits) Theory; 80 hours of clinical practice (one day/week for 10 weeks)	N6807 Advanced Clinical Decision-making Part 2 and Clinical Practicum 5 (4 credits) Theory; 80 hours of clinical practice (one day/week for 10 weeks) N6709 NP Roles and Issues (Part 3) (1 credit)	N6808 NP Consolidated Clinical Practicum 6 (10 credits) 400 hours of clinical practice over 12 weeks; Onsite Week for OSCE testing, lab testing and skills review. Comprehensive exam.

The proposed calendar changes can be found on the following page. Strikethrough indicates the material to be removed and items in bold indicates the material to be added.

40.4 Programs of Study

On this page

- 40.4.1 Practicum Option
- 40.4.2 Nurse Practitioner Option
- 40.4.3 Graduate Diploma in Nursing (Post Master's Nurse Practitioner)

There are two routes offered that lead to a Master of Science in Nursing Degree: the Practicum Option and the Nurse Practitioner Option. In addition to the M.Sc.N. Degree program, the Faculty of Nursing also offers a Graduate Diploma in Nursing (Post Master's Nurse Practitioner).

40.4.1 Practicum Option

1. Students must complete an approved program of study consisting of a minimum of 24 credit hours in graduate program courses and 6 credit hours in practicum courses.

    - Required courses:
        - 6011 Philosophical and Theoretical Foundations of Nursing
        - 6012 Statistics for Advanced Nursing Practice
        - 6013 Research Methods in Nursing
        - 6221 Population-based Nursing (equivalent to N6220 and N6230)
        - 6240 Nursing Individuals and Families Through Life Transitions (equivalent to N6200 and N6210)
        - 6250 Writing for Advanced Nursing Practice
        - 6260 Knowledge Translation in Nursing
        - 6270 Leading Change in Nursing
    - The following practicum courses:
        - 6660 Practicum 1
        - 6661 Practicum 2

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.

40.4.2 Nurse Practitioner Option

1. Students must complete an approved program of studies consisting of a minimum of ~~36~~ **45** credit hours in graduate program courses including an integrated clinical practice experience, comprising ~~12~~ **24** credit hours.

    - **Required courses:**
        - 6011 Philosophical and Theoretical Foundations of Nursing
        - 6012 Statistics for Advanced Nursing Practice
        - 6013 Research Methods in Nursing
        - ~~6221 Population-Based Nursing *(equivalent to 6220 and 6230)*~~
        - 6250 Writing for Advanced Nursing Practice
        - ~~6260 Knowledge Translation in Nursing~~
        - ~~6703 Advanced Health Assessment and Clinical Practicum 1 (4 credit hours)~~
        - ~~6704 Applied Pathophysiology and Clinical Practicum 2 (4 credit hours)~~
        - ~~6705 Pharmacotherapy and Therapeutics~~
        - ~~6706 Nurse Practitioner Roles and Practice Issues~~
        - **6803 Advanced Health Assessment and Differential Diagnosing (4 credit hours)**
        - **6014 Leadership for Nurse Practitioners**
        - **6707 Roles and Issues Part 1 (1 credit hour)**
        - **6804 Advanced Pathophysiology and Pharmacology Part 1 and Clinical Practicum 1 (4 credit hours)**
        - **6805 Advanced Pathophysiology and Pharmacology Part 2 and Clinical Practicum 2 (4 credit hours)**
        - **6708 Roles and Issues Part 2 (1 credit hour)**
        - **6806 Advanced Clinical Decision-making Part 1 and Clinical Practicum 3 (4 credit hours)**
        - **6807 Advanced Clinical Decision-making Part 2 and Clinical Practicum 4 (4 credit hours)**
        - **6808 Consolidated Clinical Practicum 5 (10 credit hours)**
        - **6709 Roles and Issues Part 3 (1 credit hour)**

- ~~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)~~

- ~~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 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~~ **N6808** 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.

40.4.3 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~~ **33** credit hours in graduate program courses and integrated clinical practice experience, comprising ~~12~~ **24** credit hours.

    - **Required courses:**
        - ~~6703 Advanced Health Assessment and Clinical Practicum 1 (4 credit hours)~~
        - ~~6704 Applied Pathophysiology and Clinical Practicum 2 (4 credit hours)~~
        - ~~6705 Pharmacotherapy and Therapeutics~~
        - ~~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).~~
        - **6803 Advanced Health Assessment and Differential Diagnosing (4 credit hours)**
        - **6014 Leadership for Nurse Practitioners**
        - **6707 Roles and Issues Part 1 (1 credit hour)**
        - **6804 Advanced Pathophysiology and Pharmacology Part 1 and Clinical Practicum 1 (4 credit hours)**
        - **6805 Advanced Pathophysiology and Pharmacology Part 2 and Clinical Practicum 2 (4 credit hours)**
        - **6708 Roles and Issues Part 2 (1 credit hour)**

    - **6806 Advanced Clinical Decision-making Part 1 and Clinical Practicum 3 (4 credit hours)**
    - **6807 Advanced Clinical Decision-making Part 2 and Clinical Practicum 4 (4 credit hours)**
    - **6808 Consolidated Clinical Practicum 5 (10 credit hours)**
    - **6709 Roles and Issues Part 3 (1 credit hour)**
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.

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~~ **N6808** 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.

40.6 Courses

A selection of the following graduate courses will be offered to meet the requirements of students as far as the resources of the Faculty of Nursing will allow.

- ~~6010 Research in Nursing: Quantitative Methods~~
- 6011 Philosophical and Theoretical Foundations of Nursing *(prerequisite: 6250)*
- 6012 Statistics for Advanced Nursing Practice
- 6013 Research Methods in Nursing *(prerequisite: 6250)*
- ~~6020 Program Development in Nursing~~
- ~~6031 Education in Nursing~~
- ~~6100 Research in Nursing: Qualitative Methods *(pre or co-requisite: 6011)*~~
- 6221 Population-Based Nursing *(equivalent to 6220 and 6230) (prerequisites: 6250, ~~6013 and 6011)~~*
- 6240 Nursing Individuals and Families Through Life Transitions *(equivalent to 6200 and 6210) (prerequisites: 6250 ~~and 6011)~~*
- 6250 Writing for Advanced Nursing Practice (*This course is a prerequisite for all other courses for students in the practicum option though may be taken as a co-requisite in the first term of the program)*
- ~~6251 Writing Skills for Nurse Practitioners (1 credit hour)~~
- 6260 Knowledge Translation in Nursing *(prerequisites: 6250 ~~and 6013)~~*
- 6270 Leading Change in Nursing *(prerequisites: 6250, ~~6011 and 6013)~~*
- 6310-6350 Special Topics in Nursing
- 6501-6510 Individual Readings and Research in Special Areas
- 6660 Practicum 1 *(prerequisites: All required courses ~~including 6020 or 6031, and 6240/6221 or 6200/6210 or 6220/6230)~~*
- 6661 Practicum 2 *(prerequisite: 6660 Practicum 1)*
- ~~6703 Advanced Health Assessment and Clinical Practicum 1 (4 credit hours)~~
- ~~6704 Applied Pathophysiology and Clinical Practicum 2 (4 credit hours) (*prerequisite: 6703)*~~
- ~~6705 Pharmacotherapy and Therapeutics (*prerequisite: 6703 and 6704)*~~
- ~~6706 Nurse Practitioner Roles and Practice Issues~~

- ~~6800 Adult Advanced Clinical Decision Making 3 (4 credit hours), (or the former 6800 Adult Advanced Clinical Decision Making (4 credit hours)) *(prerequisites: 6703, 6704, 6705 and 6706)*~~
- ~~6802 Family/All Ages Clinical Decision Making 3 (4 credit hours), (or the former 6802 Family/All Ages Clinical Decision Making (4 credit hours)) One of: 6803 to 6809 Nursing Option Courses (4 credit hours) *(prerequisites: 6703, 6704, 6705 and 6706)*~~
- ~~690X Advanced Clinical Practicum 4 (*The integrated practice component will normally consist of a minimum of 400 hours of preceptored clinical practice and biweekly seminars)* (12 credit hours), (or the former 690X Advanced Clinical Practicum 2 (*The integrated practice component will normally consist of a minimum of 400 hours of preceptored clinical practice and biweekly seminars)* (12 credit hours) (*prerequisites: 6703, 6704, 6705, 6706, and 6800 or 6802)*~~

- **6014 Leadership for Nurse Practitioners (equivalent to 6260 and 6221)**

- **6707 Nurse Practitioner Roles and Issues (Part 1) (equivalent to 6706) (1 credit hour)**

- **6708 Nurse Practitioner Roles and Issues (Part 2) (equivalent to 6706) (1 credit hour) (pre-requisite 6707)**

- **6709 Nurse Practitioner Roles and Issues (Part 3) (equivalent to 6706) (1 credit hour) (pre-requisite 6708)**

- **6803 Advanced Health Assessment and Differential Diagnosing and Clinical Practicum 1 (equivalent to 6703) (4 credit hours)**

- **6804 Advanced Pathophysiology and Pharmacotherapy Part 1 and Clinical Practicum 2 (equivalent to 6704 and 6705) (4 credit hours) (pre-requisite 6803)**

- **6805 Advanced Pathophysiology and Pharmacotherapy Part 2 and Clinical Practicum 3 (equivalent to 6704 and 6705) (4 credit hours) (pre-requisite 6804)**

- **6806 Advanced Clinical Decision Making and Clinical Practicum 4 (equivalent to 6802) (4 credit hours) (pre-requisite 6805)**

- **6807 Advanced Clinical Decision-making (Part 2) and Clinical Practicum 5 (equivalent to 6802) (4 credit hours) (pre-requisite 6806)**

- **6808 Consolidated Clinical Practicum 6 (equivalent to 690X) (10 credit hours) (pre-requisite 6807)**

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SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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

Course No.: NURS 6014

Course Title: Leadership for Nurse Practitioners

I. To be completed for all requests:

A. Course Type:
☑ Lecture course
☐ Laboratory course
☐ Directed readings
☐ Lecture course with laboratory
☐ Undergraduate course[1]
☐ Other (please specify)

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

This course focuses on knowledge and skills nurse practitioners need to strengthen their leadership capabilities. Students will explore the nature of leadership, population health trends and how to improve the health of individuals and populations through knowledge translation and policy...

G. Method of evaluation:

		Percentage	
		Written	**Oral**
Class tests			
Assignments		70	
Other (specify):	Discussion Forum	30	
Final examination:			
	Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall Winter Spring X 20 25

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 13:52:49 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 13:53:12 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

MEMORIAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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

Course No.: NURS 6707

Course Title: Nurse Practitioner Roles and Issues (Part 1)

I. To be completed for all requests:

A. Course Type:
☑ Lecture course
☐ Laboratory course
☐ Directed readings
☐ Lecture course with laboratory
☐ Undergraduate course[1]
☐ Other (please specify)

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 1

F. Course description (please attach course outline and reading list):

N6707 will provide an overview of the historical development of the nurse practitioner role in Canada and specifically in Newfoundland and Labrador (and other provinces as applicable). The course will then focus on reviewing the Standards for NP Practice in NL.

G. Method of evaluation:

		Percentage	
		Written	**Oral**
Class tests			
Assignments		50	
Other (specify):	Discussion Forum	50	
Final examination:			
	Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall X Winter Spring 20 24

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 13:55:57 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 13:56:18 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

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SCHOOL OF GRADUATE STUDIES

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

Course No.: NURS 6708

Course Title: Nurse Practitioner Roles and Issues (Part 2)

I. To be completed for all requests:

A. Course Type:

☐ Lecture course
☐ Laboratory course
☐ Directed readings
☑ Lecture course with laboratory
☐ Undergraduate course[1]
☑ Other (please specify) Onsite week + 400 hours clinical

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 1

F. Course description (please attach course outline and reading list):

Review of federal and provincial legislation for NP prescribing. The main focus will be on strategies for effective therapeutic counselling by NPs in collaboration with individuals and families, including vulnerable populations.

G. Method of evaluation:

		Percentage	
		Written	**Oral**
Class tests			
Assignments		50	
Other (specify):	Discussion Forum	50	
Final examination:			
	Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall Winter Spring X 20 25

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 13:57:20 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 13:57:40 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

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SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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

Course No.: NURS 6709

Course Title: Nurse Practitioner Roles and Issues (Part 3)

I. To be completed for all requests:

A. Course Type:
☑ Lecture course
☐ Laboratory course
☐ Directed readings
☐ Lecture course with laboratory
☐ Undergraduate course[1]
☐ Other (please specify)

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 1

F. Course description (please attach course outline and reading list):

N6709 will cover the roles and responsibilities of NPs in various health care settings and explore the issues related to current NP practice. There is a focus on effective strategies for a sustainable health system, evaluating current health services, and restructuring to improve quality care.

G. Method of evaluation:

	Percentage	
	Written	**Oral**
Class tests		
Assignments	50	
Other (specify): Discussion Forum	50	
Final examination:		
Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall X Winter Spring 20 26

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 13:58:31 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 13:58:51 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

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SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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

Course No.: NURS 6803

Course Title: Advanced Health Assessment and Differential Diagnosing and Clinical Practicum 1

I. To be completed for all requests:

A. Course Type:

☐ Lecture course
☐ Laboratory course
☐ Directed readings
☑ Lecture course with laboratory
☐ Undergraduate course[1]
☑ Other (please specify) Onsite week + 48 hours clinical

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☐ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 4

F. Course description (please attach course outline and reading list):

This course focuses on the role of the advanced practice nurse in performing comprehensive health assessments on clients across the lifespan. Various frameworks essential to advanced health assessment will be analyzed and critiqued.

G. Method of evaluation:

		Percentage	
		Written	**Oral**
Class tests		20	
Assignments		35	
Other (specify):	Discussion Forum	15	
Final examination:		30	
	Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall Winter X Spring 20 25

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 13:59:45 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 14:00:05 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

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SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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

Course No.: NURS 6804

Course Title: Advanced Pathophysiology and Pharmacotherapy Part 1 and Clinical Practicum 2

I. To be completed for all requests:

A. Course Type:

☑ Lecture course
☐ Laboratory course
☐ Directed readings
☐ Lecture course with laboratory
☐ Undergraduate course[1]
☑ Other (please specify) 96 hours clinical

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 4

F. Course description (please attach course outline and reading list):

In this course, major pathophysiologic changes of common diseases, including associated etiology, pathogenesis and clinical manifestations, will be examined, along with their impact on health in specific populations across the lifespan.

G. Method of evaluation:

		Percentage	
		Written	**Oral**
Class tests		25	
Assignments			
Other (specify):	Discussion Forum	20	20
Final examination:		35	
	Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall X Winter Spring 20 25

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 14:01:08 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 14:01:23 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

MEMORIAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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

Course No.: NURS 6805

Course Title: Advanced Pathophysiology and Pharmacotherapy Part 2 and Clinical Practicum 3

I. To be completed for all requests:

A. Course Type:

☐ Lecture course
☐ Laboratory course
☐ Directed readings
☑ Lecture course with laboratory
☐ Undergraduate course[1]
☑ Other (please specify) Onsite week + 96 hours clinical

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 4

F. Course description (please attach course outline and reading list):

In this course, students continue their examination of major pathophysiologic changes of common diseases, the impact on health in specific populations across the lifespan, and the pharmacokinetic and pharmacodynamic properties of relevant selected drug classes.

G. Method of evaluation:

	Percentage	
	Written	**Oral**
Class tests	25	
Assignments		20
Other (specify): Discussion Forum	20	
Final examination:	35	
Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall Winter X Spring 20 26

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 14:02:17 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 14:02:33 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

MEMORIAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: http://get.adobe.com/reader. (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Review the How to create and insert a digital signature webpage for step by step instructions; (5) Fill in the required data and save the file; (6) Send the completed form by email to: sgs@mun.ca.

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

Course No.: NURS 6806

Course Title: Advanced Clinical Decision Making and Clinical Practicum 4

I. To be completed for all requests:

A. Course Type:
☑ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course[1]
☐ Directed readings ☑ Other (please specify) 80 hours clinical

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 4

F. Course description (please attach course outline and reading list):

N6806 Advanced Clinical Decision Making and Clinical Practicum 4 explores and allows the student to critically apply their understanding of prior learned concepts with the new knowledge of advanced clinical decision making and management of health issues.

G. Method of evaluation:

	Percentage	
	Written	**Oral**
Class tests	25	
Assignments		15
Other (specify): Discussion Forum	20	
Final examination:	40	
Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall Winter Spring X 20 26

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 14:03:24 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 14:03:42 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

MEMORIAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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

Course No.: NURS 6807

Course Title: Advanced Clinical Decision-making (Part 2) and Clinical Practicum 5

I. To be completed for all requests:

A. Course Type:

☑ Lecture course
☐ Laboratory course
☐ Directed readings
☐ Lecture course with laboratory
☐ Undergraduate course[1]
☑ Other (please specify) 80 hours clinical

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 4

F. Course description (please attach course outline and reading list):

NURS-6807 encourages the student to critically apply their understanding of prior learned concepts with the new knowledge of advanced clinical decision-making and management of health issues to the care of individuals within special populations.

G. Method of evaluation:

	Percentage	
	Written	**Oral**
Class tests	25	
Assignments	15	
Other (specify): Discussion Forum	25	
Final examination:	35	
Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall X Winter Spring 20 26

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 14:04:31 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 14:04:46 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

MEMORIAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: http://get.adobe.com/reader. (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Review the How to create and insert a digital signature webpage for step by step instructions; (5) Fill in the required data and save the file; (6) Send the completed form by email to: sgs@mun.ca.

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

Course No.: NURS 6808

Course Title: Consolidated Clinical Practicum 6

I. To be completed for all requests:

A. Course Type:

☐ Lecture course
☐ Laboratory course
☐ Directed readings
☑ Lecture course with laboratory
☐ Undergraduate course[1]
☑ Other (please specify) 400 hours clinical

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

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 10

F. Course description (please attach course outline and reading list):

This course provides the student with the opportunity to integrate, synthesize and analyze previously learned knowledge and skills through intensive theoretical and clinical experiences.

G. Method of evaluation:

	Percentage	
	Written	**Oral**
Class tests	15	
Assignments		30
Other (specify): Discussion Forum	15	
Final examination:	40	
Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

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

		Instructor's initials
1.	duplication of thesis work	_____
2.	double credit	_____
3.	work that is a faculty research product	_____
4.	overlap with existing courses	_____

Recommended for offering in the Fall Winter X Spring 20 27

Length of session if less than a semester:

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

Jill Bruneau Digitally signed by Jill Bruneau Date: 2023.10.24 14:05:44 -02'30' — October 23 2023

Course instructor — Date

Karen Parsons Digitally signed by Karen Parsons Date: 2023.10.24 14:06:01 -02'30' — October 23 2023

Approval of the head of the academic unit — Date

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

_____ _____

Secretary, Faculty/School/Council — Date

NURS-6014 Leadership for Nurse Practitioners Course Outline

Course Description

This course focuses on knowledge and skills nurse practitioners need to strengthen their leadership capabilities. Students will explore the nature of leadership, population health trends and how to improve the health of individuals and populations through knowledge translation and policy at the individual and system level. They will also review how to promote and implement change, including application of teaching/learning principles and quality improvement programs. Self-reflection and application of key components of strengths-based nursing are integral to the course. (3 credits)

Course Objectives

At the end of the course, students will be able to:

1. Analyze their own and others' leadership skills and the implications for change and for practice;
2. Summarize key components and/or issues related to establishing and maintaining collaboration in different types of teams and building trust;
3. Analyze population health trends in terms of identification of issues, contributing factors, and effective strategies for addressing problems;
4. Apply key behaviour change theories at the individual or system level, as appropriate;
5. Summarize key components and issues related to development of a needs-based, evidence-informed knowledge translation plan to address a specific problem;
6. Apply principles of teaching/learning to individuals and groups;
7. Summarize key components and/or issues related to policy development, implementation and evaluation;
8. Summarize key components and/or issues related to developing, implementing and evaluating a quality assurance program; and
9. Discuss leadership and the concepts of the course in terms of the pillars and core values of strengths-based nursing.

Course Materials

Textbook

- The final decision has not been made regarding which text to use but suitable textbooks are available now and we expect others will be published in the next year.
- Canadian Perspectives on Advanced Practice Nursing (Eds.) Staples, Pilon and Hannon.

Relevant publications

- CRNNL NP Entry-Level Competencies 2023 nurse-practitioner-entry-level-competencies.pdf
- Other relevant publications to be added

Pertinent journal articles and websites related to NP Leadership

Course Evaluation

- **Discussion 30%**
- **Assignments 70%**
    - **Paper on population health trend (due at start of week 7): 25%**
    - **Final paper on KT plan (due at end of term): 45%**

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your "Group" is assigned according to the Course Schedule). Every student will be graded on 6 discussion forums. A grade will be provided midterm based on the number of completed discussion forums.

There will be six mandatory discussion forums, related to the following:

- Module 1: Leadership
- Module 2: Population health trends (so they can practice before they do an assignment)
- Module 3: Change
- Module 4: Organizational culture and policy
- Module 5: Quality Improvement (QI)
- Module 6: Pulling it all together

Assignments

Assignment #1 Short paper on a population health trend

- This is a short presentation covering a population health trend, including what is the incidence and prevalence locally, nationally and internationally, how has incidence or prevalence changed over time, and who is at greatest risk.
- Discuss how adopting a leadership perspective in relation to the chosen population trend can influence change at the individual and organizational levels.
- Students need to find appropriate data from reliable sources, interpret data and trends correctly, and report results and conclusions clearly.
- Presentations will be uploaded into the course shell at specified date and will obtain faculty and peer feedback.

Assignment #2 Major paper: Knowledge translation (KT) plan including detailed education

- This paper is due at the end of the course. The maximum length is 12 pages.
- The student will identify a key intervention or part of a guideline for knowledge translation based on the population trend selected above. They will justify the need for knowledge translation, identify and justify the target group, and summarize a plan following the steps of the KT framework covered in the course. The KT plan must consist of an education intervention and two other interventions, one of which must be at the systems level (e.g. policy development).
- The plan for the education intervention must include a description of the potential learner, a description and rationale for the teaching/learning strategies to be used, plans for its evaluation, and discussion of potential implementation issues.
- The plan for the other two interventions must include a description of the targeted participants or level, a description and rationale for the strategies to be used, plans for its evaluation, and discussion of potential implementation issues.
- As part of this paper, students will include a summary of questions they will attempt to learn answers to in future clinical placements throughout the program, e.g., is this actually an issue in NL? What strategies have been tried or might be tried locally? What are potential implementation issues? They will revisit the topic and the answers obtained throughout the program as part of N6808.

Course Content

These are the general topics to be covered, though they may vary slightly as the course content gets finalized.

Weeks 1-2: Module 1: Leadership (2 weeks)

Module 1.1: Introduction to Leadership

- What is leadership vs. management
- Formal and informal, authority vs. leadership
- Types of leadership NPs likely to encounter and apply
    - Teams/collaboration (clinical vs. research)
    - QI
    - KT
    - Policy development
    - Problem identification (population level, system, local) (Health of individuals, health of population, healthcare system)
    - Other community initiatives
- Characteristics of good leaders and followers
- Leadership styles
- Intro to organizational culture
- Very brief intro to environmental, financial, and resource stewardship

Module 1.2: Leadership Skills

- Leadership skills, e.g., communication, collaboration (clinical and research), conflict resolution, situational awareness, emotional intelligence, critical analysis, supporting others, advocacy
- Building partnerships, teams, culture of trust
- Links to strengths-based nursing: pillars and core values
- Reflection: principles and how to practice

Weeks 3, 4, 5 and 6: Module 2: Population Health (4 weeks)

Module 2.1: Understanding Population Health Trends

- What is population health, and population-based nursing? Why do NPs need a population health perspective? Link to leadership and set up for clinical courses.
- Rates and sources of population health data (e.g., health surveillance) so can identify and interpret population health trends
- Propose health promotion and disease prevention programs based on trends, data, literature, identified client needs, and research

Module 2.2: Determinants of Health

- Understand risk and causation, including social, cultural, and structural determinants of health and determinants of indigenous health

Module 2.3: Improving Population Health

- Improving population health using the population health framework
    - Healthy public policy (very briefly)
    - Creating supportive environments
    - Strengthening collaboration and community action
    - Personal health practices (getting info out to individuals, getting them to change, mass media campaigns) very briefly: just lay foundation for their clinical courses
    - Restructuring health services (very briefly)
    - Screening (also briefly? How much is this covered in 6703, e.g., criteria to determine if a screening program is useful, issues related to screening, sens/spec/PPV/NPV)
    - Links to strengths-based nursing

Module 2.4: Vulnerable Populations

- Review of different examples of vulnerable populations (e.g., Indigenous, LGBTQIA2s+), including why they are considered vulnerable, key risk factors, key health issues, implications for care at the individual and system level, and effective strategies (e.g., adapting strategies from Module 2.3).
    - Links to strengths-based nursing

Weeks 7, 8 and 9: Module 3: KT (3weeks)

3.1 Understanding Change and KT

- Intro to KT and what it is, differences between KT and integrated KT
- Understand the intersection of change, leadership, supportive work environments and KT
    - Leading Change Conceptual Model
    - KTA Cycle
    - Links to strengths-based nursing
- Behaviour change theories

3.2 KT Concepts and Practices

- Steps in the KT process
- Identifying gaps where KT is needed, practices to address the gaps, and teams for KT projects
- Use of environmental scan and consultations/collaboration in KT
- Barriers and facilitators of KT
- Interventions for KT
    - Links to strengths-based nursing

3.3 Education: Teaching/Learning Basics

- Principles of adult learning/teaching
- Lesson plans
- T/L strategies
    - Links to strengths-based nursing
- How to evaluate learning

Week 10: Module 4: Organizational Culture and Policy (1 week)

- Policy vs. procedure, P&P manuals
- Development, implementation and evaluation of policy
- Culture of safety: issues and how to strengthen
- Application of environmental, financial, and resource stewardship
- Discussion of developing and implementing disaster- and pandemic-planning protocols and policies
- Links to strengths-based nursing

Week 11: Module 5: QI (1 week)

- What is QI
- Steps, methods and issues of QI
- Interpreting benchmarks and making recommendations

- Reinforce concepts of culture of safety and excellence
- Relate QI to program planning and evaluation
- Links to strengths-based nursing

<u>Week 12:</u> Module 6: Pulling It All Together (1 week)

- Course conclusion, revisiting leadership for NPs

NURS-6707 Nurse Practitioner Roles and Issues (Part 1)

Course Description

N6707 will provide an overview of the historical development of the nurse practitioner role in Canada and specifically in Newfoundland and Labrador (and other provinces as applicable). The course will then focus on reviewing the Standards for NP Practice in NL, including an exploration of the NP Scope of Practice at the present time and changes needed for clinical practice in the future. This course will focus on the pan-Canadian NP entry-level competencies by delving into details of each competency and the indicators necessary to achieve them upon graduation and beyond. Finally, learners will discuss strategies for role implementation and evaluation at the individual and systems level and explore current NP roles and practice issues.

Course Objectives

1. Discuss the historical, social, economic, and political issues which influence the nurse practitioner role;
2. Discuss the legislative and regulatory issues involved in working in an advanced nursing practice role, such as a nurse practitioner;
3. Demonstrate an understanding of the entry-level competencies of nurse practitioners;
4. Critique the literature concerning advanced nursing practice models in relation to changing health care trends and realities;
5. Discuss issues concerning the implementation of advanced nursing practice roles within a variety of health care settings;
6. Develop strategies for the evaluation of the nurse practitioner role in different health settings;
7. Discuss current issues in relation to various nurse practitioner roles in the health care system.

Course Materials:

Textbook

- **The final decision has not been made regarding which text to use but suitable textbooks are available now and we expect others will be published in the next year.**
- **Canadian Perspectives on Advanced Practice Nursing (Eds.) Staples, Pilon and Hannon.**

Publications

- **CRNNL NP Entry-Level Competencies 2023 nurse-practitioner-entry-level-competencies.pdf**
- **Other relevant publications to be added**

Pertinent journal articles

Websites related to NP Roles and Issues

- **Health Canada Nursing Issues: Primary Health Care NPs** https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/hcs-sss/alt_formats/hpb-dgps/pdf/nurs-infirm/2006-np-ip-eng.pdf

Course Evaluation

- **Discussion 50%**
- **Assignment Issues Paper 50% (due in Week 11)**

Evaluative Components (in detail)

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your "Group" is assigned according to the Course Schedule. Each student will be graded on six (6) Discussions. A grade will be provided midterm based on the number of completed discussions.

Assignment

Topic: Issues Paper 50% (Maximum eight (8) pages)

Focus of this term paper is on the NP role implementation and the entry-level competencies. Students are expected to discuss the integration of the clinician role and select one other entry-level competency (i.e., educator, scholar) and discuss how that competency would be integrated into their role. Due Week 11

Course Content:

Module 1

- Current Nurse Practitioner Roles and Practice Issues
- Standards of Practice for NPs

Module 2

- NP Scope of Practice
- Overview of Entry-level Competencies for NPs

Module 3

- Entry-Level Competency Clinician

Module 4

- Entry-Level Competency Leader
- Entry-Level Competency Advocate

Module 5

- Entry-Level Competency Educator
- Entry-Level Competency Scholar

Module 6

- Role Description and Implementation
- Evaluation of the NP Role at the Individual and Systems Levels

Modules	Topics	Activities and Assignments
MODULE 1	**Current Nurse Practitioner Role and Practice Issues**	**Groups A and B**
	Standards of Practice for NPs	
MODULE 2	**NP Scope of Practice**	**Groups A and B**
	Overview of Entry-level Competencies for NPs	
MODULE 3 (2 weeks)	**Entry-Level Competency: Clinician**	**Groups A and B**
Mid-term Break		
MODULE 4	**Entry-Level Competency: Leader**	**Groups A and B**
	Entry-Level Competency: Advocate	
MODULE 5	**Entry-Level Competency: Educator**	**Groups A and B**
	Entry-Level Competency: Scholar	
MODULE 6	**Role Description and Implementation**	**Group A and B**
	Evaluation of the NP Role at the Individual and Systems Levels	***Roles and Issues Paper due in Week 11 (50%)***
	Review and Course Wrap-up	

NURS-6708 Nurse Practitioner Roles and Issues (Part 2) Course Outline

Course Description

N6708 will cover the therapeutic management of individuals, families and communities in various health care settings in the Canadian Health Care System. Focus will be on the federal and provincial legislation associated with NP prescribing and special consideration of the NP role in Medical Assistance in Dying will be addressed. The course content emphasizes safe prescribing of Controlled Drugs and Substances and deprescribing of psychoactive substances, especially for vulnerable populations. There will be a focus on self-reflection in clinical practice and the potential impact on care provided to individuals, families and communities. Strategies for effective therapeutic counselling by NPs in collaboration with individuals and families will be discussed in detail. Unique challenges related to management of individuals in the virtual care environment will be explored, including effective counselling skills in different populations.

Course Objectives

1. Review the federal and provincial legislation in relation to nurse practitioner prescribing;
2. Discuss the NP role in the process of advanced care planning and Medical Assistance in Dying (MAiD);
3. Demonstrate an understanding of the therapeutic counselling including counselling interventions, effective communication techniques and tools;
4. Discuss the special consideration for therapeutic counselling techniques used with vulnerable populations;
5. Explore the meaning of self-reflection and its influence on care provided to individuals, families and communities;
6. Discuss strategies for effective therapeutic counselling by NPs in collaboration with individuals and families within a variety of health care settings;
7. Discuss some of the issues and unique challenges related to management of individuals in the virtual care environment;
8. Discuss the utilization of health informatics using data, information, and knowledge to engage in health surveillance activities.

Course Materials

Textbook

- The final decision has not been made regarding which text to use but suitable textbooks are available now and we expect others will be published in the next year.
- Canadian Perspectives on Advanced Practice Nursing (Eds.) Staples, Pilon and Hannon.

Relevant publications

- CRNNL NP Entry-Level Competencies 2023 nurse-practitioner-entry-level-competencies.pdf
- Other relevant publications to be added

Pertinent journal articles

Websites related to NP Roles and Issues

Health Canada Nursing Issues: Primary Health Care NPs https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/hcs-sss/alt_formats/hpb-dgps/pdf/nurs-infirm/2006-np-ip-eng.pdf

Course Evaluation

- **Discussion 50%**
- **Assignment 50% (Week 11)**

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your "Group" is assigned according to the Course Schedule). Every student will be graded on 6 discussion forums. A grade will be provided midterm based on the number of completed discussion forums.

Assignment

Therapeutic Counselling is an essential skill and competency for nurse practitioners, especially when communicating with vulnerable populations. Students will select a specific population and discuss evidence-informed strategies for counselling relevant to the chosen population. Utilizing the concepts learned this semester (such as trauma or violence-informed care, harm reduction, self-reflection), students will create a therapeutic counselling plan relevant for clinical practice. Papers should be a maximum of 8-10 pages, excluding appendices and references.

Course Content:

Module 1

- Federal Legislation for NP Prescribing
- Provincial Legislation for NP Prescribing
- Focus on Medical Assistance in Dying

Module 2

- Therapeutic Counselling, Counselling Interventions, Communication tools and techniques

- Focus on Counselling in Vulnerable Populations: Elderly, Sex, Gender, Poverty, and Indigenous Peoples, and Newcomers

Module 3

- Focus on Harm-Reduction Strategies Providing Trauma, Intergenerational trauma, and Violence-informed care and Cultural Humility

Module 4

- Self-Reflection, Therapeutic Use of Self, and Integrating Theories of Cognitive and Emotional Development

Module 5

- Leadership, Conflict, and Change Management in and Across Interprofessional Teams

Module 6

- Considerations for Providing Effective Virtual Care
- Effective Communication Techniques in Virtual Care
- Use of Health Informatics for Health Surveillance

Weeks	Topics	Activities and Assignments
Module 1	**Federal Legislation for NP Prescribing and Recording**	**Groups A and B**
	Provincial Legislation for NP Prescribing	
	Focus on Medical Assistance in Dying	
Module 2	**Therapeutic Counselling, Interventions, Communication Techniques and Tools**	**Groups A and B**
	Focus on Counselling in Vulnerable Populations: Elderly, Sex, Gender, Poverty, and Indigenous Peoples, LGBTQAI2s+, and Newcomers	
Module 3	**Focus on Harm-Reduction Strategies Providing Trauma, Intergenerational trauma, and Violence-informed care and Cultural Humility**	**Groups A and B**
Mid-term Break		
Module 4	**Self-Reflection, Therapeutic Use of Self, and Integrating Theories of Cognitive and Emotional Development**	**Groups A and B**
Module 5	**Leadership, Conflict, and Change Management in and Across Interprofessional Teams**	**Groups A and B**

Module 6	**Considerations for Providing Virtual Care**	**Assignment due: Week 11**
	Effective Communication Techniques in Virtual Care, Use of Health Informatics for Health Surveillance	
	Course Wrap-up and Review	

NURS-6709 NP Roles and Issues (Part 3) Course Outline

Course Description

N6709 will cover the roles and responsibilities of NPs in various health care settings and explore the issues related to current NP practice. Focus will be on the NP role as an independent practitioner as well as their role in the health care team at various levels. Students will be challenged to discuss effective strategies for a sustainable health system in the future by focusing on evaluation of current services and restructuring of health services can lead to improvements in quality of care delivered. Focusing on healthy public policy and the NP role in contributing to population health will be discussed. Consideration of current health trends and looking to the NP role in disaster management and pandemic planning will also be discussed. Finally, expectations of the new NP graduates according to the CRNNL regulations along with mentorship opportunities and the NP roles in the future will be explored.

Course Objectives:

1. Discuss the roles and responsibilities of NPs in various health care settings in this province and across Canada;
2. Explore issues in current NP practice in NL and Canada;
3. Demonstrate an understanding of the independent role of NPs and their role in intra-professional, interprofessional, and intersectoral teams;
4. Discuss strategies and advocacy that NPs can use to contribute to a sustainable health care system, healthy public policy and population health;
5. Explore current health trends and the NP role in disaster preparedness and future pandemic planning;
6. Discuss current leadership competencies required in setting up your own business, and the ethical and legal implications of self-employment and integration within current health care system.
7. Discuss expectations of the new NP graduates according to the CRNNL regulations along with mentorship opportunities and the NP roles in the future; and,
8. Discuss the considerations, ethical, and legal implications of NP self-employment.

Course Materials

Textbook

- The final decision has not been made regarding which text to use but suitable textbooks are available now and we expect others will be published in the next year.
- Canadian Perspectives on Advanced Practice Nursing (Eds.) Staples, Pilon and Hannon.

Relevant publications

- CRNNL NP Entry-Level Competencies 2023 nurse-practitioner-entry-level-competencies.pdf
- Other relevant publications to be added

Pertinent journal articles

Websites related to NP Roles and Issues

Health Canada Nursing Issues: Primary Health Care NPs https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/hcs-sss/alt_formats/hpb-dgps/pdf/nurs-infirm/2006-np-ip-eng.pdf

Course Evaluation

- **Discussion 50%**
- **Assignment 50% (Week 11)**

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your "Group" is assigned according to the Course Schedule). Every student will be graded on five (5) discussion forums. A grade will be provided midterm based on the number of completed discussion forums**.**

Assignment

Nurse Practitioners play an instrumental role in improving the health and well-being of clients, families, and communities. Through advocacy, nurse practitioners promote health equity, diversity, and inclusion in the health care system.
In this assignment, students will be required to prepare a policy briefing note for their local Member of the House of Assembly about an important practice issue that is impacting the health and well-being of clients, families, and communities in the province of Newfoundland and Labrador. The policy briefing note should promote the role of the nurse practitioner and advocate for a change in policies and/or legislation to promote healthy, equity, diversity, and inclusion within the health care system in Newfoundland and Labrador. The briefing note should not exceed 1000 words.

Course Content:

Module 1

- NP Role and Responsibilities
- Building partnerships with inter-, intra- and inter-sectoral teams

Module 2

- Promoting a Sustainable Health Care System, Considerations for Restructuring Health Services and Technology
- Quality Improvement Initiatives and Organizational Evaluation

Module 3

- Population Health and Healthy Public Policy
- Current Health Care Trends

Module 4

- Advocacy for Safe and Healthy Practice Environments, Disaster and Pandemic Planning

Module 5

- Expectations of New NP Graduates Mentorship Opportunities
- CRNNL (Provincial) Licensure and Regulations

Module 6

- NP Role and Practice Issues
- Considerations and Legal Implications of NP Self-employment
- Future Roles and Opportunities

Weeks	Topics	Activities and Assignments
Module 1	**NP Role and Responsibilities**	**Groups A and B**
	Building partnerships with inter-, intra- and inter-sectoral teams	
Module 2	**Promoting a Sustainable Health Care System, Considerations for Restructuring Health Services and Technology**	**Groups A and B**
	Quality Improvement Initiatives and Organizational Evaluation	
Module 3	**Population Health and Healthy Public Policy**	**Groups A and B**
	Current Health Care Trends	
Mid-term Break		
Module 4	**Advocacy for Safe and Healthy Practice Environments, Disaster and Pandemic Planning**	**Groups A and B**

Module 5	**Expectations of New NP Graduates & Mentorship Opportunities**	**Groups A and B**
	CRNNL (Provincial) Licensure and Regulations	
Module 6	**NP Role and Practice Issues** **Future Roles and Opportunities**	**Week 11 Assignment due (50%)**
	Couse Wrap-up and Review	

NURS-6803 Advanced Health Assessment and Differential Diagnosing Course Outline

Course Description

This course focuses on the role of the advanced practice nurse in performing comprehensive health assessments on clients across the lifespan. Various frameworks essential to advanced health assessment will be analyzed and critiqued. Emphasis will be on comprehensive health assessments including history taking, physical examination, synthesis, critical analysis and interpretation of health data. Students will be introduced to diagnostic tests and differential diagnosis, and will practice key clinical and health assessment skills in both online and in-person laboratory sessions. For the clinical component, students will be in a health care setting with either a nurse practitioner or physician preceptor and will focus on practicing advanced health assessment and formulating differential diagnoses.

Course Objectives

Upon completion of the course, the student will be able to:

1. Complete comprehensive health assessments, including appropriate health histories and physical examinations;
2. Modify assessment examination according to the client's condition, culture and developmental stage;
3. Demonstrate a systematic approach in the collection, interpretation and documentation of data obtained during the health history and physical examination;
4. Use appropriate diagnostics within the advanced practice role to obtain a comprehensive database;
5. Develop and support differential diagnoses based on available data;
6. Accurately and clearly communicate the results of assessments and the clinical reasoning process, verbally and in writing; and
7. Utilize evidence-based practice, conceptual frameworks and current research to integrate and analyze health assessment findings and identification of questions for future research.

Course Materials

Textbooks

- The final decision has not been made regarding which text to use but suitable textbooks are available now and we expect others will be published in the next year.

- Bates' Guide to Physical Examination and History Taking (Hardcover) – April 5 2023. Lynn S. Bickley, Peter G. Szilagyi, Richard M. Hoffman, Rainier P. Soriano Bickley, L.S. (2020). A pocket guide to physical examination and history taking (9th ed.). Philadelphia: J.B. Lippincott.

- Dains, J. E., Baumann, L. C. & Scheibel, P. (2019). Advanced health assessment and clinical diagnosis in primary care (6th ed). Missouri: Elsevier.

Pertinent journal articles

Websites related to advanced health assessment and differential diagnoses

Course Evaluation

- Discussion: 15%
- Physical Examination Video: 15%
- Shadow Health 10%
- Clinical Reasoning Assignment 10%
- Midterm exam: 20%
- Final Exam: 30%
- Clinical: Pass/Fail

Discussion

Each student will participate in a total of four Discussions throughout the term. Discussion will be case-based and will allow students to practice differential diagnosis, as well as apply course concepts, e.g., related to communication, focused and general histories, individualizing assessments, use of diagnostic tests, and documentation.

Physical Examination Video

Students will choose a volunteer with whom they will simulate a comprehensive physical exam of three separate systems. They will ensure consent is obtained prior to initiating the assessment. A written consent to authorize the videotaping will be required of each participant and is to be submitted with the assignment (see Video Consent).

The student will record a continuous physical examination of the volunteer client, covering one system, using a head to toe approach (excluding gynecological, breast, testicular, and rectal exam). The systems to be examined will be assigned to each student by the course professor. The video assessment is to be a maximum of 30 minutes in length. Content recorded over the time limit will not be graded. Each student will share their videos with the other students in the class so that all systems will be covered comprehensively. Students will be expected to submit a peer review form as instructed by the course professor. The evaluation criteria for the focused physical examination are provided as a Performance Checklist for Physical Exam.

Shadow Health

We will be using Shadow Health to help position you for success in your practice setting. Shadow Health provides a clinical simulation designed to strengthen your clinical reasoning and therapeutic communication skills in a safe virtual learning environment.

Clinical Reasoning Assignment

The purpose of this clinical reasoning assignment is to demonstrate your clinical reasoning skills through analysis of a clinical case from your experience caring for a client from a marginalized and/or vulnerable population. During your interactions with clients you will provide inclusive health assessments that demonstrate an understanding of social justice on the impact of health and wellbeing. Analysis of the case will involve description of the case, presentation of history and physical exam findings, documentation of these findings as you would document in practice (may put in an appendix), generation of differential diagnoses, ranking of these diagnoses, description and justification of diagnostic approach used, explanation and rationale for further diagnostic testing, and reflection on the importance of inclusive health assessment in promoting social justice and equitable health outcomes.

Midterm and Final Exams

The arrangements for the exams will be coordinated by the CITL team. The date and location of each exam will be posted. For in-person exams it is mandatory that students provide a photo ID to be eligible to write the exam.

The midterm exam covers material in Weeks 1-5 of the course. The final written exam is a comprehensive examination, covering all material in the course, with greater weight on the latter half of the course. The majority of questions will be multiple choice but other formats may be used. Students must obtain a minimum of 65% in the final exam in order to pass N6803.

In order to write a supplementary exam, a student must have achieved at least a 60% in the first writing of the final exam. A student may only write one supplementary exam in the Master's program. Any student writing a supplementary examination can obtain a maximum grade of 65% in the course. Supplementary examinations will be written no later than the first week of the semester immediately following the one in which the course was failed.

Clinical

Students will be assigned a preceptor. They will work with their preceptor one day per week for six weeks (48 hours) during the last six weeks of the course (weeks 7-13). The focus of the clinical work will be on practicing health assessment, but they will also be introduced to NP practice and gain some preliminary experience with differential diagnosis. All students must pass the clinical component of this course in order to pass NURS-6803.

Onsite Week

During the Onsite Week, students will come to campus for a week of practice and skills review. Selected topics are outlined below (and may be updated to remain current):

- Well woman, well man assessments (with standardized patients)
- Psychomotor skills development (Suturing, punch biopsy, IUD insertion, etc.)

- Advanced Health Assessment (health history and physical examination of all body systems) review and practice sessions.
- MSK/Neuro demonstrations, Mental health assessment practice
- Clinical skills review: Students must review the skills learned prior to proceeding to their clinical placements.

Course Content

Week 1: Foundations of Advanced Health Assessment
- History taking and physical assessment
- Documentation
- Promoting a therapeutic relationship

Week 2:
- Integumentary System
- Head, Eyes, Ears, Nose & Throat (HEENT)

Week 3:
- Cardiovascular System
- Peripheral Vascular System

Week 4:
- Thorax and Lungs

Week 5:
- Abdomen
- **Midterm exam**

Week 6:
- MSK
- **Onsite Week**

Week 7:
- Nervous System
- Mental Health Assessment
- Clinical

Week 8:
- Breasts and Axillae
- Genitalia
- Clinical

Week 9:

- Pediatrics
- Clinical

Week 10:

- Obstetrics
- Clinical

Week 11:

- The Older Adult
- Clinical

Week 12:

- Review Week and Course Wrap-up
- Clinical

Final Exam period

- **Final exam**

NURS-6804 Advanced Pathophysiology and Pharmacotherapy Part 1

and Clinical Practicum 2 Course Outline

Course Description

In this course, major pathophysiologic changes of common diseases, including associated etiology, pathogenesis and clinical manifestations, will be examined, along with their impact on health in specific populations across the lifespan. Common illnesses are studied to illustrate these disease processes. Students will also critically appraise and interpret concepts integral to pharmacotherapy across the lifespan. Pharmacokinetic and pharmacodynamic properties of selected drug classes will be discussed. Emphasis will be placed on the application of knowledge required to prescribe and monitor medication use within the scope of practice for nurse practitioners. Integration of knowledge from pathophysiology and pharmacotherapy will be used in teaching and counseling patients about nutritional and complementary therapies for common diseases and health conditions. Students will be preceptored in a healthcare setting by either a nurse practitioner or a physician. (36 hours lecture, 96 hours clinical). Prerequisite: N6803

Course Objectives:

After completing the course, the student will be able to:

1. Discuss basic concepts in pathophysiology related to stress, fluid and electrolyte imbalances, hypoxia, inflammation, altered immunity, neoplasia, infection, and pain, utilizing examples from relevant body systems. For each:
    a. Explain how the physiologic mechanisms are triggered in response to an initiating event, and how they lead to signs and symptoms, tissue damage or changes if applicable, and altered tissue function.
2. For Detailed Topics (e.g., selected psychiatric conditions, infectious diseases, cardiovascular diseases, and respiratory diseases):
    a. Use the *Framework for Reviewing Pathophysiology to* summarize each of the topics in terms of the following:
        i. Describe the key pathophysiologic changes that occur (e.g., initiating event, change of function, compensatory mechanisms), considering where appropriate normal physiology;
        ii. Explain the risk factors, clinical manifestations, associated complications; assessments required, diagnostic tests, and treatment, and link them to the pathophysiologic changes;
        iii. Describe the epidemiology of the condition (e.g., incidence, prevalence, geographic distribution, mortality); and
        iv. Identify relevant considerations for special populations (e.g., age group, LGBTQ+).
    b. Use the *Framework for Reviewing Pharmacotherapy* and describe the pharmacokinetics, pharmacodynamics, side effects, monitoring and counselling of current pharmacotherapy for selected diseases.

3. For Brief Topics, summarize briefly the condition in terms of common causes and risk factors; key deficit/patho; expected signs and symptoms and their etiology; relevant assessment and tests, and usual pharmacotherapy and management.
4. Discuss and apply the foundations for NP prescribing pharmacotherapy in a variety of healthcare settings;
5. Examine ways in which medication, nutritional, and complementary therapies can be used to enhance or maintain health;
6. Critically appraise the validity and usefulness of drug and non-drug information sources and current literature;
7. Integrate evidence-informed literature and clinical practice guidelines for prescribing, monitoring, counselling, and managing medication therapy, nutrition and complementary therapies utilizing a client-centred approach; and,
8. Identify and apply important considerations when prescribing pharmacotherapy for special populations throughout the lifespan (children, pregnant and lactating women, older adults).

Course Materials

Textbooks

- The final decision has not been made regarding which textbooks will be used, but suitable textbooks are available now, and we expect others will be published in the next year.
- McCance, K. L. & Heuther, S. E. (2022). *Pathophysiology. The biologic basis for disease in adults and children* (8th ed.). Mosby.
- Fernandes, H., Lesniak, D., Lott, A., Turner, B., & Wang, L. (2013). Edmonton Manual of common clinical scenarios (3rd ed.). Edmonton Manual. (Please order this textbook online as it is not available in the MUN Bookstore)
- Hurley, K.F. (2011). OSCE and clinical skills handbook (2nd ed.). Elsevier Saunders.
- Pawa, J., Lesniak, D., & Lott, A. (2022). Approach to the OSCE: The Edmonton manual of common clinical scenarios (7th ed.). Edmonton Manual.
- Bickley, L. (2020). Bates' guide to physical examination and history taking (13th ed.). Wolters Kluwer.
- Dains, J. E., Ciofu Baumann, L., & Scheibel, P. (2019). Advanced health assessment and clinical diagnosis in primary care (6th ed.). Elsevier.

Pertinent journal articles and clinical practice guidelines

Websites related to Pathophysiology and Pharmacotherapy and therapeutics

Course Overview

The course is divided into two main components, theoretical and clinical.

1. For the theoretical component, students learn the pathophysiology of selected health conditions with a focus on the pharmacotherapy.

2. For the clinical component, the focus is on clinical where a systematic approach to patient assessment and management of health problems. Opportunities to acquire advanced skills to assist in the diagnosis and management of common health problems will be provided in the clinical component of the course in a variety of health care settings.

In N6804, a case-based approach is used to guide the learner in acquiring skill and competencies in critical thinking by applying theory to practice. In the diagnosis and management of health care problems, the nurse practitioner must develop a unique set of judgment skills in analyzing and integrating clinical information, taking into consideration the socio, economic, cultural, and environmental determinants of health.

Course Evaluation

- **Discussion 20%**
- **Presentation 20%**
- **Mid-term Exam 25% (Week 7)**
- **Final Exam 35% (Week 13)**
- **Clinical Pass/Fail**

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your “Group” is assigned according to the Course Schedule). Every student will be graded on 6 discussion forums. A grade will be provided midterm based on the number of completed discussion forums.

Presentation

Narrated PowerPoint Presentation: Each student will explain the pathophysiology of the health condition following approval of specific topic by course professor. This narrated PPP should be in 4-5 slides. Using the "recording" function in PowerPoint, students will provide a comprehensive, yet succinct, explanation of the pathophysiology using an evidence-based resource (textbook or journal article) and explain the recommended pharmacotherapy and non-pharm. The narrated PowerPoint presentation should be no longer than 10 minutes. After feedback from the course professor, the narrated PowerPoint presentation should be uploaded to Brightspace for class discussion.

Midterm and Final Exams

The arrangements for the exams will be coordinated by the CITL team. The date and location of each exam will be posted. For in-person exams it is mandatory that students provide a photo ID to be eligible to write the exam.

The midterm exam covers material in Weeks 1-6 of the course. The final written exam is a comprehensive examination, covering all material in the course, with greater weight on the latter half of the course. The majority of questions will be multiple choice but other formats may be used. Students must obtain a minimum of 65% in the final exam in order to pass N6804.

In order to write a supplementary exam, a student must have achieved at least a 60% in the first writing of the final exam. A student may only write 1 supplementary exam in the Master's program. Any student writing a supplementary examination can obtain a maximum grade of 65% in the course. Supplementary examinations will be written no later than the first week of the semester immediately following the one in which the course was failed.

Clinical

Students will be assigned a preceptor. They will work with their preceptor one day per week for 12 weeks (96 hours). The focus of the clinical work will be on assessment and management of common health conditions. Students must pass the clinical component in order to pass N6804 and proceed on to N6805.

Current clinical practice guidelines offer consistent strategies that enable practitioners to base their management decisions on sound judgment, research, clinical reasoning while utilizing a client-centred approach. Appropriate management of clients, families, and communities takes knowledge, confidence, judgment, skills and competencies in deciding when and what actions need to be taken depending on unique circumstances.

Success in each step of the clinical decision-making process depends on self-directed learning and sharing innovative ideas with others. Working collaboratively within interdisciplinary teams to optimize patient-centred care and improve health outcomes. In the clinical setting, you are presented with clients with complex conditions and health challenges. Preceptors evaluate the learner’s ability for data gathering, history taking, physical examination, clinical decision-making, and management plans for the identified clinical problems. Preceptors are encouraged to offer detailed feedback in the evaluation process in communication with student learners and NP faculty during the clinical practicum.

NURS-6805 Advanced Pathophysiology and Pharmacotherapy Part 2

and Clinical Practicum 3 Course Outline

Course Description

In this course, students continue their examination of major pathophysiologic changes of common diseases, the impact on health in specific populations across the lifespan, and the pharmacokinetic and pharmacodynamic properties of relevant selected drug classes. Emphasis will be placed on the application of knowledge required to prescribe and monitor medication use within the scope of practice of nurse practitioners. Integration of knowledge from pathophysiology and pharmacology will be used in teaching and counseling patients in nutrition and complementary therapies for common disease conditions. Students will complete a clinical practicum in a healthcare setting with a nurse practitioner or physician preceptor. (36 hours lecture, 96 hours clinical). Prerequisite: N6804.

Course Objectives:

After completing the course, the student will be able to:

1. Summarize the Framework for Reviewing Pathophysiology and the Framework for Reviewing Pharmacotherapy.
2. For Detailed Topics (e.g., selected endocrine, neurological, and psychiatric conditions, and gastrointestinal, hematological, renal, genitourinary, reproductive, musculoskeletal, and integumentary systems):
    a. Use the *Framework for Reviewing Pathophysiology to* summarize each of the topics in terms of the following:
        i. Describe the key pathophysiologic changes that occur (e.g., initiating event, change of function, compensatory mechanisms), considering where appropriate normal physiology;
        ii. Explain the risk factors, clinical manifestations, associated complications; assessments required, diagnostic tests, and treatment, and link them to the pathophysiologic changes;
        iii. Describe the epidemiology of the condition (e.g., incidence, prevalence, geographic distribution, mortality); and
        iv. Identify relevant considerations for special populations (e.g., age group, LGBTQ+).
    b. Use the *Framework for Reviewing Pharmacotherapy* and describe the pharmacokinetics, pharmacodynamics, side effects, monitoring and counselling of current pharmacotherapy for selected diseases.
3. For Brief Topics, summarize briefly the condition in terms of common causes and risk factors; key deficit/patho; expected signs and symptoms and their etiology; relevant assessment and tests, and usual pharmacotherapy and management.
4. Discuss and apply the foundations for NP prescribing pharmacotherapy in a variety of healthcare settings;
5. Examine ways in which medication, nutritional, and complementary therapies can be used to enhance or maintain health;
6. Critically appraise the validity and usefulness of drug and non-drug information sources and current literature;

7. Integrate evidence-informed literature and clinical practice guidelines for prescribing, monitoring, counselling, and managing medication therapy, nutrition and complementary therapies utilizing a client-centered approach with consideration to the social determinants of health for different individuals within the population; and,
8. Identify and apply important considerations when prescribing pharmacotherapy for special populations throughout the lifespan (children, pregnant and lactating women, older adults).

Course Materials

Textbooks

•The final decision has not been made regarding which textbooks will be used, but suitable textbooks are available now, and we expect others will be published in the next year.

•McCance, K. L. & Heuther, S. E. (2022). Pathophysiology. The biologic basis for disease in adults and children (8th ed.). Mosby.

•Fernandes, H., Lesniak, D., Lott, A., Turner, B., & Wang, L. (2013). Edmonton Manual of common clinical scenarios (3rd ed.). Edmonton Manual. (Please order this textbook online as it is not available in the MUN Bookstore)

•Hurley, K.F. (2011). OSCE and clinical skills handbook (2nd ed.). Elsevier Saunders.

•Pawa, J., Lesniak, D., & Lott, A. (2022). Approach to the OSCE: The Edmonton manual of common clinical scenarios (7th ed.). Edmonton Manual.

•Bickley, L. (2020). Bates' guide to physical examination and history taking (13th ed.). Wolters Kluwer.

•Dains, J. E., Ciofu Baumann, L., & Scheibel, P. (2019). Advanced health assessment and clinical diagnosis in primary care (6th ed.). Elsevier.

Pertinent journal articles and clinical practice guidelines

Websites related to Pathophysiology and Pharmacotherapy and therapeutics

Course Overview

The course is divided into two main components, theoretical and clinical.

1. For the theoretical component, students learn the pathophysiology of selected health conditions with a focus on the pharmacotherapy.

2. For the clinical component, the focus is on clinical where a systematic approach to patient assessment and management of health problems will be discussed and critiqued. Opportunities to acquire advanced skills to assist in the diagnosis and management of common health problems will be provided in the clinical component of the course in a variety of health care settings.

In N6805, a case-based approach is used to guide the learner in acquiring skill and competencies in critical thinking by applying theory to practice. In the diagnosis and management of health care problems, the nurse practitioner must develop a unique set of judgment skills in analyzing and

integrating clinical information, taking into consideration the socio, economic, cultural, and environmental determinants of health.

Evaluation

- **Discussion 20%**
- **Presentation 20%**
- **Mid-term Exam 25%**
- **Final Exam 35%**
- **Clinical (Pass/Fail)**

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your “Group” is assigned according to the Course Schedule). Every student will be graded on 6 discussion forums. A grade will be provided midterm based on the number of completed discussion forums.

Presentation

Narrated PowerPoint Presentation: Each student will explain the pathophysiology of the health condition following approval of specific topic by course professor. This narrated PPP should be in 4-5 slides. Using the "recording" function in PowerPoint, students will provide a comprehensive, yet succinct, explanation of the pathophysiology using an evidence-based resource (textbook or journal article) and explain the recommended pharmacotherapy and non-pharm. The narrated PowerPoint presentation should be no longer than 10 minutes. After feedback from the course professor, the narrated PowerPoint presentation should be uploaded to Brightspace for class discussion.

Midterm and Final Exams

The arrangements for the exams will be coordinated by the CITL team. The date and location of each exam will be posted. For in-person exams it is mandatory that students provide a photo ID to be eligible to write the exam.

The midterm exam covers material in Weeks 1-4 of the course. The final written exam is a comprehensive examination, covering all material in the course, with greater weight on the latter half of

the course. The majority of questions will be multiple choice but other formats may be used. Students must obtain a minimum of 65% in the final exam in order to pass N6805.

In order to write a supplementary exam, a student must have achieved at least a 60% in the first writing of the final exam. A student may only write 1 supplementary exam in the Master's program. Any student writing a supplementary examination can obtain a maximum grade of 65% in the course. Supplementary examinations will be written no later than the first week of the semester immediately following the one in which the course was failed.

Clinical

Students will be assigned a preceptor. They will work with their preceptor one day per week for 12 weeks (96 hours). The focus of the clinical work will be on assessment and management of common health conditions. Students must pass the clinical component in order to pass N6805 and proceed on to N6806.

Current clinical practice guidelines offer consistent strategies that enable practitioners to base their management decisions on sound judgment, research, clinical reasoning while utilizing a client-centred approach. Appropriate management of clients, families, and communities takes knowledge, confidence, judgment, skills and competencies in deciding when and what actions need to be taken depending on unique circumstances.

Success in each step of the clinical decision-making process depends on self-directed learning and sharing innovative ideas with others. Working collaboratively within interdisciplinary teams optimizes patient-centred care and improves health outcomes. In the clinical setting, you are presented with clients with complex conditions and health challenges. Preceptors evaluate the learner’s ability for data gathering, history taking, physical examination, clinical decision-making, and management plans for the identified clinical problems. Preceptors are encouraged to offer detailed feedback in the evaluation process in communication with student learners and NP faculty during the clinical practicum.

Onsite Week

During the Onsite Week, students will come to campus for a week of skills practice, workshops, and OSCE testing.

<u>OSCE Guidelines</u>

Your final exam will consist of an OSCE exam. This is basically what you do in the clinical environment each week. The main difference will be that there will be an examiner in the room as well as a standardized patient, or actor acting as a patient. The patient will not provide you with information unless you ask for it.

- O - Objective
- S - Structured
- C - Clinical
- E - Examination

Framework for evaluation of clinical skills - not the only method for evaluation - but it is the Gold Standard used. There are a series of timed stations through which all students rotate - bells, beginning, warning, ending. Information given on the door to direct focus - also inside station as a reminder!

Tips for success

Read Carefully and follow instructions - Use the 2 minutes outside wisely to plan process. No talking, laughing, sharing station stories, etc.! Proceed in station just as you would in a real clinic - introduce yourself, inquire re patient's name, chief complaint, etc.

During history - taking you MUST be more directive than in real clinic situations - Standardized Patients (SP) are trained to answer one question with one answer. If SP answers your question with a question - you need to be more specific to get checklist point. You are also being evaluated in time management - enough time is allotted to complete the required skill. In the physical examination stations please wash your hands before and after touching patient. During physical examination you will need to talk through what you are doing and why. The examiner cannot read your mind!

Vital signs and other test results or patient information may be given on the door or provided by the examiner. The examiner will NOT converse with you EXCEPT to provide the information as the station requires.

Students must meet a minimum standard of performance of 65%. *Students who fail the OSCEs will receive a maximum grade of 60 (C) on their transcript. All clinical hours must be completed prior to taking part in the OSCE testing.*

Course Content

Weeks 1-2: Endocrine Conditions and Pharmacotherapy (over 2 weeks)

- Review pathophysiology of endocrinological conditions
- Review common diseases and differential diagnosis
- Review major drug classes and principles of therapy of selected conditions
    - Beta blockers
    - Iodide
    - Anti-thyroid drugs (Thionamide agents)
    - Thyroid hormones
    - Insulin therapy
    - Alpha glucosidase inhibitors
    - Biguanides
    - Dipeptidyl peptidase-4 inhibitors
    - Glucagon-like peptide 1 receptor agonists
    - Non-sulfonylurea secretagogues
    - Sulfonylureas
    - Thiazolidinediones

Detailed:

- Thyrotoxicosis/ Hyperthyroidism/Graves' disease

- Hypothyroidism
- Diabetes, including acute and chronic complications

Brief:

Metabolic syndrome

Week 3: Neurological Diseases and Pharmacotherapy

- Review pathophysiology of neurological conditions
- Review common diseases and differential diagnosis
- Review major drug classes and principles of therapy of selected conditions
    - Anti-seizure medication (Treatment depends on seizure type)
    - Antimicrobial therapy (e.g., for treatment of Bacterial meningitis: Penicillin, Cephalosporins or Aminoglycosides)
    - Vancomycin
    - Carbapenems
    - NSAIDs
    - Antidepressants
    - Serotonin receptor agonists
    - Ergotamine derivatives
    - Antiepileptic
    - Beta blockers
    - Glucocorticoids

Detailed

- Seizures
- Headaches: migraine, cluster, tension-type
- Meningitis

Brief

- Hydrocephalus
- Concussion
- Parkinson's disease
- Multiple sclerosis
- Children as part of Framework of adult: Epilepsy, Defects of neural tube closure (congenital)

Week 4: Gastrointestinal Disorders and Pharmacotherapy

- Review pathophysiology of gastrointestinal disorders
- Review common diseases and differential diagnosis
- Review major drug classes and principles of therapy of selected conditions

- Antacids
- Histamine 2 receptor antagonists
- PPIs
- Prokinetic agents and sulcrafate
- Antibiotics
- Bismuth agents
- Aminosalicylate derivatives
- Budesonide therapy
- Steroids
- Budesonide therapy
- Corticosteroids
- Immunomodulators
- Sulfasalzine or mesalimine products
- Anti-TNF
- Antineoplastic agents
- Oral Vancomycin (and fidaxomycin)
- Metronidazole
- Discontinue antibiotics

Week 5 (Mid-term Exam)

Week 6: Hematological Disorders and Pharmacotherapy

- Review pathophysiology of hematological disorders
- Review common diseases and differential diagnosis
- Review major drug classes and principles of therapy of selected conditions

Detailed

Recommendations for various anemias (i.e. iron deficiency, folic acid deficiency, Vitamin B12 deficiency).

Brief

- Treatment of Leukemia and Lymphomas
- Children as part of Framework of adult: All anemias
- Infectious mono link to Burkitt lymphoma
- Thrombocytopenia
- Hemophilia
- Disseminated intravascular coagulation

Week 7 Renal Disorders and Pharmacotherapy

- Review pathophysiology of renal disorders
- Review common diseases and differential diagnosis

- Review major drug classes and principles of therapy of selected conditions

Detailed

- Kidney stones
- Acute cystitis
- Acute pyelonephritis
- Chronic kidney disease

Brief

- Hypoplastic or dysplastic kidneys
- Children as part of Framework of adult: UTIs
- Fluid and electrolyte imbalance in children (shouldn't that be covered earlier in N6804?)
- Acute glomerulonephritis

Week 8 Genito-urinary and Reproductive Health Pharmacotherapy

- Review pathophysiology of gastrointestinal disorders
- Review common diseases and differential diagnosis
- Review major drug classes and principles of therapy of selected conditions

Detailed

- Benign prostatic hyperplasia
- Erectile dysfunction
- Contraception
- Incontinence in adults and children

Brief

- Leiomyomas
- Endometriosis
- Primary dysmenorrhea
- Prostatitis
- Polycystic ovary syndrome

Week 9 Musculoskeletal Conditions and Pharmacotherapy

- Review pathophysiology of gastrointestinal disorders
- Review common diseases and differential diagnosis
- Review major drug classes and principles of therapy of selected conditions

Detailed

- Osteoporosis
- Osteomyelitis

- Osteoarthritis
- Gout

Brief

- Children as part of Framework of adult: Osteomyelitis
- Tendinopathy and bursitis
- Rhabdomyolysis
- Fibromyalgia
- Legg-Calve-Perthes Disease
- Developmental dysplasia of the hip
- Duchenne muscular dystrophy

Week 10 Integumentary Conditions and Pharmacotherapy

- Review pathophysiology of gastrointestinal disorders
- Review common diseases and differential diagnosis
- Review major drug classes and principles of therapy of selected conditions

Detailed

- Psoriasis
- Acne vulgaris
- Atopic dermatitis (Eczema)

Brief

- Hidradenitis supprativa (inverse acne)
- Irritant contact dermatitis
- Bacterial/Viral infections: chickenpox, zoster, measles, cellulitis, impetigo

Week 11 Review week

Week 12 Course Wrap-up

NURS-6806 Advanced Clinical Decision Making and Clinical Practicum 4 Course Outline

Course Description

N6806 Advanced Clinical Decision Making and Clinical Practicum 4 explores and allows the student to critically apply their understanding of prior learned concepts with the new knowledge of advanced clinical decision making and management of health issues. The focus of this course is on those individuals from birth, across the lifespan, to the older adult. The course focuses on the development of diagnostic reasoning and clinical decision-making skills within the scope of practice of a nurse practitioner (NP). You will be expected to recall previously learned concepts and knowledge from your NP program to assist you in developing your clinical decision-making skills and competencies. For the clinical component, the focus is on a systematic approach to patient assessment and management of health problems. Opportunities for students to acquire advanced skills to assist in the diagnosis and management of common health problems are emphasized (36 hours lecture, 80 hours clinical). Prerequisite: N6805

Course Objectives

1. Demonstrate the use of the *General Framework for Reviewing Diseases and Disorders* by application to selected common health conditions.
2. Identify etiology, manifestations, and appropriate management for selected common acute and chronic health conditions of clients and families;
3. Explain the rationale for the selection of appropriate laboratory, radiological, and other diagnostic tests;
4. Interpret the results of the diagnostic tests based on interpretation of data and evidence-informed practice;
5. Apply the concepts of pharmacology and therapeutics to the management of health problems within the scope of practice for a nurse practitioner;
6. Apply the principles of clinical reasoning/differential diagnosis in the development of a therapeutic management plan of care.
7. *Discuss the shared management plan of care based on diagnoses and the clients' preferences considering the social, economic determinants of health within the NP scope of practice;*
8. *Co-create a harm reduction management plan considering treatment options;*
9. Discuss the strategies needed for interdisciplinary communication and collaboration in the identification of health needs, and the development and evaluation of treatment plans;
10. Discuss the use of technology to deliver health care services including collection and documentation of client information;
11. *Evaluate effectiveness of the shared management plan to identify required modifications and/or termination of treatments*.
12. *Facilitate referral to another practitioner or services if the client would benefit from the consultation or if the client-care needs are beyond the NP's individual competence or scope of practice.*

Course Materials

- The final decision has not been made regarding which textbooks will be used, but suitable textbooks are available now, and we expect others will be published in the next year.
- Papadakis, M., & McPhee, S. (Eds.). (2023). CURRENT Medical Diagnosis and Treatment. (62nd ed.). McGraw Hill.
- Hay, W., Levin, M., Deterding, R., & Abzug, M. (Eds.) (2022). Current Diagnosis and Treatment: Pediatrics. (26th ed.). McGraw Hill**.**
- Cash, J., Glass, C., Fraser, D., Corcoran, L., & Edwards, M. (2019). Canadian Family Practice Guidelines. Springer Publishing.
- McCance, K. L. & Heuther, S. E. (2019). Pathophysiology. The biologic basis for disease in adults and children (8th ed.). Mosby.
- Bickley, L. (2020). Bates' guide to physical examination and history taking (13th ed.). Wolters Kluwer.
- Bruyere, H. (2009). 100 Case studies in pathophysiology. Wolters Kluwer/LWW.
- Dains, J. E., Ciofu Baumann, L., & Scheibel, P. (2019). Advanced health assessment and clinical diagnosis in primary care (6th ed.). Elselvier.
- Chisholm-Burns, M. A., Wells, B., Schwinghammer, T. L., Malone, P. M., Kolesar, J. M., Lee, K.C., & Bookstaver, P.B. (2022). Pharmacotherapy principles and practice (6th edition). New York: McGraw-Hill.
- Schwinghammer, T. L., & Kolesar, J. M. Borchert, J. S., Slain, D., Park, S.K., (2020). Pharmacotherapy Casebook-A Patient Focused Approach (11th edition). New York: McGraw-Hill. (Available in HSL Library).
- Anti-Infective MUMs Guidelines App
- **Other selected journal articles, as appropriate**.
- **Pertinent journal articles and clinical practice guidelines**
- **Websites related to advanced clinical decision-making**

Course Overview

The course is divided into two main components, theoretical and clinical.

1. For the theoretical component there are twelve (12) units that cover an approach to the care and management of individuals with selective disorders.

2. For the clinical component, the focus is on clinical where a systematic approach to patient assessment and management of health problems will be discussed and critiqued. Opportunities to acquire advanced skills to assist in the diagnosis and management of common health problems will be provided in the clinical component of the course in a variety of health care settings.

In N6806, a case-based approach is used to guide the learner in acquiring skill and competencies in critical thinking by applying theory to practice. In the diagnosis and management of health care

problems, the nurse practitioner must develop a unique set of judgment skills in analyzing and integrating clinical information, taking into consideration the socio, economic, cultural, and environmental determinants of health.

Course Evaluation

- **Discussion 20%**
- **Presentation 15%**
- **Mid-term Exam 25%**
- **Final Exam 40%**
- **Clinical (Pass/Fail)**

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your "Group" is assigned according to the Course Schedule). Every student will be graded on 6 discussion forums. A grade will be provided midterm based on the number of completed discussion forums.

Presentation

Each student will present a clinical case from their current health setting following approval of their specific case with the course professor. The focus of this presentation is to use the General Framework for Reviewing Diseases and Disorders as a template and explain the recommended management (pharmacotherapy and non-pharm) appropriate to the patient case. After feedback from the course professor, the PowerPoint presentation should be uploaded to Brightspace for class discussion.

Midterm and Final Exams

The arrangements for the exams will be coordinated by the CITL team. The date and location of each exam will be posted. For in-person exams it is mandatory that students provide a photo ID to be eligible to write the exam.

The midterm exam covers material in Weeks 1-5 of the course. The final written exam is a comprehensive examination, covering all material in the course, with greater weight on the latter half of

the course. The majority of questions will be multiple choice but other formats may be used. Students must obtain a minimum of 65% in the final exam in order to pass N6806.

In order to write a supplementary exam, a student must have achieved at least a 60% in the first writing of the final exam. A student may only write 1 supplementary exam in the Master's program. Any student writing a supplementary examination can obtain a maximum grade of 65% in the course. Supplementary examinations will be written no later than the first week of the semester immediately following the one in which the course was failed.

Clinical

Students will be assigned a preceptor. They will work with their preceptor one day per week for 10 weeks (80 hours). The focus of the clinical work will be on assessment and management of common health conditions. Students must pass the clinical component in order to pass N6806 and proceed on to N6807.

In the clinical setting, the student is presented with clients with actual signs and symptoms associated with complex conditions and a broad range of health challenges. Patient encounters are essential on a weekly basis to increase understanding of the range of possible clinical conditions in different health care settings and populations. Your preceptor plays a pivotal role in the direct observation, and communicates regularly with faculty members, about the evaluation your progress. Preceptors evaluate the learner's ability for data gathering, history taking, physical examination, clinical decision-making, and management plans for the identified clinical problems. Preceptors are encouraged to offer detailed feedback in the evaluation process in communication with student learners and NP faculty during the clinical practicum.

Current clinical practice guidelines offer consistent strategies that enable practitioners to base their management decisions on sound judgment, research, clinical reasoning while utilizing a client-centred approach. Appropriate management of clients, families, and communities takes knowledge, confidence, judgment, skills and competencies in deciding when and what actions need to be taken depending on unique circumstances.

Success in each step of the clinical decision-making process depends on self-directed learning and to sharing innovative ideas with others. Working collaboratively within interdisciplinary teams optimizes patient-centred care and improves health outcomes. Having the time-management skills to look for evidence for the foundation of clinical practice are the qualities of an advanced practice learner. Lifelong learning is critical for NPs as evidence for clinical practice is continually changing and evolving.

Course Content:

In each module in N6806, the *General Framework for Reviewing Diseases and Disorders* will be applied to key exemplar health conditions building on learning from previous courses (N6803, N6804, and N6805) focusing on diagnosis and management of selected common conditions.

Module 1 Head, Eye, Ear and Nose (HEENT) and Respiratory Disorders

Module 2 Cardiovascular and Peripheral Vascular Disorders

Module 3 Endocrine Disorders

Module 4 Renal Disorders

Module 5 Infectious Disorders

Mid-term Exam

Module 6 Psychological Disorders

Module 7 Musculoskeletal Disorders

Module 8 Immunological Disorders

Module 9 Gastrointestinal Disorders

Module 10 Hematological Disorders

Module 11 Neurological Disorders

Module 12 Dermatological Disorders

Modules	Topics	Activities and Assignments
Module 1	**Module 1 Head, Eye, Ear and Nose (HEENT) and Respiratory Disorders**	**Group A**
Module 2	**Module 2 Cardiovascular and Peripheral Vascular Disorders**	**Group B**
Module 3	**Module 3 Endocrine Disorders**	**Group A**
Module 4	**Module 4 Renal Disorders**	**Group B**
Module 5	**Module 5 Infectious Disorders**	**Group A**
Mid-term Break		
Module 6	**Module 6 Psychological Disorders**	**Group B**
Module 7	**Module 7 Musculoskeletal Disorders**	**Group A**
Module 8	**Module 8 Immunological Disorders**	**Group B**
Module 9	**Module 9 Gastrointestinal Disorders**	**Group A**

Module 10	**Module 10 Hematological Disorders**	**Group B**
Module 11	**Module 11 Neurological Disorders**	**Group A**
Module 12	**Module 12 Dermatological Disorders**	**Group B**

NURS-6807 Advanced Clinical Decision-making (Part 2) and Clinical Practicum 5 Course Outline

Course Description

NURS-6807 encourages the student to critically apply their understanding of prior learned concepts with the new knowledge of advanced clinical decision-making and management of health issues to the care of individuals within special populations. The focus of this course is on those individuals requiring special consideration in different populations such as pediatrics, adolescents, child-bearing families, vulnerable circumstances, and the elderly. This course builds on knowledge of diagnostic reasoning and clinical decision-making skills within the scope of practice of a nurse practitioner (NP) learned in N6806. You will be expected to recall previously learned concepts and knowledge from other courses in the program to assist you in developing competencies in clinical decision-making skills and management while considering the determinants of health unique to unique populations. For the clinical component, the focus is on clinical where a systematic approach to patient assessment and management of health problems will be discussed and critiqued with consideration for the needs and circumstances of special populations. (36 hours lecture, 80 hours clinical). Prerequisite: N6806

Course Objectives

1. Identify etiology, manifestations, and appropriate management for common acute and chronic health conditions of individual and families in special populations;
2. Explain the rationale for the selection of appropriate laboratory, radiological, and other diagnostic tests;
3. Interpret the results of the diagnostic tests based on interpretation of data and evidence-informed practice;
4. Apply the concepts of pharmacology and therapeutics to the management of health problems within the scope of practice for a nurse practitioner;
5. Apply the principles of clinical reasoning/differential diagnosis in the development of a therapeutic management plan of care for individuals in special populations;
6. Discuss the shared management plan of care based on diagnoses and the clients' preferences considering the social, economic determinants of health within the NP scope of practice;
7. Co-create a harm reduction management plan considering treatment options;
8. Discuss the strategies needed for interdisciplinary communication and collaboration in the identification of health needs, and the development and evaluation of treatment plans for individuals in special populations;
9. Discuss the use of technology to deliver health care services including collection and documentation of client information according to legislation and regulatory requirements;
10. Evaluate effectiveness of the shared management plan to identify required modifications and/ or termination of treatments;
11. Facilitate referral to another practitioner or services if the client would benefit from the consultation or if the client-care needs are beyond the NP's individual competence or scope of practice;

12. Discuss the initiation of interventions to stabilize and manage the client in urgent, emergent and life-threatening situations;
13. Lead admission, transition of care, and discharge planning that ensures continuity and safety of clients in special populations.

Course Materials

- The final decision has not been made regarding which textbooks will be used, but suitable textbooks are available now, and we expect others will be published in the next year.
- Papadakis, M., & McPhee, S. (Eds.). (2023). CURRENT Medical Diagnosis and Treatment. (62nd ed.). McGraw Hill.
- Hay, W., Levin, M., Deterding, R., & Abzug, M. (Eds.) (2022). Current Diagnosis and Treatment: Pediatrics. (26th ed.). McGraw Hill**.**
- Cash, J., Glass, C., Fraser, D., Corcoran, L., & Edwards, M. (2019). Canadian Family Practice Guidelines. Springer Publishing.
- McCance, K. L. & Heuther, S. E. (2019). Pathophysiology. The biologic basis for disease in adults and children (8th ed.). Mosby.
- Bickley, L. (2020). Bates' guide to physical examination and history taking (13th ed.). Wolters Kluwer.
- Bruyere, H. (2009). 100 Case studies in pathophysiology. Wolters Kluwer/LWW.
- Dains, J. E., Ciofu Baumann, L., & Scheibel, P. (2019). Advanced health assessment and clinical diagnosis in primary care (6th ed.). Elselvier.
- Chisholm-Burns, M. A., Wells, B., Schwinghammer, T. L., Malone, P. M., Kolesar, J. M., Lee, K.C., & Bookstaver, P.B. (2022). Pharmacotherapy principles and practice (6th edition). New York: McGraw-Hill.
- Schwinghammer, T. L., & Kolesar, J. M. Borchert, J. S., Slain, D., Park, S.K., (2020). Pharmacotherapy Casebook-A Patient Focused Approach (11th edition). New York: McGraw-Hill. (Available in HSL Library).
- Anti-Infective MUMs Guidelines App
- **Other selected journal articles, as appropriate**.
- **Pertinent journal articles and clinical practice guidelines**
- **Websites related to advanced clinical decision-making**

Course Overview

The course is divided into two main components, theoretical and clinical.

1. For the theoretical component there are six modules that cover an approach to the care and management of individuals with health conditions within special populations.

2. For the clinical component, the focus is on clinical where a systematic approach to patient assessment and management of health problems will be discussed and critiqued. Opportunities to acquire advanced skills to assist in the diagnosis and management of common health problems will be provided in the clinical component of the course in a variety of health care settings.

In N6807, a case-based approach is used to guide the learner in acquiring skill and competencies in critical thinking by applying theory to practice. In the diagnosis and management of health care problems, the nurse practitioner student will build on clinical judgement skills in analyzing and integrating clinical information, taking into consideration the socio, economic, cultural, and environmental determinants of health. Unique to each population.

Current clinical practice guidelines offer consistent strategies that enable practitioners to base their management decisions on sound judgment, research, clinical reasoning while utilizing a client-centred approach. Appropriate management of clients, families, and communities takes knowledge, confidence, judgment, skills and competencies in deciding when and what actions need to be taken depending on unique circumstances.

Success in each step of the clinical decision-making process depends on self-directed learning and to sharing innovative ideas with others. Working collaboratively within interdisciplinary teams optimizes patient-centred care and improves health outcomes. Having the time-management skills to look for evidence for the foundation of clinical practice are the qualities of an advanced practice learner. Lifelong learning is critical for NPs as evidence for clinical practice is continually changing and evolving.

Course Evaluation

- **Discussion 25%**
- **Shadow Health 15%**
- **Mid-term Exam 25%**
- **Final Exam 35%**
- **Clinical (Pass/Fail)**

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your “Group” is assigned according to the Course Schedule). Every student will be graded on 5 discussion forums. A grade will be provided midterm based on the number of completed discussion forums.

Shadow Health

We will be using Shadow Health to help position you for success in your practice setting. Shadow Health provides a clinical simulation designed to strengthen your clinical reasoning and therapeutic communication skills in a safe virtual learning environment. Focus of this Shadow Health virtual learning will be on special populations such as pediatrics, and virtual patients from vulnerable populations.

Midterm and Final Exams

The arrangements for the exams will be coordinated by the CITL team. The date and location of each exam will be posted. For in-person exams it is mandatory that students provide a photo ID to be eligible to write the exam.

The midterm exam covers material in Weeks 1-5 of the course. The final written exam is a comprehensive examination, covering all material in the course, with greater weight on the latter half of the course. The majority of questions will be multiple choice but other formats may be used. Students must obtain a minimum of 65% in the final exam in order to pass N6803.

In order to write a supplementary exam, a student must have achieved at least a 60% in the first writing of the final exam. A student may only write one supplementary exam in the Master's program. Any student writing a supplementary examination can obtain a maximum grade of 65% in the course. Supplementary examinations will be written no later than the first week of the semester immediately following the one in which the course was failed.

Clinical

Students will be assigned a preceptor. They will work with their preceptor one day per week for 10 weeks (80 hours). The focus of the clinical work will be on assessment and management of common health conditions. Students must pass the clinical component in order to pass N6807 and proceed on to N6808.

In the clinical setting, the student is presented with clients with actual signs and symptoms associated with complex conditions and a broad range of health challenges. Patient encounters are essential on a weekly basis to increase understanding of the range of possible clinical conditions in different health care settings and populations. Your preceptor plays a pivotal role in the direct observation, and communicates regularly with faculty members, about the evaluation your progress. Preceptors evaluate the learner’s ability for data gathering, history taking, physical examination, clinical decision-making, and management plans for the identified clinical problems. Preceptors are encouraged to offer detailed feedback in the evaluation process in communication with student learners and NP faculty during the clinical practicum.

Current clinical practice guidelines offer consistent strategies that enable practitioners to base their management decisions on sound judgment, research, clinical reasoning while utilizing a client-centred approach. Appropriate management of clients, families, and communities takes knowledge, confidence, judgment, skills and competencies in deciding when and what actions need to be taken depending on unique circumstances.

Success in each step of the clinical decision-making process depends on self-directed learning and to sharing innovative ideas with others. Working collaboratively within interdisciplinary teams optimizes

patient-centred care and improves health outcomes. Having the time-management skills to look for evidence for the foundation of clinical practice are the qualities of an advanced practice learner. Lifelong learning is critical for NPs as evidence for clinical practice is continually changing and evolving.

Course Content:

Each module in N6807 will be covered over 2 weeks. In each module, the *General Framework for Reviewing Diseases and Disorders* will be applied to key exemplar health conditions building on learning from previous courses (N6803, N6804, and N6805) focusing on diagnosis and management of selected common conditions taking into considerations the unique needs and circumstances of individuals in special populations.

Module 1 Neonatal, Pediatric, and Adolescent Health

Module 2 Young and middle-aged Adult Health, Obstetrical population

Module 3 Vulnerable Peoples Health (LGBTQIA2s+, Indigenous, Minorities, Immigrant, Developmental Disabilities, Mental Health and Addictions, etc.)

Module 4 Individuals with Multi-morbidity

Module 5 Older Adult & Frail Elderly Health

Module 6 Management of clients in urgent, emergent and life-threatening situations

Modules	Topics	Activities and Assignments
Module 1	**Neonatal, Pediatric, and Adolescent Health**	**Groups A and B**
Module 2	**Young and middle-aged Adult Health, Obstetrical population**	**Groups A and B**
Module 3	**Vulnerable Peoples Health (LGBTQIA+, Indigenous, Minorities, Immigrant, Mental Health and Addictions, Developmental Disabilities)**	**Groups A and B**
Mid-term Break		
Module 4	**Individuals with Multi-morbidity**	**Groups A and B**
Module 5	**Older Adult & Frail Elderly Health**	

Module 6	**Management of clients in urgent, emergent and life-threatening situations**	**Groups A and B**

NURS-6808 Consolidated Clinical Practicum 6 Course Outline

Course Description

This course provides the student with the opportunity to integrate, synthesize and analyze previously learned knowledge and skills through intensive theoretical and clinical experiences. Students will integrate previously learned theoretical content and practical skills and competencies acquired throughout the Master of Science in Nursing Program, NP Option. Students will avail of opportunities to focus on specific client populations that complement and challenge previous experiences to ensure that all competencies of an entry-level graduate are fulfilled prior to graduation.

Course Objectives

1. Integrate, synthesize and analyze previously learned knowledge and skills through intensive theoretical and clinical experiences.
2. Focus on specific client populations that complement and challenge previous experiences to ensure that all competencies of an entry-level graduate are fulfilled prior to graduation.
3. Discuss the strategies needed for interdisciplinary communication and collaboration for the care of individuals, families, and unique populations.
4. Discuss the use of technology to deliver health care services at the intra, inter, and multi-sectoral levels within the health care system according to legislation and regulatory requirements.
5. Demonstrate competencies and skills in the assessment, planning, implementation, and evaluation of the management of clients experiencing acute and chronic illnesses within an advanced practice nursing framework;
6. Consistently integrate the determinants of health into the planning of care, discharge planning and counselling in a client-centered approach to care;
7. Integrate relevant theory, research, and current clinical practice guidelines into clinical practice in collaboration with the health care team to optimize care;
8. Integrate ethical, regulatory, standards, competencies and self-reflection of the entry-level nurse practitioner in decision-making into the care and management of individuals in various populations across the continuum of health.

Course Materials

- The final decision has not been made regarding which textbooks will be used, but suitable textbooks are available now, and we expect others will be published in the next year.

- Papadakis, M., & McPhee, S. (Eds.). (2023). CURRENT Medical Diagnosis and Treatment. (62nd ed.). McGraw Hill.
- Hay, W., Levin, M., Deterding, R., & Abzug, M. (Eds.) (2022). Current Diagnosis and Treatment: Pediatrics. (26th ed.). McGraw Hill**.**
- Cash, J., Glass, C., Fraser, D., Corcoran, L., & Edwards, M. (2019). Canadian Family Practice Guidelines. Springer Publishing.
- McCance, K. L. & Heuther, S. E. (2019). Pathophysiology. The biologic basis for disease in adults and children (8th ed.). Mosby.
- Bickley, L. (2020). Bates' guide to physical examination and history taking (13th ed.). Wolters Kluwer.
- Bruyere, H. (2009). 100 Case studies in pathophysiology. Wolters Kluwer/LWW.
- Dains, J. E., Ciofu Baumann, L., & Scheibel, P. (2019). Advanced health assessment and clinical diagnosis in primary care (6th ed.). Elselvier.
- Chisholm-Burns, M. A., Wells, B., Schwinghammer, T. L., Malone, P. M., Kolesar, J. M., Lee, K.C., & Bookstaver, P.B. (2022). Pharmacotherapy principles and practice (6th edition). New York: McGraw-Hill.
- Schwinghammer, T. L., & Kolesar, J. M. Borchert, J. S., Slain, D., Park, S.K., (2020). Pharmacotherapy Casebook-A Patient Focused Approach (11th edition). New York: McGraw-Hill. (Available in HSL Library).
- Anti-Infective MUMs Guidelines App
- **Other selected journal articles, as appropriate**.
- **Pertinent journal articles and clinical practice guidelines**
- **Websites related to advanced clinical decision-making**

Course Overview

The course is divided into two main components, theoretical and clinical.

1. For the theoretical component, there is minimal course content, as well as some pre-recorded and synchronous seminars that help to facilitate the integration, synthesize, and critically appraise previously learned knowledge and skills. Students gain additional knowledge through the application of research into how the clinical practice of the nurse practitioner graduate can be integrated into the current health care system.

2. For the clinical component, the focus of this final graduate course is on the consolidated clinical practicum where students gain expertise in advanced health assessment, interpretation of diagnostic testing, and appropriate management planning through collaboration with clients, families, colleagues, and other members of the interdisciplinary team in various health care settings.

Opportunities to refine advanced nurse practitioner competencies and skills prior to graduation is emphasized.

Course Evaluation

- **Discussion (15%)**
- **Practice Comprehensive Exam (15%)**
- **Research NP Practice Presentation (30%)**
- **Comprehensive Exam (40%)**
- **Clinical (Pass/Fail)**

Discussion

Through the discussions, it is expected that you will share understanding, different viewpoints, issues, concerns and experiences, thus creating a rich learning environment. The purpose is to explore the literature, foster critical thinking, gain understanding, share thoughts, but not to criticize colleagues. You often learn more through discussion participation than from any other components of the course.

It is important to remember that it is a discussion, as opposed to a monologue. In this regard, be very clear and concise. Reply to, comment or expand on, and question the postings of others while limiting your posting to 150 words. Bullet lists are often useful. Read all the postings, and make new contributions to the discussion, as opposed to repeating what someone else has contributed. Use the reply function so that your posting is placed in an appropriate location for a threaded discussion. If you agree with a comment, state why you agree, not just that you agree. If you disagree, politely say why you disagree. Disagreeing is acceptable as it is part of the learning process for all students.

The discussion forum will be graded out of 30 (5 points per week that your "Group" is assigned according to the Course Schedule). Every student will be graded on 6 discussion forums. A grade will be provided midterm based on the number of completed discussion forums.

Practice Comprehensive Exam

In Week 3 of the semester, students will do an online pre-comprehensive exam to evaluate their current knowledge level of course content attained during the graduate program. Results of this exam will give the students an opportunity to gain knowledge of areas that need further concentration prior to the end of the semester in order to be successful in the Comprehensive exam to be taken during the onsite week component at the end of the semester.

Research and NP Practice Presentation and Report

The clinical presentation assignment is comprised of a WebEx presentation and submission of the summary report. The intent of this assignment is for you to think critically and innovatively concerning the boundaries of current NP practice and the implications for population health. Your WebEx presentation will focus on identifying a knowledge practice gap and proposing a novel and evidenced-based practice solution to address the identified need that will enhance future NP practice. The presentation should outline the implementation process, address any potential implementation challenges as well as strategies to overcome these challenges and highlight the implications for population health related to the proposed change in practice or innovative research. For example, students can select an innovative, emerging area of NP practice by outlining how to create an NP-led clinic, focus on the knowledge gap and describe how NPs can provide the solution.

Utilize the N6808 suggested textbooks to "think outside the box" in ways that can improve population health through NP practice and research. Students will confer with course professors to ensure the topic chosen is appropriate and relevant. Students will present this topic via WebEx to other NPs, nurses, course professors, other faculty and staff, as well as personnel within regional health authorities, private collaborative practice, as applicable. Demonstration of the ability to practice within the NP Standards of Practice and NP entry-level competencies should be articulated and evident throughout the presentation.

Presentation and Summary Report guidelines:

Students will be evaluated on the application and integration of content from previous courses in the program in the development of their innovative area of NP practice with the aim of improving population health. The integration of relevant theory, current practice guidelines, and research findings to ensure evidence-based NP practice is expected. The presentation and summary report should include the following:

1. a brief literature review to provide rationale for the identified need, potential solution(s), and evidence of effectiveness;
2. a conceptual framework;
3. relevance of the topic/issue to population/global health;
4. integration of content from consultation with NP preceptors, course professors, community stakeholders;
5. implementation process
6. potential challenges to implementation;
7. potential strategies for success; and the
8. implications for population health**.**

Clinical

Evaluation completed by your preceptor in consultation with the student and course professor. Pass/Fail component. Students are expected to spend a minimum of 400 hours in a variety of clinical experiences designed to meet the objectives of their individualized learning plans as discussed with faculty and preceptors. The required clinical is 3 to 4 days per week depending on the clinical setting this semester. Supplemental clinical days in a variety of settings need to be negotiated with the student, agency, preceptor, and course professor in a timely manner. Students must pass the clinical component in order to pass N6808 and graduate from the MScN NP Option.

Onsite Week

During the Onsite Week, students will come to campus for a week of skills practice, workshops, and OSCE testing.

Comprehensive Exam

During the onsite week component, students will complete a four-hour comprehensive exam covering all content in the graduate program with emphasis on the NP specific courses. This comprehensive exam will prepare students to write the national exam for NPs upon graduation.

Observed Structured Clinical Exams (OSCEs)

OSCE Guidelines

The final exam will consist of an OSCE exam during the onsite week. This is basically what you do in the clinical environment each week. The main difference will be that there will be an examiner in the room as well as a standardized patient, or actor acting as a patient. The patient will not provide you with information unless you ask for it.

- O - Objective
- S - Structured
- C - Clinical
- E - Examination

Framework for evaluation of clinical skills - not the only method for evaluation - but it is the Gold Standard used. There are a series of timed stations through which all students rotate - bells, beginning, warning, ending. Information given on the door to direct focus - also inside station as a reminder!

Please note: For this mandatory onsite component requirement of five days at the end of the semester, students complete the Comprehensive Examination, the Observed Structured Clinical Examinations (OSCEs), and Skills Days. All clinical hours for this course must be completed prior to this onsite component.

Tips for success

Read Carefully and follow instructions - Use the 2 minutes outside wisely to plan process. No talking, laughing, sharing station stories, etc.! Proceed in station just as you would in a real clinic - introduce yourself, inquire re patient's name, chief complaint, etc.

During history - taking you MUST be more directive than in real clinic situations - Standardized Patients (SP) are trained to answer one question with one answer. If SP answers your question with a question - you need to be more specific to get checklist point. You are also being evaluated in time management - enough time is allotted to complete the required skill. In the physical examination stations please wash your hands before and after touching patient. During physical examination you will need to talk through what you are doing and why. The examiner cannot read your mind!

Vital signs and other test results or patient information may be given on the door or provided by the examiner. The examiner will NOT converse with you EXCEPT to provide the information as the station requires.

Students must meet a minimum standard of performance of 65%. *Students who fail the OSCEs will receive a maximum grade of 60 (C) on their transcript. All clinical hours must be completed prior to taking part in the OSCE testing.*

Course Seminar Content:

Seminar 1 Approach to Complex Patients/Team Based Model of Care

Seminar 2 Opioid Use Disorder (OUD) and Harm Reduction Strategies

Seminar 3 Palliative Care and Medical Assistance in Dying (MAiD)

Seminar 4 Approach to the Hospitalized Patient in Acute Care

Seminar 5 Management of Community and Hospital-Based Emergencies

Seminar 6 Mental Health Assessment and Management Strategies

From: Button, Duane
To: Pittman, Echo
Cc: Amy Marie Grouchy; Kim, Andrew; Williams, Annette
Subject: Re: HKR Graduate Program Calendar Changes
Date: Friday, October 27, 2023 10:10:39 AM
Attachments: Proposed MHKR & MSc Calendar Changes October 27 2023.docx
Proposed MHKR & MSc Calendar Changes October 27 2023.pdf

Dear Echo,

Thank you for catching the mistake. Attached is an updated copy of the Calendar Changes. Not stated anywhere in the document, but any current student in the Masters program can finish in the old program or opt to be in the new program. Starting September 2024 all new graduate students will be enrolled into the new program. Please let me know if you have any further questions.

Best Regards,

Duane

DUANE BUTTON | Ph.D | Professor | CSEP-CEP

Associate Dean of Graduate Studies and Research
School of Human Kinetics and Recreation
Cross-Appointed – BioMedical Sciences, Faculty of Medicine
Memorial University
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Duane Button
https://mun.webex.com/meet/dbutton

Human Neurophysiology Lab

LAB and RESEARCH INFO: FaceBook | Twitter | PubMed

I 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. I 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. I strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

From: "Pittman, Echo" <echop@mun.ca>
Date: Friday, October 27, 2023 at 8:57 AM
To: "Button, Duane" <dbutton@mun.ca>
Cc: Amy Marie Grouchy <d22amg@mun.ca>, "Kim, Andrew" <akim@mun.ca>, "Williams, Annette" <awilliam@mun.ca>
Subject: RE: HKR Graduate Program Calendar Changes

Good morning, Dr. Button,
Thank you for sharing a copy of the proposed calendar change with me.
Proposed Change: Master of science in HKR (name change too) to replace master of KHR (thesis route)
I am wondering what the unit's plan is for students who are currently in these degree programs? For instance, for students who are admitted to the master of science in kinesiology this year or prior, would they be given an opportunity to decide if they would like to obtain a master of science in Kinesiology or a master of science in Human kinetics and Recreation? I also noticed that the required courses are slightly different now.

In the Table of MSC (HKR) course added
The course for HKR 6002 is listed incorrectly

Echo

Echo Pittman, PhD (she/her)
Associate Registrar (Academic Advising & Outreach)
Academic Advising Centre (Science Building: 4053)
Tel: (709) 864-3528
We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

NAVIGATE

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TRACK DATES AND DEADLINES

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www.mun.ca/success

****It is the student's responsibility to ensure that they are registered for the appropriate courses. The University Calendar is the final authority on university regulations. Please check the information above with those regulations.****

This communication is intended for the use of the recipient to whom it is addressed, and may contain confidential, personal, and/or privileged information. Please contact the sender by reply email immediately if you are not the intended recipient of this communication, and do not copy, distribute, or take action relying on it. Any communication received in error should be deleted or destroyed.

From: Williams, Annette <awilliam@mun.ca>
Sent: Thursday, October 26, 2023 1:20 PM
To: Button, Duane <dbutton@mun.ca>
Cc: Amy Marie Grouchy <d22amg@mun.ca>; Kim, Andrew <akim@mun.ca>; Pittman, Echo <echop@mun.ca>
Subject: FW: HKR Graduate Program Calendar Changes

Hi Dr. Button,

I looked at your proposal. I see there are new courses in these changes. If there are new courses we need approval of a graduate course form and syllabus for each new course.

Thank you,
Annette

ANNETTE WILLIAMS (she/her)

School of Graduate Studies, Memorial University
St. John's, Newfoundland and Labrador, Canada
Email: awilliam@mun.ca
Phone: 709-864-2478
www.mun.ca/become/graduate (prospective graduate students)
www.mun.ca/sgs (current graduate students)

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Button, Duane <dbutton@mun.ca>
Sent: Thursday, October 26, 2023 12:55 PM
To: Williams, Annette <awilliam@mun.ca>; Amy Marie Grouchy <d22amg@mun.ca>
Subject: HKR Graduate Program Calendar Changes

Hi,

Please see the attached proposed calendar changes to the SHKR graduate programs. The SHRR academic council unanimously approved these changes on October 26th, 2023. We are now seeking approval from the SGS Academic Council.

If you have any questions or concerns please reach out to me.

Best Regards,

Duane

DUANE BUTTON | Ph.D | Professor | CSEP-CEP

Associate Dean of Graduate Studies and Research
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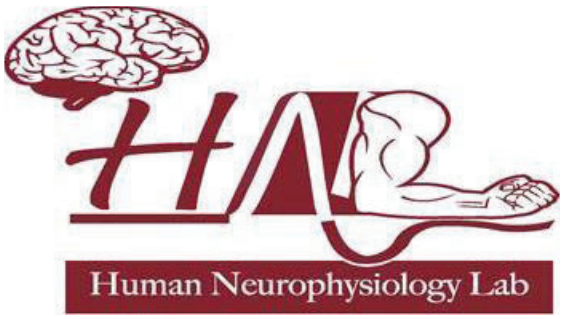
Duane Button
https://mun.webex.com/meet/dbutton



LAB and RESEARCH INFO: FaceBook | Twitter | PubMed

I 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. I 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. I strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

Changes to MHKR and MSc 2023

The following changes were approved by the Graduate Studies Committee, School of Human Kinetics & Recreation on *September 27th,* 2023. Below the rationale for each of the changes are noted. The calendar changes are included at the end of the rationale.

Summary

We are requesting the following changes be considered by the School of Human Kinetics and Recreation Academic Council:

1. To make the following program changes: remove the Master of Human Kinetics and Recreation (MHKR thesis Route) and replace it with a Master of Science in Human Kinetics and Recreation (MSc (HKR)).
2. To rename the Master of Science in Kinesiology to Master of Science in Human kinetics and Recreation. This will allow only one thesis route option. The Master of Human Kinetics and Recreation degree will now only have one option, a course work-based degree. To add 9001 as the semester registration number for the MHKR course route program.
3. To make minor revisions to existing course titles.
4. To make minor changes to the language outlining the requirements for the HKR 6314 Seminar Series
5. To remove course names that the School of Human Kinetics and Recreation no longer offers. To remove current courses from the list of MHKR courses that will no longer be offered for the MHKR course-route degree. To add current courses to the course list that will be offered in the MSc (HKR) thesis-based program.
6. To make minor changes to the language outlining the requirements for MSc (HKR) and MHKR.
7. To change the application deadline from April 1 to February 1

The rationale for the above proposed changes are as follows:

1. If the changes being proposed are approved, there will be no operational changes in the unit other than the name change to our current MSc degree and the removal of the MHKR thesis route degree. Currently we offer thesis routes in MSc (Kin) and MHKR and a course route in MHKR. Having one thesis route program in MSc (HKR) would be inclusive for all students enrolled in the current MSc and MHKR thesis route programs. Each year we have students accepted into the MSc and MHKR thesis programs that should be in the opposite program due to their course structure for the program. We then have to do further paper work in order to make changes to the student's program so that they are in the proper program. Having one thesis route program that is inclusive for all thesis-based students in the School of Human Kinetics and Recreation would eliminate admission into the less appropriate program and cut down on the administration processes involved. Furthermore, we believe that having only two options will make the application process clearer.

2. The new MSc (HKR) degree name would cover all academic and research streams in the School of Human Kinetics and Recreation.
   The Master of Human Kinetics and Recreation thesis-based degree option would be removed. The Master of Human Kinetics and Recreation would become a course-route degree only and there would be no other changes. For the new MSc (HKR) degree students would register for HKR 9000 each semester and for the Master of Human Kinetics and Recreation course-route degree students will register for 9001. Currently all of the graduate students in HKR register under HKR 9000. It would be much easier administratively if each graduate degree had its own registration number.

3. To reduce the length of course titles we have removed (in human kinetics and recreation). These changes are noted in the tables below.

Table of MSc (HKR) course title changes

Course number	Old title	New title
HKR 6003	Culture and Society in Human Kinetics and Recreation	Culture and Society
HKR 6710-6719	6710-6719: Individual Reading and Research in Special Areas of Exercise and Work Physiology	Individual Reading and Research
HKR 6360	Knowledge Translation: Applications to Ergonomics and Occupational Health and Safety	Knowledge Translation: Applications for Applied Health Research

Table of MHKR course title changes

Course number	Old title	New title
HKR 6002	Action Research in Human Kinetics & Recreation	Action Research
HKR 6003	Culture and Society in Human Kinetics & Recreation	Culture and Society
HKR 6121	Leadership in Human Kinetics & Recreation	Leadership
HKR 6600	Contemporary Issues and Trends in Human Kinetics & Recreation	Contemporary Issues and Trends
HKR 6730-6739	Individual Reading and Research in Special Areas of Human Kinetics & Recreation	Individual Reading and Research

4. Currently, HKR 6314 (Seminar Series) is for 4 semesters. We wish to reduce that to 2 semesters. In past years the second-year thesis-based students who completed the 3rd and 4th semesters of HKR 6314 seminar series would repeat the same material they completed in the 1st and 2nd semesters of seminar series. Thus, it was redundant. Furthermore, the removal of the 3rd and 4th semesters of seminar series would allow the student to focus on their research. Thus, the calendar language will be changed to reflect these requirement changes.

5. With the proposed restructuring of our graduate program we will need to add current courses to the course list that will be offered in the MSc (HKR) thesis-based degree and MHKR course-based degree. We will also remove course names from the course list that the School of Human Kinetics and Recreation no longer offers. We would also have to remove current courses from the list of MHKR courses that will no longer be offered for the MHKR thesis route degree.

Table of MSc (HKR) courses added

Course number	Course Title
HKR 6002	Action Research
HKR 6110	Physical Education, Recreation, and Sport Management
HKR 6126	Positive Youth Development
HKR 6127	Activity Over the Lifespan
HKR 6335	Work, Organization & Health
HKR 6600	Contemporary Issues and Trends

Table of MSc (HKR) courses removed

Course number	Course Title
HKR 6340	Occupational Biomechanics
HKR 6350	Human Error in Complex Work Systems
HKR 6500	Introduction to Research in Physical Education
HKR 6720-6729	Individual Reading and Research in Special Areas of Biomechanics and Ergonomics
HKR 6730-6739	Individual Reading and Research in Special Areas of Psychology of Sport, Exercise and Leisure

Table of MHKR courses added

Course number	Course Title
HKR 6110	Physical Education, Recreation, and Sport Management

Table of MHKR courses removed

Course number	Course Title
HKR 6000	Quantitative Research Methods
HKR 6001	Qualitative Research Methods
HKR 6130	Computer Applications for Physical Activity Measurement and Intervention
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 6314	Graduate Seminar Series (repeatable, non-credit)

HKR 6320	Exercise Physiology II
HKR 6330	The Application and Implementation of Kinesiology Technologies
HKR 6335	Work, Organization & Health
HKR 6340	Occupational Biomechanics
HKR 6350	Human Error in Complex Work Systems
HKR 6360	Knowledge Translation: Applications to Ergonomics and Occupational Health and Safety
HKR 6370	Movement and Neural Science
HKR 6420	History of Physical Education, Recreation and Sport
HKR 6710-6719	Individual Reading and Research in Special Areas of Exercise and Work Physiology
HKR 6720-6729	Individual Reading and Research in Special Areas of Biomechanics and Ergonomics6000 Quantitative Research Methods

6. HKR 6000 and 6001 will be required courses for all MSc (HKR) students. They will be packaged as quantitative and qualitative research courses for master level students. We believe that all MSc (HKR) students should have a well-rounded understanding of qualitative and quantitative research, as both types of research are often integrated. Furthermore, in our current program, our social science and kinesiology students are siloed due to not having to take a course together. These required courses will help break these silos. In the new MSc (HKR) thesis program, students will be required to take HKR 6000 and HKR 6001. HKR 6000 and 6001 will be the only required courses. Thus, the calendar language will be changed to reflect these requirement changes.

7. Changing the application deadline from April 1 to February 1 will allow for the admission processes to begin and conclude more efficiently from an administrative and student perspective. Especially for International students.

OLD REGULATIONS MHKR

24 Regulations Governing the Degree of Master of Human Kinetics and Recreation

- www.mun.ca/sgs/contacts/sgscontacts.php
- www.mun.ca/hkr
- www.mun.ca/become/graduate/apply/app_deadlines.php

The Degree of Master of Human Kinetics and Recreation (MHKR) is offered to qualified full-time and part-time students by the School of Human Kinetics and Recreation. The **General Regulations** of the School of Graduate Studies of Memorial University of Newfoundland and the Regulations of the School of Human Kinetics and Recreation outlined below will apply to the Master of Human Kinetics and Recreation program.

24.1 Qualifications for Admission

1. The admission requirements for the Master of Human Kinetics and Recreation are as given under the **General Regulations** of the School of Graduate Studies. Admission is limited and competitive. The deadline for receipt of applications is April 1 for admission into the subsequent Fall semester. Preference for admission may be given to students with undergraduate degrees in relevant disciplines, with a minimum overall B average. Applications submitted through the School of Graduate Studies will be evaluated by the Graduate Studies Committee of the School of Human Kinetics and Recreation. Admission of a student to the program shall be made by the Dean of Graduate Studies.
2. In addition to the above, students applying to the **Coursework Route** will demonstrate a minimum of three years of professional experience deemed appropriate.
3. Only in exceptional circumstances, and only on the recommendation of the Dean of the School of Human Kinetics and Recreation, shall the Dean of Graduate Studies consider applicants who do not meet the requirements above.

24.2 Program and Degree Requirements

1. The Degree of Master of Human Kinetics and Recreation consists of two options:
    a. **Option 1 - Thesis Route**- The program shall consist of a minimum of 12 credit hours in graduate courses, completion of HKR 6314 each Fall and Winter semester for the first 24 months of the program, plus a thesis. The thesis shall be on an approved subject in which empirical research has been conducted by the student under the direction of the Supervisor.
    b. **Option 2 - Coursework Route**- The program shall consist of a minimum of 30 credit hours in graduate courses in the student's major area of study.
2. The program of a student for the Master of Human Kinetics and Recreation in **Option 1** shall be the responsibility of the Supervisory Committee, composed of the Supervisor and at least one other faculty member recommended with the concurrence of the Supervisor by the Dean of the School, or delegate.
    a. Students in this **Option** shall be required to complete a minimum of 12 credit hours plus a thesis. All students shall be required to completed HKR 6500 as well as either HKR 6000 or HKR 6001. In addition, all on-campus students shall be required to complete four semester-length seminars represented by registration and successful completion of HKR 6314 (a non-credit, repeatable course) in each of four semesters during their tenure in the program. Off-

campus or part-time students who cannot attend the on-campus seminar series can substitute 40 hours of participation in professional development (over their two-year tenure) which can include participation at national, provincial or regional conferences, workshops, professional development seminars, or equivalent activities. The remaining course requirements will be selected, in agreement with the Supervisory Committee, to reflect the areas of specializations offered with the School.

b. It is the responsibility of the student to arrange regular meetings with their supervisory committee. An annual report, prepared by the student and submitted to the Supervisor for approval, and signed by all members of the Supervisory Committee and the student, is submitted to the Dean of the School of Human Kinetics and Recreation (or delegate) as required by the School of Graduate Studies.

c. Depending on the background of the student or the student's area of intended specialization, a student's program may be modified. Such modifications may include a reduction in course requirements where a student demonstrates that the student brings graduate level competency to their program in specific areas, or may include additional graduate or undergraduate courses, as specified by the student's Supervisory Committee. A minimum of three courses or 9 credit hours completed in the School of Human Kinetics and Recreation is mandatory.

d. A student completing this **Option** will be required to present a thesis proposal for the student's proposed thesis normally by the end of the third semester of study. The thesis proposal shall normally consist of a full written proposal (including literature review) submitted to the Supervisory Committee, a summary to be distributed to graduate students and faculty one week prior to the presentation and a formal presentation scheduled in conjunction with the Supervisory Committee. The student may be questioned on the student's proposal by the Supervisory Committee and audience. Any deficiencies noted during the presentation should be carefully considered by the student and the Supervisory Committee prior to proceeding with the thesis.

3. The program of a student for the Master of Human Kinetics and Recreation in **Option 2** shall be the responsibility of the student and the Dean of the School, or delegate. Students in this **Option** shall be required to complete a minimum of 30 credit hours. HKR 6500 and one of HKR 6000 or 6001 is normally required for all students.
4. In conjunction and collaboration with other Faculties and Schools of Memorial University of Newfoundland, students may pursue their special interests through electives from departments/schools outside the School of Human Kinetics and Recreation. These courses must be approved by the Graduate Studies Committee and the Dean of Graduate Studies in the preceding semester.
5. Students may apply for transfer course credits. All course transfers require the approval of the Dean of Graduate Studies, on the recommendation of the Dean of the School of Human Kinetics and Recreation, and are subject to General Regulations of the School of Graduate Studies, **Program Requirements, Transfer of Course Credits**.

24.3 Evaluation

1. In order to continue as a student for a Master of Human Kinetics and Recreation Degree, a student who receives a final grade of 'C' or less in a program course must repeat that course and obtain a minimum grade of 'B'. In the case of an elective course a suitable replacement course, acceptable to the Graduate Studies Committee of the School of Human Kinetics and Recreation, may be substituted for the failed course. Only one such repetition/replacement shall be permitted in the student's graduate program. Should a grade of lower than 'B' be obtained in the repeated course/replacement course, or any other program course, the student shall be required to withdraw from the program.
2. When the Graduate Studies Committee of the School of Human Kinetics and Recreation has determined, through consultation with the student, the instructors of graduate courses and the program advisor or thesis Supervisor that the student's work has fallen below satisfactory level, it may request that the Dean of the School of Human Kinetics and Recreation recommend to the Dean of Graduate Studies that the student's program be terminated.

24.4 Period of Study

The period of study for a graduate program shall not normally exceed seven years beyond first registration.

1. A student in full-time attendance may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
2. A student in part-time attendance may register for a maximum of 6 credit hours in any semester, including intersession or summer session.

24.5 Theses

The School of Graduate Studies **General Regulation** describes the requirements in **Theses and Reports**.

24.6 Courses

- 6000 Quantitative Research Methods
- 6001 Qualitative Research Methods
- 6002 Action Research in Human Kinetics & Recreation
- 6003 Culture and Society in Human Kinetics & Recreation
- 6111 Canadian Delivery Systems in Physical Education, Recreation and Sport
- 6120 Curriculum Development in Physical Education
- 6121 Leadership in Human Kinetics & Recreation
- 6122 Comprehensive Community and School Health
- 6123 Coaching and Long-term Athlete Development
- 6124 Adapted Physical Activity
- 6126 Positive Youth Development
- 6127 Activity Over the Lifespan
- 6130 Computer Applications for Physical Activity Measurement and Intervention
- 6201 Foundations of Sport Psychology and Mental Training Techniques
- 6202 Intervention and Enhancement Techniques in Mental Training Consultation
- 6203 Sport Psychology Consulting
- 6310 Exercise Physiology I
- 6314 Graduate Seminar Series (repeatable, non-credit)
- 6320 Exercise Physiology II
- 6330 The Application and Implementation of Kinesiology Technologies
- 6335 Work, Organization & Health
- 6340 Occupational Biomechanics
- 6350 Human Error in Complex Work Systems
- 6360 Knowledge Translation: Applications to Ergonomics and Occupational Health and Safety
- 6370 Movement and Neural Science
- 6410 Sport and Society
- 6420 History of Physical Education, Recreation and Sport
- 6500 Introduction to Research in Physical Education
- 6600 Contemporary Issues and Trends in Human Kinetics & Recreation
- 6710-6719: Individual Reading and Research in Special Areas of Exercise and Work Physiology
- 6720-6729: Individual Reading and Research in Special Areas of Biomechanics and Ergonomics6000 Quantitative Research Methods
- 6730-6739: Individual Reading and Research in Special Areas of Human Kinetics & Recreation

OLD REGULATIONS MSC

36 Regulations Governing the Degree of Master of Science in Kinesiology

- www.mun.ca/sgs/contacts/sgscontacts.php
- www.mun.ca/hkr
- www.mun.ca/become/graduate/apply/app_deadlines.php

The Degree of Master of Science in Kinesiology (M.Sc. (Kinesiology)) is offered to qualified full-time and part-time students by the School of Human Kinetics and Recreation. The **General Regulations** of the School of Graduate Studies of Memorial University of Newfoundland outlined in the current Calendar, and the Degree Regulations of the School of Human Kinetics and Recreation outlined below will apply to the Master of Science in Kinesiology program.

36.1 Qualifications for Admission

1. The admission requirements for the Master of Science in Kinesiology are as given under the **General Regulations** of the School of Graduate Studies. Admission is limited and competitive. The deadline for receipt of applications is April 1 for admission into the subsequent Fall semester. Preference for admission may be given to students with undergraduate degrees in relevant disciplines, with a minimum overall B average. Applications submitted through the School of Graduate Studies will be evaluated by the Graduate Studies Committee of the School of Human Kinetics and Recreation. Admission of a student to the program shall be made by the Dean of Graduate Studies.
2. Only in exceptional circumstances, and only on the recommendation of the Dean of the School of Human Kinetics and Recreation, shall the Dean of Graduate Studies consider applicants who do not meet the requirements above.

36.2 Program and Degree Requirements

1. The program of a student for the Master of Science in Kinesiology shall be the responsibility of the Supervisory Committee, composed of the Supervisor and at least one other faculty member recommended with the concurrence of the Supervisor by the Dean of the School, or delegate.
2. Students for the Master of Science in Kinesiology shall be required to complete a minimum of 12 credit hours plus a thesis. Either HKR 6000 or HKR 6001 is normally required for all students. In addition, all on-campus students shall be required to complete four semester-length seminars represented by registration and successful completion of HKR 6314 (a non-credit, repeatable course) in each of four semesters during their tenure in the program. Off-campus or part-time students who cannot attend the on-campus seminar series can substitute 24 hours of participation in (over their two-year tenure) and one presentation at national, provincial or regional conferences, workshops, professional development seminars, or equivalent activities. The remaining course requirements will be selected, in agreement with the Supervisory Committee, to reflect the kinesiology areas of specializations offered with the School.
3. It is the responsibility of the student to arrange regular meetings with their supervisory committee. An annual report, prepared by the Supervisor and signed by all members of the Supervisory Committee and the student, is submitted to the Dean of the School of Human Kinetics and Recreation (or delegate) as required by the School of Graduate Studies.
4. Depending on the background of the student or the student's area of intended specialization, a student's program may be modified. Such modifications may include a reduction in course requirements where a student demonstrates that the student brings graduate level competency to

their program in specific areas, or may include additional graduate or undergraduate courses, as specified by the student's Supervisory Committee. A minimum of three courses or 9 credit hours completed in the School of Human Kinetics and Recreation is mandatory.

5. A student completing a Master of Science in Kinesiology will be required to present a thesis proposal for the student's proposed thesis normally by the end of the third semester of study. The thesis proposal shall normally consist of a full written proposal (including literature review) submitted to the Supervisory Committee, a summary to be distributed to graduate students and faculty one week prior to the presentation and a formal presentation normally at the seminar series. The student may be questioned on the student's proposal by the Supervisory Committee and seminar audience. Any deficiencies noted during the presentation should be carefully considered by the student and the Supervisory Committee prior to proceeding with the thesis.
6. All graduate students are expected to attend and participate in the School of Human Kinetics and Recreation seminars and thesis proposal presentations.
7. In conjunction and collaboration with other Faculties and Schools of Memorial University of Newfoundland, students may pursue their special interests through electives from departments/schools outside the School of Human Kinetics and Recreation. These courses must be approved by the Graduate Studies Committee and the Dean of Graduate Studies in the preceding semester.
8. Students may apply for transfer course credits. All course transfers require the approval of the Dean of Graduate Studies, on the recommendation of the Dean of the School of Human Kinetics and Recreation, and are subject to General Regulation **Program Requirements, Transfer of Course Credits** of the School of Graduate Studies.

36.3 Evaluation

1. In order to continue as a student for a Master of Science in Kinesiology Degree, a student who receives a final grade of 'C' or less in a program course must repeat that course and obtain a minimum grade of 'B'. In the case of an elective course a suitable replacement course, acceptable to the Graduate Studies Committee of the School of Human Kinetics and Recreation, may be substituted for the failed course. Only one such repetition/replacement shall be permitted in the student's graduate program. Should a grade of lower than 'B' be obtained in the repeated course/replacement course, or any other program course, the student shall be required to withdraw from the program.
2. When the Graduate Studies Committee of the School of Human Kinetics and Recreation has determined, through consultation with the student, the instructors of graduate courses and the program advisor or thesis Supervisor that the student's work has fallen below satisfactory level, it may request that the Dean of the School of Human Kinetics and Recreation recommend to the Dean of Graduate Studies that the student's program be terminated.

36.4 Period of Study

The period of study for a graduate program shall not normally exceed seven years beyond first registration.

1. A student in full-time attendance may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
2. A student in part-time attendance may register for a maximum of 3 credit hours in any semester, including intersession or summer session.

36.5 Thesis

The School of Graduate Studies General Regulation describes the requirements in **Theses and Reports**.

36.6 Courses

- 6000 Quantitative Research Methods

- 6001 Qualitative Research Methods
- 6003 Physical Education, Culture and Society
- 6111 Canadian Delivery Systems in Physical Education, Recreation and Sport
- 6120 Curriculum Development in Physical Education
- 6121 Physical Education Leadership
- 6122 Comprehensive School Health
- 6123 Coaching and Long-term Athlete Development
- 6124 Adapted Physical Activity
- 6130 Computer Applications for Physical Activity Measurement and Intervention
- 6201 Foundations of Sport Psychology and Mental Training Techniques
- 6202 Intervention and Enhancement Techniques in Mental Training Consultation
- 6203 Sport Psychology Consulting
- 6310 Exercise Physiology I
- 6314 Graduate Seminar Series (repeatable, non-credit)
- 6320 Exercise Physiology II
- 6330 The Application and Implementation of Kinesiology Technologies
- 6340 Occupational Biomechanics
- 6350 Human Error in Complex Work Systems
- 6360 Knowledge Translation: Applications to Ergonomics and Occupational Health and Safety
- 6370 Movement and Neural Science
- 6410 Sport and Society
- 6500 Introduction to Research in Physical Education
- 6710-6719: Individual Reading and Research in Special Areas of Exercise and Work Physiology
- 6720-6729: Individual Reading and Research in Special Areas of Biomechanics and Ergonomics
- 6730-6739: Individual Reading and Research in Special Areas of Psychology of Sport, Exercise and Leisure

NEW REGULATIONS MHKR

24 Regulations Governing the Degree of Master of Human Kinetics and Recreation

- www.mun.ca/sgs/contacts/sgscontacts.php
- www.mun.ca/hkr
- www.mun.ca/become/graduate/apply/app_deadlines.php

The Degree of Master of Human Kinetics and Recreation (MHKR) is offered to qualified full-time and part-time students by the School of Human Kinetics and Recreation. The **General Regulations** of the School of Graduate Studies of Memorial University of Newfoundland and the Regulations of the School of Human Kinetics and Recreation outlined below will apply to the Master of Human Kinetics and Recreation program.

24.1 Qualifications for Admission

1. The admission requirements for the Master of Human Kinetics and Recreation are as given under the **General Regulations** of the School of Graduate Studies. Admission is limited and competitive. The deadline for receipt of applications is ~~April~~ February 1 for admission into the subsequent Fall semester. Preference for admission may be given to students with undergraduate degrees in relevant disciplines, with a minimum overall B average. Applications submitted through the School of Graduate Studies will be evaluated by the Graduate Studies Committee of the School of Human Kinetics and Recreation. Admission of a student to the program shall be made by the Dean of Graduate Studies.
2. ~~In addition to the above, s~~Students applying to the ~~**Coursework Route**~~ Master of Human Kinetics and Recreation will demonstrate a minimum of ~~three~~ two years of professional experience deemed appropriate.
3. Only in exceptional circumstances, and only on the recommendation of the Dean of the School of Human Kinetics and Recreation, shall the Dean of Graduate Studies consider applicants who do not meet the requirements above.

24.2 Program and Degree Requirements

1. The Degree of Master of Human Kinetics and Recreation consists of ~~two options:~~ a minimum of 30 credit hours in graduate courses in the student's major area of study.
    a. ~~**Option 1 – Thesis Route** The program shall consist of a minimum of 12 credit hours in graduate courses, completion of HKR 6314 each Fall and Winter semester for the first 24 months of the program, plus a thesis. The thesis shall be on an approved subject in which empirical research has been conducted by the student under the direction of the Supervisor.~~
    b. ~~**Option 2 – Coursework Route** The program shall consist of a minimum of 30 credit hours in graduate courses in the student's major area of study.~~

~~2. The program of a student for the Master of Human Kinetics and Recreation in **Option 1** shall be the responsibility of the Supervisory Committee, composed of the Supervisor and at least one other faculty member recommended with the concurrence of the Supervisor by the Dean of the School, or delegate.~~

~~a. Students in this **Option** shall be required to complete a minimum of 12 credit hours plus a thesis. All students shall be required to completed HKR 6500 as well as either HKR 6000 or HKR 6001. In addition, all on-campus students shall be required to complete four semester-length seminars represented by registration and successful completion of HKR 6314 (a non-~~

~~credit, repeatable course) in each of four semesters during their tenure in the program. Off-campus or part-time students who cannot attend the on-campus seminar series can substitute 40 hours of participation in professional development (over their two-year tenure) which can include participation at national, provincial or regional conferences, workshops, professional development seminars, or equivalent activities. The remaining course requirements will be selected, in agreement with the Supervisory Committee, to reflect the areas of specializations offered with the School.~~

~~b. It is the responsibility of the student to arrange regular meetings with their supervisory committee. An annual report, prepared by the student and submitted to the Supervisor for approval, and signed by all members of the Supervisory Committee and the student, is submitted to the Dean of the School of Human Kinetics and Recreation (or delegate) as required by the School of Graduate Studies.~~

~~c. Depending on the background of the student or the student's area of intended specialization, a student's program may be modified. Such modifications may include a reduction in course requirements where a student demonstrates that the student brings graduate level competency to their program in specific areas, or may include additional graduate or undergraduate courses, as specified by the student's Supervisory Committee. A minimum of three courses or 9 credit hours completed in the School of Human Kinetics and Recreation is mandatory.~~

~~d. A student completing this **Option** will be required to present a thesis proposal for the student's proposed thesis normally by the end of the third semester of study. The thesis proposal shall normally consist of a full written proposal (including literature review) submitted to the Supervisory Committee, a summary to be distributed to graduate students and faculty one week prior to the presentation and a formal presentation scheduled in conjunction with the Supervisory Committee. The student may be questioned on the student's proposal by the Supervisory Committee and audience. Any deficiencies noted during the presentation should be carefully considered by the student and the Supervisory Committee prior to proceeding with the thesis.~~

3. The program of a student for the Master of Human Kinetics and Recreation ~~in **Option 2**~~ shall be the responsibility of the student and the Dean of the School, or delegate. Students ~~in this **Option**~~ shall be required to complete a minimum of 30 credit hours. HKR 6500 ~~and one of HKR 6000 or 6001~~ is normally required for all students.
4. In conjunction and collaboration with other Faculties and Schools of Memorial University of Newfoundland, students may pursue their special interests through electives from departments/schools outside the School of Human Kinetics and Recreation. A maximum of two courses or 6 credit hours can be completed as electives. These courses must be approved by the Graduate Studies Committee and the Dean of Graduate Studies in the preceding semester.
5. Students may apply for transfer course credits. All course transfers require the approval of the Dean of Graduate Studies, on the recommendation of the Dean of the School of Human Kinetics and Recreation, and are subject to General Regulations of the School of Graduate Studies, **Program Requirements, Transfer of Course Credits**.

24.3 Evaluation

1. In order to continue as a student for a Master of Human Kinetics and Recreation Degree, a student who receives a final grade of 'C' or less in a program course must repeat that course and obtain a minimum grade of 'B'. In the case of an elective course a suitable replacement course, acceptable to the Graduate Studies Committee of the School of Human Kinetics and Recreation, may be substituted for the failed course. Only one such repetition/replacement shall be permitted in the student's graduate program. Should a grade of lower than 'B' be obtained in the repeated course/replacement course, or any other program course, the student shall be required to withdraw from the program.
2. When the Graduate Studies Committee of the School of Human Kinetics and Recreation has determined, through consultation with the student, the instructors of graduate courses and the program advisor ~~or thesis Supervisor~~ that the student's work has fallen below satisfactory level, it may request that the Dean of the School of Human Kinetics and Recreation recommend to the Dean of Graduate Studies that the student's program be terminated.

24.4 Period of Study

The period of study for a graduate program shall not normally exceed seven years beyond first registration.

1. A student in full-time attendance may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
2. A student in part-time attendance may register for a maximum of 6 credit hours in any semester, including intersession or summer session.

~~23.5 Theses~~

~~The School of Graduate Studies **General Regulation** describes the requirements in **Theses and Reports**.~~

24.~~6~~5 Courses

- ~~6000 Quantitative Research Methods~~
- ~~6001 Qualitative Research Methods~~
- 6002 Action Research ~~in Human Kinetics & Recreation~~
- 6003 Culture and Society ~~in Human Kinetics & Recreation~~
- 6110 Physical Education, Recreation, and Sport Management
- 6111 Canadian Delivery Systems in Physical Education, Recreation and Sport
- 6120 Curriculum Development in Physical Education
- 6121 Leadership ~~in Human Kinetics & Recreation~~
- 6122 Comprehensive Community and School Health
- 6123 Coaching and Long-term Athlete Development
- 6124 Adapted Physical Activity
- 6126 Positive Youth Development
- 6127 Activity Over the Lifespan
- ~~6130 Computer Applications for Physical Activity Measurement and Intervention~~
- 6201 Foundations of Sport Psychology and Mental Training Techniques **FIX IN CALENDER**
- ~~6202 Intervention and Enhancement Techniques in Mental Training Consultation~~
- ~~6203 Sport Psychology Consulting~~
- ~~6310 Exercise Physiology I~~
- ~~6314 Graduate Seminar Series (repeatable, non-credit)~~
- ~~6320 Exercise Physiology II~~
- ~~6330 The Application and Implementation of Kinesiology Technologies~~
- ~~6335 Work, Organization & Health~~
- ~~6340 Occupational Biomechanics~~
- ~~6350 Human Error in Complex Work Systems~~
- ~~6360 Knowledge Translation: Applications to Ergonomics and Occupational Health and Safety~~
- ~~6370 Movement and Neural Science~~
- 6410 Sport and Society
- ~~6420 History of Physical Education, Recreation and Sport~~
- 6500 Introduction to Research in Physical Education
- 6600 Contemporary Issues and Trends ~~in Human Kinetics & Recreation~~
- ~~6710-6719: Individual Reading and Research in Special Areas of Exercise and Work Physiology~~
- ~~6720-6729: Individual Reading and Research in Special Areas of Biomechanics and Ergonomics6000 Quantitative Research Methods~~
- 6730-6739: Individual Reading and Research ~~in Special Areas of Human Kinetics & Recreation~~

NEW REGULATIONS MSC

36 Regulations Governing the Degree of Master of Science in ~~Kinesiology~~ Human Kinetics and Recreation

- www.mun.ca/sgs/contacts/sgscontacts.php
- www.mun.ca/hkr
- www.mun.ca/become/graduate/apply/app_deadlines.php

The Degree of Master of Science in ~~Kinesiology~~ Human Kinetics and Recreation (M.Sc. (~~Kinesiology~~ Human Kinetics and Recreation)) is offered to qualified full-time and part-time students by the School of Human Kinetics and Recreation. The **General Regulations** of the School of Graduate Studies of Memorial University of Newfoundland outlined in the current Calendar, and the Degree Regulations of the School of Human Kinetics and Recreation outlined below will apply to the Master of Science in ~~Kinesiology~~ Human Kinetics and Recreation program.

36.1 Qualifications for Admission

1. The admission requirements for the Master of Science in ~~Kinesiology~~ Human Kinetics and Recreation are as given under the **General Regulations** of the School of Graduate Studies. Admission is limited and competitive. The deadline for receipt of applications is ~~April~~ February 1 for admission into the subsequent Fall semester. Preference for admission may be given to students with undergraduate degrees in relevant disciplines, with a minimum overall B average. Applications submitted through the School of Graduate Studies will be evaluated by the Graduate Studies Committee of the School of Human Kinetics and Recreation. Admission of a student to the program shall be made by the Dean of Graduate Studies and shall. Students shall normally be admitted into the Master of Science in Human Kinetics and Recreation program at the start of each Fall semester in any given year.
2. Only in exceptional circumstances, and only on the recommendation of the Dean of the School of Human Kinetics and Recreation, shall the Dean of Graduate Studies consider applicants who do not meet the requirements above.

36.2 Program and Degree Requirements

1. The program of a student for the Master of Science in ~~Kinesiology~~ Human Kinetics and Recreation shall be the responsibility of the Supervisory Committee, shall normally be composed of the Supervisor and at least one other faculty member recommended with the concurrence of the Supervisor by the Dean of the School, or delegate.
2. Students for the Master of Science in ~~Kinesiology~~ Human Kinetics and Recreation shall be required to complete a minimum of 12 credit hours plus a thesis. HKR 6000 and 6001 are normally required for all students. In addition, all on-campus students shall be required to complete ~~four~~ two semester-length seminars represented by registration and successful completion of HKR 6314 (a non-credit, repeatable course) in each of the first ~~four~~ two semesters during their tenure in the program. Off-campus or part-time students who cannot attend the on-campus seminar series can substitute 24 hours of participation in (over their two-year tenure) and one presentation at national, provincial or regional conferences, workshops, professional development seminars, or equivalent activities. The remaining course requirements will be selected, in agreement with the supervisor and/or Supervisory Committee, to reflect the ~~kinesiology~~ Human Kinetics and Recreation areas of specializations offered with the School.

3. It is the responsibility of the student to arrange regular meetings with their supervisor and/or supervisory committee. An annual report, prepared by the Supervisor and signed by all members of the Supervisory Committee and the student, is submitted to the Dean of the School of Human Kinetics and Recreation (or delegate) as required by the School of Graduate Studies.
4. Depending on the background of the student or the student's area of intended specialization, a student's program may be modified. Such modifications may include a reduction in course requirements where a student demonstrates that the student brings graduate level competency to their program in specific areas, or may include additional graduate or undergraduate courses, as specified by the student's supervisor and/or Supervisory Committee. A minimum of three courses or 9 credit hours completed in the School of Human Kinetics and Recreation is mandatory.
5. A student completing a Master of Science in ~~Kinesiology~~ Human Kinetics and Recreation will be required to present a thesis proposal for the student's proposed thesis normally by the end of the third semester of study. The thesis proposal shall normally consist of a full written proposal (including literature review) submitted to the ~~Supervisory~~ Thesis Proposal Committee, a summary to be distributed to graduate students and faculty one week prior to the presentation and a formal presentation ~~normally at the seminar series~~. The student may be questioned on the student's proposal by the ~~Supervisory~~ Thesis Proposal Committee and ~~seminar~~ audience. Any deficiencies noted during the presentation should be carefully considered by the student and the ~~Supervisory~~ Thesis Proposal Committee prior to proceeding with the thesis.
6. All graduate students are expected to attend and participate in the School of Human Kinetics and Recreation seminars and thesis proposal presentations.
7. In conjunction and collaboration with other Faculties and Schools of Memorial University of Newfoundland, students may pursue their special interests through electives from departments/schools outside the School of Human Kinetics and Recreation. These courses must be approved by the Graduate Studies Committee and the Dean of Graduate Studies in the preceding semester.
8. Students may apply for transfer course credits. All course transfers require the approval of the Dean of Graduate Studies, on the recommendation of the Dean of the School of Human Kinetics and Recreation, and are subject to General Regulation **Program Requirements, Transfer of Course Credits** of the School of Graduate Studies.

36.3 Evaluation

1. In order to continue as a student for a Master of Science in ~~Kinesiology~~ Human Kinetics and Recreation Degree, a student who receives a final grade of 'C' or less in a program course must repeat that course and obtain a minimum grade of 'B'. In the case of an elective course a suitable replacement course, acceptable to the Graduate Studies Committee of the School of Human Kinetics and Recreation, may be substituted for the failed course. Only one such repetition/replacement shall be permitted in the student's graduate program. Should a grade of lower than 'B' be obtained in the repeated course/replacement course, or any other program course, the student shall be required to withdraw from the program.
2. When the Graduate Studies Committee of the School of Human Kinetics and Recreation has determined, through consultation with the student, the instructors of graduate courses and the program advisor or thesis Supervisor that the student's work has fallen below satisfactory level, it may request that the Dean of the School of Human Kinetics and Recreation recommend to the Dean of Graduate Studies that the student's program be terminated.

36.4 Period of Study

The period of study for a graduate program shall not normally exceed seven years beyond first registration.

1. A student in full-time attendance may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
2. A student in part-time attendance may register for a maximum of 3 credit hours in any semester, including intersession or summer session.

36.5 Thesis

The School of Graduate Studies General Regulation describes the requirements in **Theses and Reports**.

36.6 Courses

- 6000 Quantitative Research Methods
- 6001 Qualitative Research Methods
- 6002 Action Research
- 6003 ~~Physical Education,~~ Culture and Society
- 6110 Physical Education, Recreation, and Sport Management
- 6111 Canadian Delivery Systems in Physical Education, Recreation and Sport
- 6120 Curriculum Development in Physical Education
- 6121 Physical Education Leadership
- 6122 Comprehensive Community and School Health
- 6123 Coaching and Long-term Athlete Development
- 6124 Adapted Physical Activity
- 6126 Positive Youth Development
- 6127 Activity Over the Lifespan
- 6130 Computer Applications for Physical Activity Measurement and Intervention
- 6201 Foundations of Sport Psychology and Mental Training Techniques
- 6202 Intervention and Enhancement Techniques in Mental Training Consultation
- 6203 Sport Psychology Consulting
- 6310 Exercise Physiology I
- 6314 Graduate Seminar Series (repeatable, non-credit)
- 6320 Exercise Physiology II
- 6330 The Application and Implementation of Kinesiology Technologies
- 6335 Work, Organization & Health
- ~~6340 Occupational Biomechanics~~
- ~~6350 Human Error in Complex Work Systems~~
- 6360 Knowledge Translation: Applications for Applied Health Research
- 6370 Movement and Neural Science
- 6410 Sport and Society
- ~~6500 Introduction to Research in Physical Education~~
- 6600 Contemporary Issues and Trends
- 6710-6719: Individual Reading and Research ~~in Special Areas of Exercise and Work Physiology~~
- ~~6720-6729: Individual Reading and Research in Special Areas of Biomechanics and Ergonomics~~
- ~~6730-6739: Individual Reading and Research in Special Areas of Psychology of Sport, Exercise and Leisure~~

MEMORIAL UNIVERSITY
SENATE COMMITTEE ON
RESEARCH ANNUAL REPORT TO
SENATE NOVEMBER 2023

Preamble

SCOR was not able to draft a report to Senate before the first meeting scheduled in September, and there were delays in appointing new members to the Committee from Senate.

A summary report is provided below for consideration by Senate in December 2023.

Purpose

The Senate Committee on Research (SCOR) Terms of Reference (TORs) are found in the Appendix to this report. Its main purpose is to advise Senate on policies related to research as stated in the TORs:

"The main purpose of SCOR to provide a forum for the discussion and debate of issues related to research at Memorial University. Such issues may pertain to the promotion and encouragement of research or to the formulation and review of policies related to research. In addition, the Senate Committee on Research is to consider proposals and transmit its recommendations to Senate on important research policies and issues of interest to Memorial University."

Summary of Activities and Workplan Outcomes 2022-2023

A formal work plan was submitted to Senate in the Fall of 2022, as follows:

1) Call for Student, Post-Doctoral, and Faculty participation in SCOR.
2) Engage with, and receive update on, the review of the Indigenous Research Policy.
3) Review Final Strategic Research Framework 2022-2026.
4) Monitor PAOR and URP process early in 2023.
5) Brainstorm solutions for the communications gaps that exist within the research community. (NOTE: this item was not completed).

The Senate Committee on Research (SCOR) met 6 times (virtually) from September 2022 to the end of June 2023, to discuss issues related to its purpose and function.

Work plan items 1-5 were completed, albeit only partially in some cases. The scheduled March 2023 meeting went ahead just before labour action at the university, and so some work was delayed, including PAOR and URP searches.

In summary:

1) A post-doctoral student was found for the second half of the academic year, and participated in some meetings.

2) Mr. Miller reported in March 2023 that RIIS was supporting Dr. Adjei in

consultations among faculty and student groups.

3) Extensive consultations were undertaken on the research strategy documents and approved by SCOR in May 2023 with a majority recommendation to Senate to adopt the Strategy / Framework.
4) The URP and PAOR process, but the committees met to adjudicate in October, and there were three (3) PAOR's approved by the President as well as a couple of URP's. The process is quite transparent; anecdotal reports suggested that a focus on equity was perceived as bias. This potential misperception issue will be discussed with the VPR's office to determine if additional training is warranted. ~~and potentially some additional training with adjudicators is warranted.~~
5) A new research portal is not yet available. The vendor has conducted pilot trials, but the system is not compatible with Canadian reseach compliance and reporting requirements. The research services office is actively engaged in pushing the vendor to develop for the Canadian market. A survey of alternative vendors was also performed, but following feedback from other mid-sized Canadian universities no suitable alternatives were identified.

Details of meetings can be found at https://www.mun.ca/senate/standing-committees-of-senate/committee-on-research/meeting-minutes/

Proposed Workplan 2023-2024

1) Engage with, and receive update on the implementation of the Indigenous Research Policy.
2) Provide feedback and inform the development of the implementation plan for the Research Framework.
3) Monitor the PAOR and URP processes early in 2024.
4) Engage with, and provide feedback to, the upcoming review of several MUN Research policies..

On behalf of SCOR,

Cyr Couturier, Chair

Appendix

Senate Committee on Research Terms of Reference

(Amended February 17, 2020)

1.Membership

(a) Vice-President Research or Delegate
(b) Associate Vice-President Academic (Dean of Graduate Studies)
(c) Associate Vice-President (Grenfell Campus) Research and Graduate Studies
(d) Director, Research Grant and Contract Services (Executive Secretary)
(e) University Librarian or delegate
(f) Two post-doctoral fellows, one from postdoc bargaining unit and one from non-bargaining unit)
(g) One graduate student (from GSU)
(h) Three undergraduate students, one appointed by the Memorial University Students' Union, one by the Marine Institute Students' Union, and one by the Grenfell Campus Student Union
(i) 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; and
(iii) at any time, the membership should be broadly representative of researchers throughout the University.

2.Purpose

The purpose of the Senate Committee on Research is to provide a forum for the discussion and debate of issues related to research at Memorial University. Such issues may pertain to the promotion and encouragement of research or to the formulation and review of policies related to research. In addition, the Senate Committee on Research is to consider proposals and transmit its recommendations to Senate on important research policies and issues of interest to Memorial University.

3.Responsibilities

(a) Encourage and promote research in co-operation with the Office of Research and academic units at Memorial University by identifying areas in which to improve our success with Tri-Council (SSHRC, NSERC and CIHR) and other major funding agencies or organizations.

(b) Present proposals and recommendations for consideration to the Senate on:

(i) existing University research policies;

(ii) the development and implementation of new University research policies, including commercialization and knowledge transfer;
(iii) scholarly communication, including Open Access;
(iv) the implications of major proposals that might affect established academic priorities; and
(v) the prioritization of research initiatives for the disposition of discretionary research funds accruing to the University.
(c) Act in an advisory, consultative and supporting capacity to the University Librarian and to the Senate on all library matters which affect research at the University
(d) Make Recommendations on copyright-related issues involving researchers, such as Open Access and intellectual property
(e) Appoint a representative to act as an observer on each of the Selection Committee for the President's Award for Outstanding Research and the University Research Professorships.
(f) Recommend to the President:
(i) faculty members for the President's Award for Outstanding Research, and
(ii) faculty members to serve on the Selection Committee for the University Research Professorships

4.Process

(a) The Committee will normally provide advice or recommendations to the Vice- President (Research) and to Senate, on items listed in 3.(b).
(b) The Committee will normally consult on issues listed in 3.(b) with:
(i) Researchers, via their Dean or Director, and
(ii) Students involved in research activities, via the Undergraduate and Graduate student unions.

5.Quorum

The quorum for any meeting of the Committee shall be one-third of its membership at the time of the meeting.

24 November 2023

TO: Secretary to Senate
FROM: Dr. Dennis Peters, Chair of Senate Committee on Teaching and Learning
SUBJECT: Annual Report to Senate

Introduction

The Senate Committee on Teaching and Learning (SCTL) is a committee comprised of 15 members, including six faculty, five staff, and four students. The primary responsibility of this committee is to monitor and support the teaching and learning priorities of the university.

Meeting Schedule

The SCTL terms of reference states that the committee meets at least once per semester but normally meets bimonthly from September to August. In 2022-2023, the SCTL held three meetings for 1.5 hours each meeting. The committee met on the dates below.

2022:	November 23
2023:	May 16 November 2

Synopsis of Committee Business

The committee elected Dr. Dennis Peters, Associate-Vice President Academic (interim) as chair. Dr. Peters is the delegate for the Associate Vice-President Academic, Teaching and Learning. The committee also reviewed its terms of reference with focus on membership and responsibilities to reflect the expiration of the university Teaching and Learning Framework and development of a new strategic plan *Transforming Our Horizons*. Changes to the terms of reference included:

1. The Associate-Vice President Academic, Teaching and Learning was added to the membership.
2. The Manager of the Teaching and Learning Framework was removed from the membership.
3. The University Librarian was changed to Dean of Libraries.
4. The responsibility "to monitor and support the recommendations of the university Teaching and Framework" was replaced with "to monitor and support the teaching and learning priorities of the university strategic plan".

Other important work of the SCTL included:

1. The committee received, reviewed and endorsed three categories of experiential learning for approval by Senate.

    a. Work-integrated learning (e.g., co-op, internships) (WIL);
    b. Community-engaged learning (e.g., organized service to help the community which is connected directly to courses and linked to credits) (CEL); and,
    c. Curriculum-integrated experiential learning (i.e., experiential learning activities integrated within a course) (CIEL).

2. The committee received and discussed the report of the Special Senate Committee on Evaluating Courses and Teaching Effectiveness. The report made recommendations on a new course experience questionnaire and a new peer review of teaching process. The SCTL was named directly to oversee the peer review of teaching, including a periodic review of the process. The committee endorsed the recommendations of the report for Senate approval.

3. The committee received and reviewed materials developed by the Centre for Innovation in Teaching and Learning on the peer review of teaching process – including forms, resources and peer reviewer training modules - for the launch of the process with the academic community. The committee approved the materials developed and a memo from the chair to the academic community on the implementation of the process.

Work Planned for 2023 – 2024

The SCTL will continue to:

1. To monitor and support the teaching and learning priorities of the university, including:
    a. monitoring the implementation of the Peer Review of Teaching process and
    b. participation in the joint committee (with SCUgS) on Natural Language Processing Tools and Their Impact on Academic Integrity.
2. Meet and share information with related committees of Senate.
3. Receive and review discussion topics on teaching and learning from the university community.

November 2023

Annual Report of the Senate Committee on Course Evaluation (SCCE) 2023

Overview of Business

The SCCE met as a committee once[1] in the 2022-2023 academic year (October 2022). As stated in the 2022-2023 Work Plan for the SCCE, the regular business of the Committee has been on hold pending fulfillment of the action items identified by the Special Senate Committee for Evaluating Course and Teaching Effectiveness (ECTE). A working group of SCCE members was struck in the winter 2023 semester to work regularly and specifically on policy and procedure matters arising during the implementation of the new CEQ form and process. As this work progressed, the existing Senate policies and procedures document was updated accordingly to reflect the new CEQ system so that a revised policy document could be presented to Senate with the SCCE annual report. The working group continues this work through both email and regular meetings. The following is a summary of these efforts and work outcomes for the past academic year.

Implementation of a New Course Evaluation System

The SCCE has been supporting the implementation of the new technology solution for the revised Course Experience Questionnaire (CEQ) over the past academic year. This work followed from Senate's approval of a new purpose statement for the CEQ and its establishment of a Special Senate Committee for Evaluating Course and Teaching Effectiveness (ECTE). The resulting report of the ECTE to Senate recommended replacing the CEQ with a new instrument and process, including the procurement of a new technological solution. A Request for Proposals (RFP) process resulted in the procurement of an enterprise license for Explorance Blue Course Evaluations in December 2022. Explorance is a Canadian company that offers Blue as a cloud-based solution, and the tool is currently being used by a majority of Canadian institutions for course evaluation.

A project implementation team and Steering Committee were established to oversee the pilot launch of Blue in the spring 2023 semester. Representatives from key offices/stakeholder groups were involved in the project from a technical and business perspective, including the Senate Committee on Course Evaluation (SCCE), the Office of the Chief Information Officer (OCIO), Information Technology Services (ITS), Registrar's Office, Centre for Innovation in Teaching and Learning (CITL), Centre for Institutional Analysis and Planning (CIAP) and the Provost's Office.

The technical implementation group was responsible for the system setup at Memorial, including integration with Banner, Brightspace, MUN login and email, and creating the overall evaluation project and reports in the system. The project Steering Committee provided direction for the operationalization of the business and technical requirements of the system. The SCCE, given its role of overseeing the

[1] *It should be noted that the Committee has not had a full complement of members for some time, and it has been difficult to obtain quorum for regular meetings over the past two year period.*

Senate policies and procedures for course evaluation, was linked to the Steering Committee through the SCCE Chair to guide policy matters as they came up.

The Steering Committee distributed regular communications to the University community to provide updates as the implementation progressed for the spring 2023 pilot, including the following:

- Briefing notes to the President's Advisory Team (PAT)
- Memos to academic leaders (Deans, Associate Deans, Department Heads, SAOs) and instructors
- Memos to MUNFA, LUMUN and NAPE (MI)
- Newsline messaging
- Student MUNday newsletter message
- Banner email message to students

Details regarding CEQ administration were included in all messages sent directly through the Blue system to students, instructors, staff and academic administrators.

Key Decisions and Action Items of the SCCE Working Group

Throughout the implementation period and the launch of the spring 2023 pilot CEQ, the SCCE working group deliberated on a number of items, as detailed in this section. These items and the decisions made fed directly into the revisions made to the Senate policies and procedures document. It is important to note that for the introduction of the new CEQ process, the existing policies and procedures were followed as closely as was possible given the changes to the technology system and the recommendations of the ECTE that the SCCE was tasked with implementing. Revisions were considered just for the aspects of the policy and procedures that necessitated changes based on those recommendations.

CEQ Administration Matters

Team-taught courses
While team taught courses are not mandated to use the CEQ, most units do choose to administer a CEQ for these types of courses. Given the updated CEQ instrument is focused on the course and not the instructor, it was decided that a single CEQ form would be administered for the course overall, with options for instructors to individually add custom questions to the form for themselves only. All team members would receive the report on the full set of standard CEQ questions (12 standard rating scale questions), but only the individual instructor would see the results of any comments questions or other custom questions they themselves selected to add.

Automation of administration start date and administration period
Since all course data for the Blue system is fed directly from the Banner system, the administration start and end dates can be automated from Banner dates. It was decided that the CEQ administration start date would be derived as 14 days prior to the day before the start of the examination period in a regular semester (fall, winter, spring) and 7 days prior for intersession and summer session. The CEQ administration end date would continue to be the day prior to the start of the examination period.

Scope and definition of CEQ mandated and non-mandated courses
The SCCE working group discussed and agreed that the policy would continue to include the requirement for non-mandated courses to provide students with an alternate opportunity to provide feedback on their course experience. The rationale for this included that there had been no request of the SCCE or the ECTE to make some courses entirely exempt from offering students an opportunity to provide feedback.

Inclusion of the Purpose Statement in the Policies and Procedures
The purpose of the CEQ was never formally included as part of the policy and procedures document and the working group felt it should be, for ease of reference and because it provides overall guidance for the CEQ process.

Core Comments Questions
The Blue system can accommodate selectable (optional) questions at either the course level or the instructor level. The implications of these options were discussed by the SCCE working group and the decision was to position the core comments questions at the instructor level along with any other instructor personalization questions. For team taught courses specifically, comment questions at the course level would mean all instructors of the course would share the results of these questions. It was agreed that although the new CEQ questions are focused on the course and not the instructor, it is likely that written comments will continue to be made about individual instructors. Given that the ECTE's rationale for having the written comment questions optional was to mitigate the occurrence of problematic comments and to allow the collection of qualitative feedback to be an instructor's choice, then situating the optional comments questions within the instructor question personalization list would align with that.

CEQ Reporting

Report Metrics
In terms of general report content, the CIAP office further investigated the rationale for including various statistical elements in reports within the context of the CEQ and summarized this for the SCCE working group. After careful consideration of these central tendency metrics and the intentions of the ECTE report, it was decided that mean, median and standard deviation would be included in reports along with the frequency distribution charts, as some instructors use these measure for their own longitudinal review. Since there will be no aggregate level data included on the Course Report, the course mean will not be presented alongside other means for comparative purposes. It was also agreed that the former guide for interpreting reports would be updated and made available to instructors on the CEQ web page to provide information on the limitations of these metrics.

Course Reports
The structure and content of the Course Report intended for instructors was reviewed and revised by the working group. The following summarizes the outcomes of this work.

- Reports will include a standard introduction page with cautionary notes.
- Reports will include a response block that notes the number of respondents and response rate.
- Reports will include a frequency block to present the distribution of scores (bar charts), and a score block to present measures of central tendency, for the core rating questions 1 to 12.

- Reports will present the responses to any comments questions verbatim, with no summarization.
- Additional work is needed to investigate the ability to provide longitudinal reports for specific instructors teaching the same course.

Unit Reports

The structure and content of the Unit Report intended for academic administrators was reviewed and revised by the working group. The report followed the same general format as the Course Report with modifications to reflect the different considerations stipulated through the CEQ purpose statement, the ECTE report and the Blue system capabilities.

- Results will be presented across all courses and levels within the unit for CEQ mandated courses.
- Summary statistics will be based on overall respondents, not courses. This decision followed from consideration of the rationale for using overall average versus an average of averages.
- Reports will present aggregate data for all courses in the unit overall for the core rating questions 1 to 12 using frequency distribution charts (bar graphs) and the agreed upon measures of central tendency.
- Reporting elements will include a score block (based on overall mean), a frequency block (based on overall respondents) and a response block (showing the total number of invited students, the total number of respondents, the overall response rate, and a count of the number of courses that used the CEQ in the unit).
- Reports will not include aggregate data for Questions 13 and 14 (optional core comments), even if instructors opted in to include those questions.
- Reports will include a summary of any unit customization questions when applicable.
- Thresholds and guidelines for aggregate reports are needed to ensure there is no potential for identification of an instructor when there are limited numbers of courses in an academic unit, and that aggregate results are based on a sufficient minimum number of cases. The following thresholds for aggregate reporting will apply:
    - A minimum of 10 respondents is required
    - A minimum of 2 courses is required
    - A minimum of 2 instructors is required
    - For departmentalized Faculties and Schools, a minimum of 2 departments is required
- For departmentalized Faculties and Schools, aggregates will be based on the Faculty/School overall and scores not broken out by department or provided through individual department aggregate reports (i.e., no comparisons).
- For interdisciplinary programs or courses within departmentalized units that do not have a home department, the aggregate results will be grouped into a department-level report that the Dean of the Faculty/School would have access to in lieu of a Department Head.
- If an academic unit is responsible for more than one course subject (coded separately in Banner), they will receive a report for these subjects provided the aggregate reporting thresholds are met.
- The potential to generate annual reports and longitudinal reports will be investigated. These reports would provide smaller units with aggregate data if reporting thresholds are not met for an individual semester, and could cover longer time periods such as 2-5 years.

November 2023

CEQ Question Customization (Procedure for Customization of the Form)

The Blue system has functionality to allow question customization at both the course level and the academic unit level. Discussion of this item will be ongoing for the 2023-2024 academic year. General decisions to date include the following.

Instructor Question Customization
Instructor custom questions will be managed through the Question Personalization feature in Blue. This feature was included in the spring 2023 pilot in order to allow instructors to select the two optional core comments questions that were approved by Senate as part of the new CEQ form. For the fall 2023 semester, a limited number of custom questions in the form of a question bank will also be available for selection by instructors who wish to add questions to their CEQ form(s). This initial set of questions is a pilot of the question bank offering, and was developed by the SCCE working group through careful consideration of past work around custom questions, ideas generated from the ECTE's work, and the purpose statement for the CEQ. The SCCE plans to build on this question bank through a feedback process whereby instructors can comment on the items in the question bank and propose their own questions to be considered as additions to the bank. Further details on this consultation will be provided during the academic year.

Unit Question Customization
Unit custom questions will be managed via a logic-based process in Blue based on course subject data from the Banner system. The SCCE will be developing a process whereby academic units can request the addition of a custom question set to be added to the CEQ forms for all courses in their unit. There has been preliminary work done on this by the SCCE working group in terms of outlining guiding principles and process, and further details will be provided during the academic year.

Procedure for Problematic Comments
This will be made a procedure within the policy. The details for the process of flagging and reviewing problematic comments is being determined, however it will include a form that can be completed by instructors to report an issue with a written rationale, and process for the investigation and follow-up of flagged comments.

Former Operational Guidelines for Administration
With the former CEQ system the CIAP office maintained, in consultation with the SCCE, an operational guidelines document as stipulated in the SCCE's terms of reference. This has now been made a procedure within the policy (Procedure for CEQ Preparation).

Former Sub-policy on Special Session courses
This has now been made a procedure within the policy (Procedure for Non-Mandated Courses).

Former Sub-policy on Reporting
This has now been incorporated into the main policy with outdated references excluded.

November 2023

Assessment of Spring 2023 Pilot and Preparation for Fall 2023

The spring 2023 pilot semester was successful from a technology and outcomes perspective. Important details were addressed and processes evaluated as a result of this first offering of the CEQ through Blue, and this collective information is being used to inform and refine the fall 2023 administration of the CEQ. The pilot also demonstrated the potential for the new system to improve student participation in the process and to add value for instructors. The table below summarizes course and student participation in the spring 2023 administration.

Spring 2023 CEQ Participation	
Total courses using the CEQ	369
Instructors completing QP	33.4%
Student response rate	35.5%

Recommendations to Senate

1. Approve the Updated Policies and Procedures for Course Evaluation

The document "Student Rating of Courses and Instruction Administrative Policies and Procedures" requires substantial revision to reflect the new purpose statement (approved by Senate in December 2019), the ECTE report (approved by Senate in October 2021), and the redeveloped CEQ system (detailed in the current report). It was decided that the document should be divided into two sections, one for policy and the other for procedures, to align with other Memorial policy documents. The SCCE working group revised this document in stages over the duration of the system implementation and pilot semester in the 2022-2023 academic year. A copy of the updated policies and procedures document is included in Appendix A, both as a marked-up (tracked changes) version from the last Senate approved version (April 2020) and as a clean copy with mark-up accepted.

> **Motion:** *The SCCE recommends that Senate approve the revisions to the document "Student Rating of Courses and Instruction Administrative Policies and Procedures", including the new title "Senate Policies and Procedures for Student Feedback on Course Experience" as specified in the enclosed Appendix A document.*

2. Approve the Updated Terms of Reference

Changes stemming from the updated policies and procedures document, as well as recommendations from the ECTE report, necessitated revisions to the SCCE's Terms of Reference, including a proposed change of name for the Committee (Senate Committee on Course Experience). A copy of the updated Terms of Reference, with proposed revisions noted in mark-up (tracked changes), is included in Appendix B.

> **Motion:** *The SCCE recommends that Senate approve the revisions to the SCCE Terms of Reference as specified in the enclosed Appendix B document.*

Senate Policies and Procedures for Student Feedback on Course Experience

(Revised December 2023)

Policy

1. Purpose

1.1 A uniform process for collecting student feedback on course experience shall be followed throughout the University. This process shall include the administration of the Course Experience Questionnaire (CEQ) in all courses, except as provided for in these policies.

1.2 The policy and procedures reflect the CEQ purpose statement endorsed by Senate:

> *As one part of an overall approach to course evaluation, the intent of the CEQ is to collect constructive information from students about learning experiences in their courses. CEQ results provide instructors with an opportunity to consider student feedback for the ongoing development of their courses and of their teaching practice; they help inform academic administrators about students' perceptions of teaching and learning in their units; and acknowledge the value of students' involvement in the evaluation process*.

2. Scope

2.1 A course for the purpose of the CEQ and this policy is defined as per the University Calendar, with consideration of schedule types outlined in the Procedure for CEQ Preparation, and will be referred to in this policy and procedures as a CEQ mandated course.

2.2 The following types of courses may collect student course experience feedback by a method other than the CEQ and will be referred to in this policy and procedures as a non-CEQ mandated course:

- 2.2.1 Courses with enrolment less than 5.
- 2.2.2 Team-taught courses.
- 2.2.3 Non-degree credit courses.
- 2.2.4 Modularized courses or courses offered outside of the normal time frame for a semester or session, as defined by the University Calendar.
- 2.2.5 Courses offered by the Faculty of Medicine, and diploma and certificate courses offered by the Fisheries and Marine Institute, are not mandated to use the CEQ as per 2.2.2-2.2.4.

2.3 If the CEQ is administered for non-mandated courses as per 2.1, all aspects of the policy shall be followed as for CEQ mandated courses. Additionally the Procedure for Non-Mandated Courses shall apply.

2.4. If the CEQ is not administered as per 2.1, an alternative method of collecting student feedback shall be established. The alternative method shall offer students an opportunity to provide feedback on their course experience, with due regard for student anonymity. Specifications for the alternative method should be documented by the Administrative Head of the academic unit.

2.5 Academic units or instructors may administer their own separate student course feedback instruments in addition to the CEQ The responses to any feedback methods outside of

the CEQ will be processed by the academic unit or instructor by their own procedures. Students should be fully informed of the protocols around the collection of any course experience feedback outside of the CEQ.

2.6 All aspects of the administration of the Course Experience Questionnaire as set out by the policy and procedures will be the responsibility of the Committee on Course Experience, a standing committee of Senate (SCCE).

2.7 The Centre for Institutional Analysis and Planning (CIAP) will manage the administration and reporting of the CEQ on behalf of the Senate Committee on Course Experience, according to this Policy and Procedures document as well as any operational guidelines approved by that Committee as stipulated in its Terms of Reference.

3.0 Administration

3.1 The Course Experience Questionnaire shall be administered starting 14 days prior to the start of the examination period in a regular 14 week semester (fall, winter, spring) and 7 days prior to the start of the examination period in a regular 6 week session (intersession, summer session), until the day before the start of the examination period for that semester or session, as per published dates in the University Calendar

3.2 The Course Experience Questionnaire will be administered online through the University's currently approved course evaluation technology solution ("online system").

3.3 Academic units shall confirm with the Centre for Institutional Analysis and Planning those courses in their unit that are to use the CEQ each semester and shall ensure that course and instructor information is accurate prior to administration, according to the Procedures for CEQ Preparation

3.4 Courses that are confirmed to use the CEQ to collect student feedback in a semester or session will have a CEQ form available in the online system. Access to the online CEQ form for each course section will be given to each student registered in that course section as per Registrar records.

3.5 At the time of administration, students shall be informed of the purposes of the student feedback procedure and of the university policy for reporting of results. The Senate Committee on Course Experience shall prepare this information to accompany the form in the online system.

3.6 Students will be required to read the instructions and privacy statement for the CEQ form prior to responding, which will include a directive to be respectful in any written responses they provide. CEQ responses that violate the Student Code of Conduct may be subject to investigation in accordance with the Procedure for Problematic Results.

4. Questionnaire

4.1 The approved CEQ form consists of 12 standard rating-scale (quantitative) questions and 2 standard open-ended (qualitative) questions. These 14 standard questions will be considered the "core" CEQ form. The 2 standard open-ended questions will be optional on the part of the instructor and will be selected according to the Procedures for Customization of the Form.

4.2 Supplementary questions may be added to the CEQ by the instructor or by the academic unit according to the Procedures for Customization of the Form.

5. Reporting of Results

5.1 Student responses to the CEQ will be captured within the online system and summarized by the reporting tools in that system as managed by the Centre for Institutional Analysis and Planning.

5.2 The compilation of results and reports will begin following the end of the CEQ administration period for a given semester or session.

5.3 The report compiled for an instructor will be the "Course Report" for the course section.

- 5.3.1 The Course Report will be distributed to the instructor(s) of the course section only.
- 5.3.2 The Course Report will identify the course (subject and number), section, semester or session, and the instructor name.
- 5.3.3 The Course Report will state the number of registered students, the number of respondents and the response rate for the course section.
- 5.3.4 The Course Report will report student responses to the core rating-scale (quantitative) questions, the optional core comments (qualitative) questions (if applicable), and any additional questions added by the instructor through the Procedures for Customization of the Form
- 5.3.5 Responses to rating-scale (quantitative) questions will be summarized by respondent count, frequency distribution (counts and percentages of each response), mean, median and standard deviation. Responses to comments (qualitative) questions will be presented verbatim with no summarization.

5.4 The report compiled for an academic unit will be the "Unit Report" for the unit.

- 5.4.1 The Unit Report will be prepared at the Faculty and School level, and at the Department level as well for Faculties and Schools that are departmentalized.
- 5.4.2 The Unit Report will be distributed to the administrative head(s) of the academic unit only. This will be the Dean of the Faculty or School and for departmentalized Faculties and Schools this will be both the Dean and the Department Head.
- 5.4.3 The Unit Report will identify the Faculty/School, Department (in the case of a departmentalized Faculty/School), number of course sections, overall number of registered students, overall number of respondents, and overall response rate for the unit.
- 5.4.4 The Unit Report will summarize student responses in aggregate for the core rating-scale (quantitative) questions and any additional questions added by the academic unit through the Procedures for Customization of the form. Unit reports will not include any results for comments (qualitative) questions.
- 5.4.5 The Unit Report will be based on the individual responses for the course subjects assigned to that unit, and will only include courses that meet aggregate reporting criteria as outlined in the Procedures for Aggregate Reporting.
- 5.4.6 Aggregate reports for unit heads will include the results of CEQ-mandated courses only as per 2.1 and the overall results must meet these thresholds:
  - a) There must be at least 10 respondents represented in the unit results.
  - b) There must be at least 2 unique instructors represented in the unit results.
  - c) There must be at least two course sections represented in the unit results.
  - d) For a departmentalized Faculty or School there must be at least two departments represented in the Faculty or School unit results.
- 5.4.7 Course sections may be excluded from aggregate reporting if there are special circumstances impacting CEQ administration noted by the academic unit that

make inclusion in aggregate reporting not appropriate.

5.4.8 Academic unit heads may request ad-hoc aggregate reports in addition to the overall unit report. Such requests will be made in writing to the SCCE and will be considered with respect to the purpose of the CEQ and this policy.

5.5 Course Reports for instructors and Unit Reports for academic unit heads will be made available electronically through the online system. Once reports have been officially released for a semester, instructors and heads will be notified by email of their report availability.

5.6 Reports shall be provided as soon as possible after the final date for receipt, by the Registrar's Office, of replacement grades for the semester as per published dates in the University Calendar. No results shall be returned to instructors prior to this time.

5.7 The online data collected for each administration of the CEQ, and the resulting reports, shall be archived by the Centre for Institutional Analysis and Planning. CEQ records will be managed in accordance with University policies, including the Privacy policy and the Information Management policy. Retention and removal of CEQ records will follow the guidelines stated in the MUNCLASS Retention and Disposal Schedule for these records.

5.8 An instructor may request a copy of their past CEQ report(s) from CIAP if the report is not accessible in the online system. A request for a copy of a report must come from the instructor directly, in writing, through their @mun.ca account (or a verifiable email address in the case of instructors no longer at Memorial). The replacement report will be provided to the instructor as a PDF copy sent by reply to the original email request.

6. Use of Results

6.1 Instructors may use CEQ results in the following ways:

6.1.1 Instructors may use the Course Report to help inform the course learning design

6.1.2 Instructors may include the Course Report in their Teaching Dossier.

6.2 Academic units may use CEQ results in the following ways:

6.2.1 Academic units may use the Unit Report to help inform the teaching and learning within their unit.

6.2.2 Academic units may use the Unit Report as supporting documentation for program review.

6.3 The SCCE must be consulted for any other potential uses of CEQ results.

Procedures

A. Procedure for CEQ Preparation

As per item 3.3 of the Terms of Reference for the Senate Committee on Course Experience, these procedures outline the operational guidelines followed by the Centre for Institutional Analysis and Planning (CIAP) for preparation of the administration of the CEQ in support of the Senate policy, and are approved by the Senate Committee on Course Experience (SCCE). These procedures assume the following:

- As the CEQ is administered during each of the three regular semesters of the academic year (the two six week sessions are included in spring semester), these guidelines reflect

a full semester cycle of the CEQ.

- The CEQ is administered at Memorial in an online format only through the Explorance Blue course evaluation system which is referred to as the "online system" in these guidelines.
- All inquiries made to the CIAP office pertaining to CEQ policy matters will be directed to the SCCE unless that committee has previously provided direction to CIAP on the matter. For inquiries made to the CIAP office pertaining to technical or operational matters for the CEQ system, CIAP will address these and work with Information Technology Services (ITS), the Registrar's Office (RO) and the Centre for Innovation in Teaching and Learning (CITL) as needed.

A1. The key dates related to the administration of the CEQ in a given semester will be established at the beginning of the semester and will follow the stipulations in the preceding Policy. The administration period dates for the semester will be published on the CEQ website (www.mun.ca/ceq).

A2. *The Data Integrity Gateway (DIG) module in the Blue online system will be used by CIAP and by the academic units to prepare the course information and administrative details for the CEQ.*

A3. *At approximately week 2 of the semester CIAP will send an email communication to academic unit heads to:*
a) advise of the key CEQ dates for the semester;
b) provide a copy of the Instructional Assignment report for their unit for initial review and early correction of any errors in the Banner system;
c) ask for confirmation of the contact information CIAP has on file for the unit for the individuals who will be receiving CEQ related information during the semester. This will include the unit head and a staff member who is the designated DIG user.

A4. *At approximately week 5 of the semester CIAP will send an email to the unit DIG users via the online system inviting them to complete their DIG tasks.*

A5. *CIAP will prepare and provide a User Guide for DIG users with instructions for how to review and select courses in DIG.*

A6. *The list of courses in DIG will include all regular course sections being offered in the current semester, both CEQ mandated and non-CEQ mandated, as units may wish for a non-CEQ mandated course to have a CEQ form (refer to the preceding Policy for mandated criteria). Courses will appear on the course list in DIG if:*

- Activity code is NOT EQUAL to
  B [Laboratory]
  E [No Activity]
  F [Internship]
  H [Work Period]
  J [Independent Study Course]
  I [Personalized Instruction]
  M [Distance Education]
  O [Dissertation]
  P [Honours Essay]
  Q [Comprehensive Examination]
  U [MI Full-Time Study Course]]
- Enrolment is greater than 0

- The course is not a designated work term (xxxW)
- The course is at the undergraduate or graduate level (level codes 01 and 02)
- The course is not offered by the Faculty of Medicine (subject MED)

A7. The DIG user will review the course list, in accordance with the DIG user guide, to:

a) Confirm what courses will use the CEQ. This will include identifying any courses that are normally CEQ-exempt but for which the CEQ will be used.

b) Ensure the instructional assignment information is correct for those courses using the CEQ. Course sections must have an instructor assigned in the Banner system in order to be selected to use the CEQ.

c) Identify course details that may need correction in Banner. This will include cross-list code and schedule type.

d) Provide notes for courses that may have special circumstances concerning the administration of the CEQ that semester. Course sections for which an instructor is replaced part-way through the semester should be treated as a team taught course and its status set as a non-CEQ mandated course.

A8. A period of 14 days will be assigned for completion of DIG tasks and a reminder email will be sent 7 days after the invitation email and the day prior to the DIG deadline.

A9. Each course that is identified in DIG as requiring a CEQ will be set up in the online system with a CEQ form that can be completed by each registered student in the course.

A10. Customization of the CEQ form as detailed in the Senate policy will be managed in the following timeframes.

a) An email invitation for instructor question personalization (QP) will be sent to current instructors via the online system 3 weeks prior to the start of the CEQ administration period. The deadline to complete QP tasks will be 1 week prior to the start of the CEQ administration period. A reminder email will be sent 7 days after the start of the QP period and on the day prior to the last day of the QP period.

b) Academic unit custom questions can be applied to the CEQ form for a given semester no later than 1 week prior to the start of the CEQ administration period.

c) Instructions for instructor and unit customization will be made available on the CEQ website.

A11. On the first day of the administration period, an email invitation will be sent via the online system to students who are registered for any courses being evaluated with the CEQ. This email will provide instructions for completing the online CEQ for the course(s) for which they are registered. A copy of the instructions will be made available on the CEQ webpage.

A12. Reminder emails will be sent via the online system to students at 7 days after the start of the evaluation period and on the day prior to the last day of the administration period.

A13. Questions or technical issues raised by students or instructors during the administration period will be prioritized by CIAP and the appropriate resources engaged as needed (ITS, RO, CITL, SCCE).

A14. CIAP will monitor overall response rates during the CEQ administration period and provide updates to the SCCE as needed.

B. Procedure for Non-Mandated Courses

Courses defined in section 1.2 of the preceding Policy are not mandated to use the CEQ but an academic unit may choose the CEQ as the method of collecting student feedback for courses of

these types. Whenever possible, the preferred accommodation for a non-mandated course is to follow the same processes and the same administration period as for mandated courses in that semester, with the following adjustments.

B1. Team-taught courses

The CEQ collects student feedback on the course experience and the core questionnaire does not include questions specific to the instructor. The following procedures will apply to the use of the CEQ for team-taught courses:

a) If an academic unit chooses to use the CEQ for a team taught course, a single instance of the 12 standard rating-scale questions will be administered for the course with students completing the CEQ form once for the course overall.

b) An instructor of the team can, on an individual basis, opt to include the two core comments questions and any other instructor custom questions. Any instructor custom questions will be displayed to students following the 12 standard rating-scale questions and will have the instructor name clearly indicated for each question.

c) The Course Report for each instructor of the team will contain the same summary of the core 12 rating-scale questions for the course overall. If a team instructor opted to include the core comments questions or any custom questions, the responses for these will be summarized in the Course Report for that instructor only and will not be available to the other team instructors.

B2. Modularized courses or courses offered outside of the normal time frame for a semester or session (special session courses)

A special session course, denoted in the Banner system by a part of term code that is not full semester, intersession or summer session (1, 2 or 3) will have a custom administration period established by CIAP in keeping within the following parameters:

a) A separate administration period for a special session course will normally be the last 5 days of the session according to the session end date in the Banner system.

b) The CEQ for a special session course must not be administered after the final exam for the course has taken place or after grades have been released for the course by the Registrar's office.

c) Academic units will be asked to confirm the proposed administration periods for special session courses in the event that course circumstances warrant adjustments to these dates.

C. Procedure for Customization of the Form

C1. Instructor Customization

a) The core CEQ form includes two (2) comments questions that are optional for an instructor to include. An instructor may also select up to five (5) additional rating-scale questions and up to two (2) additional comments questions to be answered on the CEQ for their course. The responses to these additional items will be processed by CIAP as per 5.3 and will be reported as part of the Course Report for that instructor.

b) The process of selecting instructor custom questions will be conducted through the online technology solution for the CEQ. Each semester instructors will be notified by email of the questionnaire personalization process prior to the CEQ administration period. CIAP will provide instructors with guidelines for completing custom question selection in the online system.

C2. Unit Customization

a) An academic unit may arrange to have up to five (5) additional rating-scale questions appear on the CEQ, to be used for all course sections within the unit.
b) The process of selecting unit custom questions will be done in consultation with the SCCE, and unit custom questions will be added to the CEQ form by CIAP within the online system.
c) Unit questions will be applied to the CEQ form based on course subject code.
d) The responses to unit custom questions will be processed by CIAP as per 5.4 and will be reported in aggregate as part of the Unit Report.
e) An academic unit may choose to have the responses to unit custom questions summarized as part of the Course Report for instructors in their unit.

D. Procedures for Problematic Results (TO BE DETERMINED)

If an instructor feels that a written response to an open-ended question on the CEQ is in violation of the Student Code of Conduct, they may submit a formal request to have the response reviewed.

APPENDIX A

Original Policies and Procedures with 2023 changes in markup	Rationale for Change
Senate Policies and Procedures for Student Feedback~~Rating~~ on~~f~~ Course~~s~~ Experience~~and Instruction~~ **~~Administrative Policies and Procedures~~** (Revised ~~as of April~~December 2023~~0 Senate meeting~~)	Reflect change in name
Policy	Reflect separation of policy and procedures
1. Purpose	New heading
1.1 A uniform process for collecting student feedback on course experience shall be followed throughout the University. This process shall include the administration of the Course Experience Questionnaire (CEQ) in all courses, except as provided for in these policies.	Reflect change in purpose
-1.2 The policy and procedures reflect the CEQ purpose statement endorsed by Senate: *As one part of an overall approach to course evaluation, the intent of the CEQ is to collect constructive information from students about learning experiences in their courses. CEQ results provide instructors with an opportunity to consider student feedback for the ongoing development of their courses and of their teaching practice; they help inform academic administrators about students' perceptions of teaching and learning in their units; and acknowledge the value of students' involvement in the evaluation process*.	The purpose statement was missing from the previous policy and should be stated
2. Scope	New heading
~~1. A uniform procedure for the student rating of courses and instruction shall be followed throughout the University.~~	Moved to Purpose section
2.1 ~~1.1 This procedure shall include the administration of the Course Evaluation Questionnaire (CEQ) in all courses, except as provided for in these policies.~~ A course for the purpose of the CEQ and this policy is defined as per the University Calendar, with consideration of schedule types outlined in the Procedure for CEQ Preparation, and will be referred to in this policy and procedures as a CEQ mandated course.	Moved to Purpose section; specify what is considered a course in CEQ context
~~1~~2.2~~2~~ The following types of courses may collect student course experience feedback~~be evaluated~~ by a method other than the CEQ and will be referred to in this policy and procedures as a non-CEQ mandated course:~~. If the CEQ is not administered, an alternative method of evaluation shall be established. The alternative method shall include a form of written student ratings and reporting of such ratings, with due regard for student anonymity. Specifications for the alternative method should be documented by the Administrative Head of the academic unit.~~	Moved second part down so list of exemptions appears under first sentence
~~1~~2.2~~2~~.1 Courses with enrolment less than 5.	
~~1~~2.2~~2~~.2 Team-taught courses.	

	~~1~~2.~~2~~2.3 Non-degree credit courses.	
	~~1~~2.~~2~~2.4 Modularized courses or courses offered outside of the normal time frame for a semester or session, as defined by the University Calendar. 2.2.5 Courses offered by the Faculty of Medicine, and diploma and certificate courses offered by the Fisheries and Marine Institute, are not mandated to use the CEQ as per 2.2.2-2.2.4.	Added specific reference to MED and dip/cert courses
2.3 If the CEQ is administered for non-mandated courses as per 2.1, all aspects of the policy shall be followed as for CEQ mandated courses. Additionally the Procedure for Non-Mandated Courses shall apply.		Clarify expectations for non-mandated course use
~~1.~~2.4~~X~~.– If the CEQ is not administered as per 2.1, an alternative method of collecting student feedback shall be established. The alternative method shall ~~provide~~offer students ~~with~~ an opportunity to provide feedback on their course experience, with due regard for student anonymity. -Specifications for the alternative method should be documented by the Administrative Head of the academic unit. ~~If the CEQ is the chosen method for these courses, administration will follow the Procedures for Non-Mandated Courses.~~		Reflect change in name and reference to Procedures
~~1~~2.~~3~~5– Academic units or instructors may administer their own separate ~~supplementary~~ student course feedback~~evaluation~~ instruments in addition to the CEQ ~~(as per section 3.7)~~. The responses to any feedback methods outside of the CEQ will be processed by the academic unit or instructor by their own procedures. Students should be fully informed of the protocols around the collection of any course experience feedback outside of the CEQ.		Reflect change in purpose Updated former section 3.7.1
~~2. **Committee on Course Evaluation**~~		
2.6 ~~–~~All aspects of the administration~~, compilation, distribution and publication~~ of the Course Experience~~valuation~~ Questionnaire as set out by the policy and procedures will be the responsibility of the Committee on Course Experience~~valuation~~, a standing committee of Senate (SCCE).		Reflects change in purpose, ECTE recommendations Recommended change in Committee name
2.7 The Centre for Institutional Analysis and Planning (CIAP) will manage the administration and reporting of the CEQ on behalf of the Senate Committee on Course Experience, according to this Policy and Procedures document as well as any operational guidelines approved by that Committee as stipulated in its Terms of Reference.		Reflect name change
3. **Administration ~~of the evaluation questionnaire~~**		Revise header
~~3.1 The Centre for Institutional Analysis and Planning will co-ordinate the administration of the CEQ on behalf of the Committee on Course Evaluation, according to the operational guidelines approved by that Committee as stipulated in its Terms of Reference.~~		Moved to Scope section
3.~~2~~1 The Course Experience~~valuation~~ Questionnaire shall be administered starting 14 days prior to the start of the examination		SCCE recommends the administration

period in a regular 14 week semester (fall, winter, spring) and 7 days prior to the start of the examination period in a regular 6 week ~~semester~~session (intersession, summer session)~~during the last two weeks of class in a 12-13 week semester or the last week of class in any shorter session~~, until the day before the start of the examination period for that semester or session, as per published dates in the University Calendar~~.~~	period be a standardized number of days to enable automation in the new system.
3.~~3~~2 The Course Experience Q~~q~~uestionnaire will be administered online through the University's currently approved course evaluation ~~Student Self-Service.~~technology solution ("online system").	Reflect change in system
3.~~3~~4 Academic units shall confirm with the Centre for Institutional Analysis and Planning those courses in their unit that are to use ~~be evaluated with~~ the CEQ each semester~~,~~ and shall ensure that course and instructor information is accurate prior to administration, according to the Procedures for CEQ Preparation~~.~~	Reflect change in purpose
~~4.2 Supplementary questions may be appended with the CEQ by the instructor or by the academic unit according to the Procedures for Customization of the Form.~~	Moved to later section
3.~~5~~4 Courses that are confirmed to use the CEQ to collect student feedback~~for evaluation~~ in a semester or session will have a~~the online~~ CEQ form available~~generated~~ in the online system~~Student Self-Service~~. Access to the online CEQ form for each course section will be given to each student registered in that course section as per Registrar records.	Reflect change in purpose and system
3.~~5~~6 At the time of administration, students shall be informed of the purposes of the student feedback~~rating~~ procedure and of the university polic~~yies~~ for reporting ~~distribution and publication~~ of results. The Senate Committee on Course ~~Evaluation~~ Experience shall prepare this information to accompany the form~~s~~ in the online system.	Reflect change in purpose, ECTE recommendations
3.6 Students will be required to read the instructions and privacy statement for the CEQ form prior to responding, which will include a directive to be respectful in any written responses they provide. CEQ responses that violate the Student Code of Conduct may be subject to investigation in accordance with the Procedure for Problematic Results.	Added item related to expectations of respondents
~~3.79 Supplementary questions may be administered with the CEQ by the instructor or by the academic unit~~in three ways: ~~according to the Procedures for Customization of the Form.~~	MOVED TO PROCEDURES
~~3.7.1 An academic unit or instructor may administer a separate course evaluation form in tandem with the CEQ. The responses to items on this additional form will be processed by the academic unit by its own procedures, subject to maintenance of student anonymity. No questionnaires or results shall be returned to instructors prior to the submission of final grades for~~	MOVED TO 1.3

	~~the course in question.~~	
	~~3.7.2 An academic unit may arrange with the Centre for Institutional Analysis and Planning to have a limited number of additional structured response items appear on the CEQ, to be used by all course sections within the unit. The responses to these additional items will be processed by CIAP.~~	MOVED TO PROCEDURES
	~~3.7.3 An individual instructor may provide students with up to 10 structured response items to be answered on the CEQ (Instructor Provided Questions, or IPQs). The responses to these additional items will be processed by CIAP.~~	MOVED TO PROCEDURES
4. Questionnaire		New heading
4.1 The approved CEQ form consists of 12 standard rating-scale (quantitative) questions and 2 standard open-ended (qualitative) questions. These 14 standard questions will be considered the "core" CEQ form. The 2 standard open-ended questions will be optional on the part of the instructor and will be selected according to the Procedures for Customization of the Form.		Reflect ECTE recommendations
4.2 Supplementary questions may be added to the CEQ by the instructor or by the academic unit according to the Procedures for Customization of the Form.		The procedures for customization of the form by instructors and academic units will be determined.
~~4~~5. ~~**Compilation of r**~~**Reporting of R**~~**esults**		Revised heading
~~4~~5.1 Student responses to~~Data from~~ the CEQ~~questionnaire~~ will be captured within the online ~~evaluation~~ system and summarized by the reporting tools in that system as managed by the Centre for Institutional Analysis and Planning.		Reflect change in system
5.2 The compilation of results and reports will begin following the end of the CEQ administration period for a given semester or session.		
5.3 The report compiled for an instructor will be the "Course Report" for the course section.		Reflect ECTE recommendations, change in system, and SCCE deliberations Reorganize to clarify
	5.3.1 The Course Report will be distributed to the instructor(s) of the course section only.	
	5.3.2 The Course Report will identify the course (subject and number), section, semester or session, and the instructor name.	
	5.3.3 The Course Report will state the number of registered students, the number of respondents and the response rate for the course section.	
	5.3.4 The Course Report will report student responses to the core rating-scale (quantitative) questions, the optional core comments (qualitative) questions (if applicable), and any additional questions added by the instructor through the Procedures for Customization	

of the Form	
~~4.2 For each course section, response distributions to the core quantitative questions (and any additional quantitative questions included under section 3.7.2 or 3.7.3) will be summarized by frequency percentages and averages based on those responding to the item. This will constitute the "Summary Report" for the section and will identify the course (name and number) and, section, or session, and the instructor(s).~~	
5.3.5 Responses to rating-scale (quantitative) questions will be summarized by respondent count, frequency distribution (counts and percentages of each response), mean, median and standard deviation. Responses to comments (qualitative) questions will be presented verbatim with no summarization.	
~~4.3 For comparison, the average of the quantitative items (excluding items 8 and 9) on the core questionnaire for CEQ-mandated courses (courses that do not meet one or more of the exclusion criteria specified in section 1.2) will be compiled each semester for the following aggregations and will be included on each Summary Report for CEQ-mandated courses:~~	Reflect ECTE recommendations
~~1. Department/academic unit~~	
~~2. Campus~~	
~~4.4 A table of percentile distribution scores will be compiled for each campus and level each semester, provided there are at least 10 CEQ-mandated courses within that campus and level combination.~~	Reflect ECTE recommendations
~~4.5 For each course section, a report of the qualitative questions (written comments) will also be generated. This will constitute the "Comment Report" and will identify the course and section and the instructor.~~	Reflect change in system
5.4 The report compiled for an academic unit will be the "Unit Report" for the unit.	Reflect ECTE recommendations and SCCE deliberations Reorganize to clarify
5.4.1 The Unit Report will be prepared at the Faculty and School level, and at the Department level as well for Faculties and Schools that are departmentalized.	
5.4.2 The Unit Report will be distributed to the administrative head(s) of the academic unit only. This will be the Dean of the Faculty or School and for departmentalized Faculties and Schools this will be both the Dean and the Department Head.	
5.4.3 The Unit Report will identify the Faculty/School, Department (in the case of a departmentalized Faculty/School), number of course sections, overall number of registered students, overall number of respondents, and overall response rate for the unit.	
5.4.4 The Unit Report will summarize student responses in aggregate for the core rating-scale (quantitative) questions and any	

	additional questions added by the academic unit through the Procedures for Customization of the form. Unit reports will not include any results for comments (qualitative) questions.	
	5.4.5 The Unit Report will be based on the individual responses for the course subjects assigned to that unit, and will only include courses that meet aggregate reporting criteria as outlined in the Procedures for Aggregate Reporting.	
	5.4.6 Aggregate reports for unit heads will include the results of CEQ-mandated courses only as per 2.1 and the overall results must meet these thresholds: a) There must be at least 10 respondents represented in the unit results. b) There must be at least 2 unique instructors represented in the unit results. c) There must be at least two course sections represented in the unit results. d) For a departmentalized Faculty or School there must be at least two departments represented in the Faculty or School unit results.	New procedure Reflects new system, ECTE recommendations
	5.4.7 Course sections may be excluded from aggregate reporting if there are special circumstances impacting CEQ administration noted by the academic unit that make inclusion in aggregate reporting not appropriate.	
	5.4.8 Academic unit heads may request ad-hoc aggregate reports in addition to the overall unit report. Such requests will be made in writing to the SCCE and will be considered with respect to the purpose of the CEQ and this policy.	
5.5 Course Reports for instructors and Unit Reports for academic unit heads will be made available electronically through the online system. Once reports have been officially released for a semester, instructors and heads will be notified by email of their report availability.		
5.6 Reports shall be provided as soon as possible after the final date for receipt, by the Registrar's Office, of replacement grades for the semester as per published dates in the University Calendar. No results shall be returned to instructors prior to this time.		Reflect change to system, ECTE recommendations
5.7 The online data collected for each administration of the CEQ, and the resulting reports, shall be archived by the Centre for Institutional Analysis and Planning. CEQ records will be managed in accordance with University policies, including the Privacy policy and the Information Management policy. Retention and removal of CEQ records will follow the guidelines stated in the MUNCLASS Retention and Disposal Schedule for these records.		Outdated—replace with up to date statement on data retention and removal policies as per Memorial's IMP policy
5.8 An instructor may request a copy of their past CEQ report(s) from CIAP if the report is not accessible in the online system. A request for a copy of a report must come from the instructor		Formalize the practice followed for replacement reports

directly, in writing, through their @mun.ca account (or a verifiable email address in the case of instructors no longer at Memorial). The replacement report will be provided to the instructor as a PDF copy sent by reply to the original email request.	
6.~~5.~~ ~~**Dissemination and publication of results**~~**Use of Results**	Add heading
~~5.1 The Centre for Institutional Analysis and Planning shall provide the Summary Reports of the core questionnaire (and any supplementary questions under 3.7.2 and 3.7.3) for each section, together with applicable aggregate summaries (as specified in sections 4.2 and 4.3), and the Comment Report, to each instructor(s). Reports shall be provided as soon as possible after release~~final grades ~~have been submitted. No results shall be returned to instructors prior to the releas~~receipt, by the Registrar's Office, of final grades for the course ~~by~~in question.	Moved to previous section
6.1~~5.2~~ Instructors may use CEQ results in the following ways: 6.1.1 Instructors may use the Course Report to help inform the course learning design 6.1.2 Instructors may include the Course R~~se r~~eport~~s~~ in their Teaching Dossier.	Reorganize and clarify appropriate use of results
6.2 Academic units may use CEQ results in the following ways:	Outline appropriate use of unit reports
6.2.1 Academic units may use the Unit Report to help inform the teaching and learning within their unit. 6.2.2 Academic units may use the Unit Report as supporting documentation for program review.	
6.3 The SCCE must be consulted for any other potential uses of CEQ results.	
~~5.3 The Summary Reports of the quantitative questions (as specified in sections 4.2 and 4.3) shall be sent to Administrative Head(s)s of academic units for courses within their unit, and shall be used by such committees and for such purposes, as are stipulated by University policies and the MUNFA Collective Agreement. Such data should not be used in the promotion and tenure process unless there is concurrence from the faculty member.~~	Move up to Section 6
~~5.4 The electronic data for each administration of the CEQ, ,shall be archived by the Centre for Institutional Analysis and Planning for subsequent access and analysis by academic units or bona fide academic researchers or research units. Access to these data shall be granted only with the approval by the Committee on Course Evaluation on terms agreed to in writing between the Committee and the Recipient.~~	Updated to 5.7

———Procedures	Separation of procedures from Policy
A. Procedure for CEQ Preparation	Adopted from previous Operational Guidelines document last updated in 2013; updated to reflect new system
As per item 3.3 of the Terms of Reference for the Senate Committee on Course Experience, these procedures outline the operational guidelines followed by the Centre for Institutional Analysis and Planning (CIAP) for preparation of the administration of the CEQ in support of the Senate policy, and are approved by the Senate Committee on Course Experience (SCCE). These procedures assume the following:	
• As the CEQ is administered during each of the three regular semesters of the academic year (the two six week sessions are included in spring semester), these guidelines reflect a full semester cycle of the CEQ. • The CEQ is administered at Memorial in an online format only through the Explorance Blue course evaluation system which is referred to as the "online system" in these guidelines. • All inquiries made to the CIAP office pertaining to CEQ policy matters will be directed to the SCCE unless that committee has previously provided direction to CIAP on the matter. For inquiries made to the CIAP office pertaining to technical or operational matters for the CEQ system, CIAP will address these and work with Information Technology Services (ITS), the Registrar's Office (RO) and the Centre for Innovation in Teaching and Learning (CITL) as needed.	
A1. The key dates related to the administration of the CEQ in a given semester will be established at the beginning of the semester and will follow the stipulations in the preceding Policy. The administration period dates for the semester will be published on the CEQ website (www.mun.ca/ceq).	
A2. The Data Integrity Gateway (DIG) module in the Blue online system will be used by CIAP and by the academic units to prepare the course information and administrative details for the CEQ.	
A3. At approximately week 2 of the semester CIAP will send an email communication to academic unit heads to: a) advise of the key CEQ dates for the semester; b) provide a copy of the Instructional Assignment report for their unit for initial review and early correction of any errors	

in the Banner system; c) ask for confirmation of the contact information CIAP has on file for the unit for the individuals who will be receiving CEQ related information during the semester. This will include the unit head and a staff member who is the designated DIG user.	
A4. At approximately week 5 of the semester CIAP will send an email to the unit DIG users via the online system inviting them to complete their DIG tasks.	
A5. CIAP will prepare and provide a User Guide for DIG users with instructions for how to review and select courses in DIG.	
A6. The list of courses in DIG will include all regular course sections being offered in the current semester, both CEQ mandated and non-CEQ mandated, as units may wish for a non-CEQ mandated course to have a CEQ form (refer to the preceding Policy for mandated criteria). Courses will appear on the course list in DIG if: • Activity code is NOT EQUAL to B [Laboratory] E [No Activity] F [Internship] H [Work Period] J [Independent Study Course] I [Personalized Instruction] M [Distance Education] O [Dissertation] P [Honours Essay] Q [Comprehensive Examination] U [MI Full-Time Study Course]] • Enrolment is greater than 0 • The course is not a designated work term (xxxW) • The course is at the undergraduate or graduate level (level codes 01 and 02) • The course is not offered by the Faculty of Medicine (subject MED)	
A7. The DIG user will review the course list, in accordance with the DIG user guide, to: a) Confirm what courses will use the CEQ. This will include identifying any courses that are normally CEQ-exempt but for which the CEQ will be used. b) Ensure the instructional assignment information is correct for those courses using the CEQ. Course sections must have an instructor assigned in the Banner system in order to be selected to use the CEQ. c) Identify course details that may need correction in Banner. This will include cross-list code and schedule type.	

d) Provide notes for courses that may have special circumstances concerning the administration of the CEQ that semester. Course sections for which an instructor is replaced part-way through the semester should be treated as a team taught course and its status set as a non-CEQ mandated course.	
A8. A period of 14 days will be assigned for completion of DIG tasks and a reminder email will be sent 7 days after the invitation email and the day prior to the DIG deadline.	
A9. Each course that is identified in DIG as requiring a CEQ will be set up in the online system with a CEQ form that can be completed by each registered student in the course.	
A10. Customization of the CEQ form as detailed in the Senate policy will be managed in the following timeframes. a) An email invitation for instructor question personalization (QP) will be sent to current instructors via the online system 3 weeks prior to the start of the CEQ administration period. The deadline to complete QP tasks will be 1 week prior to the start of the CEQ administration period. A reminder email will be sent 7 days after the start of the QP period and on the day prior to the last day of the QP period. b) Academic unit custom questions can be applied to the CEQ form for a given semester no later than 1 week prior to the start of the CEQ administration period. c) Instructions for instructor and unit customization will be made available on the CEQ website.	
A11. On the first day of the administration period, an email invitation will be sent via the online system to students who are registered for any courses being evaluated with the CEQ. This email will provide instructions for completing the online CEQ for the course(s) for which they are registered. A copy of the instructions will be made available on the CEQ webpage.	
A12. Reminder emails will be sent via the online system to students at 7 days after the start of the evaluation period and on the day prior to the last day of the administration period.	
A13. Questions or technical issues raised by students or instructors during the administration period will be prioritized by CIAP and the appropriate resources engaged as needed (ITS, RO, CITL, SCCE).	
A14. CIAP will monitor overall response rates during the CEQ administration period and provide updates to the SCCE as needed.	
B. Procedure for Non-Mandated Courses	SCCE sub-policy for special session courses updated to reflect new system
Courses defined in section 1.2 of the preceding Policy are not	

mandated to use the CEQ but an academic unit may choose the CEQ as the method of collecting student feedback for courses of these types. Whenever possible, the preferred accommodation for a non-mandated course is to follow the same processes and the same administration period as for mandated courses in that semester, with the following adjustments.	
B1. Team-taught courses	Reflects ECTE recommendations and SCCE deliberations
The CEQ collects student feedback on the course experience and the core questionnaire does not include questions specific to the instructor. The following procedures will apply to the use of the CEQ for team-taught courses:	
a) If an academic unit chooses to use the CEQ for a team taught course, a single instance of the 12 standard rating-scale questions will be administered for the course with students completing the CEQ form once for the course overall.	
b) An instructor of the team can, on an individual basis, opt to include the two core comments questions and any other instructor custom questions. Any instructor custom questions will be displayed to students following the 12 standard rating-scale questions and will have the instructor name clearly indicated for each question.	
c) The Course Report for each instructor of the team will contain the same summary of the core 12 rating-scale questions for the course overall. If a team instructor opted to include the core comments questions or any custom questions, the responses for these will be summarized in the Course Report for that instructor only and will not be available to the other team instructors.	
B2. Modularized courses or courses offered outside of the normal time frame for a semester or session (special session courses)	Update of former SCCE sub-policy for special session courses
A special session course, denoted in the Banner system by a part of term code that is not full semester, intersession or summer session (1, 2 or 3) will have a custom administration period established by CIAP in keeping within the following parameters: a) A separate administration period for a special session course will normally be the last 5 days of the session according to the session end date in the Banner system. b) The CEQ for a special session course must not be administered after the final exam for the course has taken place or after grades have been released for the course by the Registrar's office. c) -Academic units will be asked to confirm the proposed administration periods for special session courses in the event that course circumstances warrant adjustments to these dates.	

C. Procedure for Customization of the Form	New procedure Reflects new system, ECTE recommendations, and SCCE deliberations
C1. Instructor Customization	
a) The core CEQ form includes two (2) comments questions that are optional for an instructor to include. An instructor may also select up to five (5) additional rating-scale questions and up to two (2) additional comments questions to be answered on the CEQ for their course. The responses to these additional items will be processed by CIAP as per 5.3 and will be reported as part of the Course Report for that instructor. b) The process of selecting instructor custom questions will be conducted through the online technology solution for the CEQ. Each semester instructors will be notified by email of the questionnaire personalization process prior to the CEQ administration period. CIAP will provide instructors with guidelines for completing custom question selection in the online system.	Parameters for customization will be confirmed.
C2. Unit Customization	
a) An academic unit may arrange to have up to five (5) additional rating-scale questions -appear on the CEQ, to be used for all course sections within the unit. b) The process of selecting unit custom questions will be done in consultation with the SCCE, and unit custom questions will be added to the CEQ form by CIAP within the online system. c) Unit questions will be applied to the CEQ form based on course subject code. d) The responses to unit custom questions will be processed by CIAP as per 5.4 and will be reported in aggregate as part of the Unit Report. e) An academic unit may choose to have the responses to unit custom questions summarized as part of the Course Report for instructors in their unit.	Parameters for customization will be confirmed; Reflects process in online system
~~Course Enrolment Mandated Respondents Response Rate Summary Report Included in Aggregate~~ ~~>100 Y >=5 >=15% Y Y~~ ~~<15% Y N~~ ~~1-4 -- Y* N~~ ~~5-100 Y >=5 >=20% Y Y~~ ~~<20% Y N~~ ~~1-4 -- Y* N~~ ~~1-4 N 1-4 -- Y* N~~ ~~* If fewer than 5 respondents, only the comments report will be returned and not a numeric summary report.~~	Procedure for reporting described in section 5 of policy
D. Procedures for Problematic Results (TO BE DETERMINED)	Procedure to be determined
If an instructor feels that a written response to an open-ended question on the CEQ is in violation of the Student Code of Conduct, they may submit a formal request to have the response reviewed.	

APPENDIX B

Terms of Reference

Committee on Course ExperienceEvaluation

1. Membership

(a) Six faculty members appointed by Senate on recommendation of the Committee on Elections and Committees.

(b) Three undergraduate students, one appointed by the Memorial University Students' Union, one by the Marine Institute Students' Union, and one by the Grenfell Campus Student Union.

(c) One graduate student, appointed by Senate on nomination by the GSU.

(d) Director, Centre for Institutional Analysis and Planning (CIAP) or delegate, Secretary of the Committee

(e) Director, Centre for Innovation in Teaching and Learning, or delegate (ex-officio)

2. Governing Procedures

(a) The members of the Committee shall elect the Chairperson and Vice-Chairperson at the first meeting of the new academic yearin September each year.

(b) The Committee shall meet at least once each semester.

(c) A quorum for the conduct of business shall be five members.

3. Duties and Responsibilities

1. The committee shall monitor the administration of the Course ExperienceEvaluation Questionnaire (CEQ) and related procedures, including the release and publication of results, in accordance with the Senate Policies and Procedures for Student Feedback on Course ExperienceRating of Courses and Instruction.

2. The committee shall prepare written guidelines providing information to students on the purposes of the feedback~~rating~~ procedure and on university policies for distribution ~~and publication~~ of results.

3. The committee may, in cooperation with the Centre for Institutional Analysis and Planning, develop specific operational guidelines and protocols for efficient and consistent completion of the mandated student course feedback~~rating~~ procedures.

4. The committee may review and provide advice on alternate methods of collecting student course feedback for courses that are not mandated to use the CEQ or develop best practices for the collection of feedback outside of the CEQ. ~~shall receive reports of alternative methods of evaluation in courses for which the standard CEQ is not required. The Committee may comment to the academic unit concerning the appropriateness of such methods.~~

5. ~~The committee shall, upon request, approve alternative methods of administration of the CEQ for regular classroom courses, providing that such methods assure student anonymity and other principles in the normal procedures.~~

6. The committee shall receive and respond to queries and comments from academic units, faculty members and students concerning the CEQ and student course feedback~~rating~~ procedures.

~~7.~~ The committee shall consider ~~deal with~~ requests for ad-hoc reports and analyses of student course experience data ~~access to unsummarized data from course evaluations archived by the Centre for Institutional Analysis and Planning.~~

~~8.~~7. ~~The committee~~and shall provide direction to the Centre for Institutional Analysis and Planning and responsible staff members regarding responses to such requests ~~for supplementary questionnaire items or requests for special reports and analysis of data~~.

~~9.~~8. The committee shall report to Senate in ~~September or October~~ the fall semester each year on the operation of the Policies and Procedures, including advice on possible revision of the Policies and Procedures and the Course~~re~~ Experience ~~valuation~~ Questionnaire.

~~10.~~9. The committee shall respond to queries from Senate, and may provide Senate with such other reports and recommendations as the Committee deems appropriate within its mandate.

~~11.~~10. The committee shall carry out any other duties as described in ~~"~~the Senate Policies and Procedures for Student Feedback on Course Experience~~Ratings of Courses and Instruction, Administrative Policies and Procedures"~~.

~~12.~~11. The Centre for Institutional Analysis and Planning will maintain a secretariat for the Committee.

~~13.~~12. The committee shall oversee a review of the Course Experience Questionnaire ~~Evaluation form~~ and associated processes at least every ten years. The committee shall review statistical summaries of previous CEQ data from current and previous results; discuss statistical summaries and make recommendations for adjustment; review issues, requests, and inquiries reported since the last major review to determine what elements to include in the review; develop terms of reference for the review; undertake university-wide consultation and, should the committee feel it necessary, for a subcommittee to undertake or support the review process; review results of the consultation process and identify changes necessitated by the review process; prepare a final report for Senate outlining the results of the review process and make recommendations for change(s) should any arise as a result of the review.

~~14.~~13. ~~The committee will recommend policies for evaluation of courses or course sections which may be exempt from using the CEQ.~~

~~15.~~14. The committee shall maintain close liaison with the Senate Committee on Teaching and Learning.

November 2023

SENATE COMMITTEE ON COURSE EVALUATION

WORK PLAN/GOALS FOR 2023-2024

The 2023-2024 academic year will be the first year of implementation of the new course experience system and the SCCE will resume regular activities within its Terms of Reference associated with the oversight of the CEQ. It is expected that the work of the SCCE for the 2023-2024 academic year will focus on the following items.

1) Monitor the implementation of the new course experience questionnaire system

- Oversee the administration of the Course Experience Questionnaire (CEQ) in Blue.
  - *Ensure the functioning of the revised policies and procedures for the CEQ and determine if other updates or procedures are needed to reflect aspects of the new system.*
  - *Identify additional operational procedures that may need to be developed or formally added to the policies.*
  - *Develop specific guidelines for the retention and disposal of data and reports.*

- Develop formal procedures for the outstanding items from the ECTE report.
  - *Instructor custom questions: evaluate the pilot question bank and implement a process for instructors to suggest additional content.*
  - *Academic unit custom questions: develop guidelines and processes for the addition of unit question sets to the CEQ.*
  - *Determine the process for flagging and investigating problematic comments on the CEQ.*

- Enhance education and awareness for user groups
  - *The CEQ website will continue to house documents and resources for students, instructors, staff and academic administrators.*
  - *Other strategies and practices for increasing awareness of the CEQ among stakeholders will be explored.*

2) Continued Responsibilities under Terms of Reference

The SCCE will continue its responsibilities as outlined in its terms of reference, including responding to queries from students, instructors and administrators concerning the CEQ. It will also continue to liaise with the Teaching and Learning Committee of Senate, particularly given the shared responsibility for an overall system of evaluating course and teaching effectiveness at Memorial.

3) Remain Current with Course Evaluation Literature and Practices

The SCCE will continue to remain current with course evaluation literature and the course evaluation practices at other institutions, and will maintain a repository of articles and documents related to course evaluation.

MEMORIAL UNIVERSITY

Office of the Registrar
St. John's, NL Canada A1C 5S7
Tel: 709 864 8260 Fax: 709 864 2337
www.mun.ca

December 1, 2023

TO: Senate Committee on Elections, Committees and Bylaws (SCECB) Committee Members

FROM: Dr. Lee Ann McKivor, University Registrar, and Interim Secretary of Senate

SUBJECT: Nominations Received regarding membership on ad-hoc committee regarding "Ode to Newfoundland" (Ode) during the University's convocation ceremonies

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Please be advised that we have received the attached "Senator Nominations" for membership on the ad-hoc committee regarding "Ode to Newfoundland" (Ode) during the University's convocation ceremonies. As part of the standing ad-hoc committee membership, we need 5 elected academic staff members appointed from among eligible Senators.

I am requesting that you review the nominations and consider ranking them accordingly for discussion during our meeting on Monday, December 4, 2023, at 4 pm (via webex). For anyone unable to attend, you are welcome to submit your ranking/notes to senate@mun.ca, if you would like to have your thoughts communicated to the committee.

The terms of reference for the committee are also attached.

If you need any assistance, please let me know.

Thank you.

MEMORIAL UNIVERSITY

Nomination Form

Senate ad-hoc committee concerning the *Ode to Newfoundland* at Memorial University's convocation ceremonies

Nominee Edwin Bezzina

Email ebezzina@grenfell.mun.ca

Nominator Edwin Bezzina

or indicate if self-nominating

Statement *(up to 200 words)* to help guide the Senate Committee on Elections, Committees and Bylaws with the selection process (as outlined below)

Although I was not born in this province, I have been following closely the issue of the Ode and Convocation ceremonies. I have also corresponded with my MHA on the issue last spring and I hope that I could use this dialogue and input from government to help the committee in its work. The history of Newfoundland and Labrador is not my area of historical experience, but I do incorporate elements of the history of this province into my courses where relevant. In terms of musical ability, if relevant, I have my Grade 9 piano from the Royal Conservatory of Music and I still practice regularly.

Return to senate@mun.ca by noon on Thursday, Nov. 23, 2023

- If self-nominating, consent is considered to be provided if this form is sent from your own email address.
- If being nominated by a peer, please sign the following:

I EDWIN BEZZINA consent to being nominated for this ad-hoc committee.

Edwin Bezzina

MEMORIAL UNIVERSITY

Nomination Form

Senate ad-hoc committee concerning the *Ode to Newfoundland* at Memorial University's convocation ceremonies

Nominee Cyr Couturier

Email cyr@mi.mun.ca

Nominator self-nomination
or indicate if self-nominating

Statement *(up to 200 words)* to help guide the Senate Committee on Elections, Committees and Bylaws with the selection process (as outlined below)

I am extremely proud of Memorial University and it's history. Being a faculty member for the past three decades, I have come to embrace and celebrate its movement into the modern era of education, its movement towards EDI, and indigenous reconciliation. I was appalled however when the decision to drop the Ode to NL from the convocation was made by a select few advisors to the recent President. No consultation with the "people" in the House of Assembly, no consultation with students, alumni, donors, faculty, and general stakeholders as to the reasoning. The public outcry from this decision was not unexpected.

To remove this traditional Ode and keep the national anthem in unilingual format was an insult to all those that support Memorial throughout the last century. There is a better of way of educating the people of NL and reconciling the past, but just dropping the Ode suddenly is NOT the best way of doing this.

Return to senate@mun.ca by noon on Thursday, Nov. 30, 2023
- If self-nominating, consent is considered to be provided if this form is sent from your own email address.
- If being nominated by a peer, please sign the following:

I _____ Digitally signed by cyr couturier Date: 2023.11.27 15:40:24 -03'30' consent to being nominated for this ad-hoc committee.

MEMORIAL UNIVERSITY

Nomination Form

Senate ad-hoc committee concerning the *Ode to Newfoundland* at Memorial University's convocation ceremonies

Nominee Craig Purchase

Email cfpurchase@mun.ca

Nominator self-nominating
or indicate if self-nominating

Statement *(up to 200 words)* to help guide the Senate Committee on Elections, Committees and Bylaws with the selection process (as outlined below)

I am a member of the Senate Committee for Honorary Degrees and Ceremonial.

My opinion is very clear. We play O Canada at Convocation, and the Vice-Regal Salute when our "official visitor" the Lieutenant Governor is present. Playing those Anthems, but concluding that the Provincial Anthem is a problem, is viscerally insulting to the people who created this university and their descendants who continue to pay for it. We no longer have a "special connection" to the people of this province when we insult so many of them in this way. Don't bite the hand that feeds you, let alone chew off its arm and slap the owner in the face.

The Provincial Anthem must come back. We can work together to decide what can be added to the ceremony to celebrate the peoples of Labrador and the Indigenous peoples of the province.

Background:
My family has been on this island for ~250 years. My great-uncle was part of the Newfoundland regiment and was killed at the Somme. My head is one of the 100 bronze statues in Victoria Park dedicated to the descendants of the Newfoundlanders killed in the great war. I have two degrees from Memorial.

Return to senate@mun.ca by noon on Thursday, Nov. 23, 2023
- If self-nominating, consent is considered to be provided if this form is sent from your own email address.
- If being nominated by a peer, please sign the following:

I Purchase, Craig Digitally signed by Purchase, Craig Date: 2023.11.22 08:59:32 -03'30' consent to being nominated for this ad-hoc committee.

MEMORIAL UNIVERSITY

Nomination Form

Senate ad-hoc committee concerning the *Ode to Newfoundland* at Memorial University's convocation ceremonies

Nominee Kati Szego, School of Music

Email kszego@mun.ca

Nominator self-nominating
or indicate if self-nominating

Statement *(up to 200 words)* to help guide the Senate Committee on Elections, Committees and Bylaws with the selection process (as outlined below)

As an ethnomusicologist immersed in the study of music in culture, I offer my service to the Senate ad hoc committee on the "Ode to Newfoundland." I understand the committee's mission to be—at least initially—one of consulting with the university's many stakeholders. Here, my 30+ years of experience as an ethnographer (and teacher of ethnographic methods) may be useful to the enterprise. I imagine collaborative development of a methodology for gathering information about the ways that diverse stakeholders ascribe meanings to the "Ode": how it represents or misrepresents them; appropriate contexts for its performance; and potential alternatives/amendments/additions to the anthem or its traditional mode of presentation. I'm committed to working with others to first listen carefully, then interpret the body of collected data, and ultimately to offer recommendations. You should know that I have no particular stake in maintaining or dispensing with the "Ode." I'm genuinely interested in learning what different

Return to senate@mun.ca by noon on Thursday, Nov. 23, 2023

- If self-nominating, consent is considered to be provided if this form is sent from your own email address.
- If being nominated by a peer, please sign the following:

I _____ consent to being nominated for this ad-hoc committee.

As an ethnomusicologist immersed in the study of music in culture, I offer my service to the Senate ad hoc committee on the "Ode to Newfoundland." I understand the committee's mission to be—at least initially—one of consulting with the university's many stakeholders. Here, my 30+ years of experience as an ethnographer (and teacher of ethnographic methods) may be useful to the enterprise. I imagine collaborative development of a methodology for gathering information about the ways that diverse stakeholders ascribe meanings to the "Ode": how it represents or misrepresents them; appropriate contexts for its performance; and potential alternatives/amendments/additions to the anthem or its traditional mode of presentation. I'm committed to working with others to first listen carefully, then interpret the body of collected data, and ultimately to offer recommendations. You should know that I have no particular stake in maintaining or dispensing with the "Ode." I'm genuinely interested in learning what different stakeholders think and feel, in creating dialogue on an important, sensitive subject, and finding a way out of the current impasse.

MEMORIAL UNIVERSITY

Nomination Form

Senate ad-hoc committee concerning the *Ode to Newfoundland* at Memorial University's convocation ceremonies

Nominee Michael Woods

Email mwoods@mun.ca

Nominator self-nominating
or indicate if self-nominating

Statement *(up to 200 words)* to help guide the Senate Committee on Elections, Committees and Bylaws with the selection process (as outlined below)

Hello, I am a a faculty member in Medicine and was born and bred just outside St. John's (although, Kilbride is now considered part of St. John's). The Ode is not particularly dear to me, but I do feel like it is an important part of the heritage of Newfoundland. After retirement, my father become a little bit of a genealogist and was able to trace a part of our family tree all the way back to the Colony of Avalon. Although, one arm of the family also went back to the bastard child of one of the early Governor's, so it is not at all glorious. I feel I have strong roots here and have heard the Ode many times during school events, sporting events, and even before some artistic performances.
Regardless, I thought the committee would like an open-minded (albeit, male and Caucasian) individual to reflect and deliberate on how best to address the current dilemma about our provincial anthem.
Thank you for your consideration.

Return to senate@mun.ca by noon on Thursday, Nov. 23, 2023
- If self-nominating, consent is considered to be provided if this form is sent from your own email address.
- If being nominated by a peer, please sign the following:

I _____ consent to being nominated for this ad-hoc committee.

University Governance Secretariat
St. John's, NL, Canada A1C 5S7
Tel: (709) 864-2176
www.mun.ca/senate

May 5, 2023

SECOND CALL

NOMINATION FOR ELECTION TO SENATE

NOMINEE John Hawboldt
(Please print)

CONSTITUENCY St. John's

RANK Associate Professor

NOMINATOR Jason Kielly
(Please print)

_____
(Signature of Nominator)

SECONDER Stephanie Young
(Please print)

_____
(Signature of Seconder)

SIGNATURE OF CANDIDATE _____

DATE _____

Note:

Those eligible for election are:

(i) All full-time members of the academic staff of the constituencies who are tenured or permanent (exclusive of any person who is an ex officio member) shall be eligible for election.

(ii) All full-time members of the academic staff of the Marine Institute as defined in items (a) and (b) of the Constitution of the Academic Council of the Marine Institute and section 1.1 of the By-Laws of the Marine Institute who are permanent (exclusive of any person who is an ex-officio member) shall be eligible for election.

As points of clarification, ASM-CEs are eligible for election and the nominator and seconder must be from the same constituency as the nominee.

Return to the Office of the Secretary of Senate via email (senate@mun.ca). Forms must be received no later than **May 26, 2023**.