



MEMORIAL UNIVERSITY SENATE

AGENDA

Tuesday, December 10, 2024

4:00-6:00 pm – WebEx

LAND ACKNOWLEDGEMENT

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.

1.0 Approval of the Agenda

1.1 Meeting of December 10, 2024

APPROVAL

2.0 Approval of the Minutes

2.1 Meeting of November 12, 2024 (Appendix A)

APPROVAL

3.0 Consent Agenda

APPROVAL

3.1 Report of the Senate Committee on Undergraduate Studies

- i. Summary memo from the Secretary of the Senate Committee on Undergraduate Studies (October 24, 2024) (Appendix B)
- ii. Summary memo from the Secretary of the Senate Committee on Undergraduate Studies (November 7, 2024) (Appendix C)

3.2 Report of the Academic Council of the School of Graduate Studies

- i. Summary memo from the Chair of the Academic Council of the School of Graduate Studies (Appendix D)
- ii. Proposed Calendar Changes – Faculty of Education (Appendices E, F)
- iii. Proposed Calendar Changes – School of Music (Appendix G)

3.3 Annual Reports & Work Plans of Senate Standing Committees

- i. Senate Committee on Undergraduate Scholarships, Bursaries, and Awards (Appendix H)

- ii. Senate Committee on Research (Appendix I)
- iii. Senate Committee on Honorary Degrees and Ceremonial (Appendix J)
- iv. Senate Committee on Academic Unit Planning (Appendix K)
- v. Grenfell Campus Special Admissions Committee (Appendix L)

4.0 New Business

4.1 Report of the Senate Committee on Elections, Committees and Bylaws *APPROVAL*

- i. Recommendations for appointments to University Planning and Budget Committee (Appendix M)

4.2 Speaker of Senate *ELECTION*

- i. Announcement of Results (Appendix N)

4.3 Standing Committees of Senate – Chairs’ Presentations *PRESENTATION*

- i. Ms. Michelle Honeygold, Convenor, Senate Committee on Admissions

5.0 Reports of Officers *INFORMATION*

5.1 Remarks from the Chair

5.2 Questions for the Chair

5.3 Remarks from the Deputy Chair

5.4 Questions for the Deputy Chair

6.0 Closed Session

6.1 Report of the Senate Committee on Honorary Degrees and Ceremonial *APPROVAL*

- i. Recommendations for awarding of Honorary Degrees
- ii. Recommendations for awarding of *Professores Emeriti*

7.0 Other Business



UNIVERSITY SENATE
MINUTES

Tuesday, November 12, 2024
4:00 pm NT –WebEx

PRESENT

Dr. K. Abadie
Dr. L. Alisaraie
Dr. T. Allen
Dr. J. Anderson
Dr. C. Arnold
Dr. R. Bailey
Dr. E. Bezzina
Dr. N. Bose, Chair
Dr. S. Bugden
Dr. K. Bulmer
Dr. R. Burry
Dr. L. Cahill
Dr. T. Chapman
Mr. C. Couturier
Dr. O. Dobre
Dr. P. Dold
Dr. A. Dorward
Dr. E. Durnford
Dr. T. Fridgen
Dr. G. George
Dr. S. Giwa

Dr. E. Haven
Dr. D. Hallett
Dr. D. Hancock
Dr. J. Hawboldt
Dr. N. Hurley
Dr. K. Jacobsen
Dr. D. Keeping
Dr. E. Kendall
Dr. J. Lokash, Deputy Chair
Dr. A. Loucks-Atkinson
Dr. M. Marshall
Dr. L.A. McKivor, Secretary
Ms. B. Meaney
Dr. L. Moores
Dr. D. Mullings
Ms. T. Noseworthy
Dr. P. Osmond-Johnson
Dr. D. Peters
Dr. A. Pike
Dr. S. Power
Ms. H. Pretty

Dr. C. Purchase
Dr. P. Ride
Dr. S. Shetranjiwalla
Dr. K. Simonsen, Deputy
Speaker
Dr. J. Sinclair
Mr. S. Shah
Dr. K. Shannahan
Ms. B. Smith
Dr. M. Stordy
Dr. A.M. Sullivan
Ms. C. Walsh
Dr. A. Warren
Dr. J. Westcott
Ms. A. White
Dr. B. White
Dr. M. Woods
Dr. S. Wright
Dr. H. Yacoubian
Mx. A. Zedel

REGRETS

Dr. K. Anderson
Dr. C. Bazan
Mr. S. Ganesan

Ms. K. Johnson
Mr. E. Ludlow, Chancellor
Dr. S. Neilsen

Ms. S. Papple
Mr. P. Sullivan

ABSENT

Mr. A. Al-Rashed
Mr. M. Alam
Dr. F. Bambico
Ms. H. Bello
Dr. P. Brett
Dr. T. Brown
Mr. D. Budden

Dr. P. Button
Dr. G. Curtis
Dr. E. Fraser
Dr. P. Issahaku
Mx. J. Joy
Mr. N. Keough
Dr. K. Laing

Dr. D. McKeen
Dr. L. Moore
Dr. S. Moore
Dr. P. Morrill
Dr. S. Rowe
Ms. K. Russell

OBSERVERS

Ms. Catharyn Andersen
Dr. Patricia Beh
Ms. Margot Brown
Dr. Lisa Browne
Dr. Virginia Fugarino

Ms. Melissa MacLean
Mr. Keith Matthews
Ms. Kim Myrick
Mr. Chad Pelley
Ms. Lisa Russell

Dr. Shannon Sullivan
Ms. Martha Wells
Ms. Meghan Whelan

RECORDING

Mr. B. Hammond

Ms. S. Sansome

N. Bose delivered the land acknowledgement and called the meeting to order at 4:03 pm.

N. Bose welcomed Senators and Observers to the meeting and congratulated Dr. Atanu Sarkar on his recent appointment to Senate. N. Bose also welcomed Dr. Karen Bulmer and Dr. Octavia Dobre to Senate as *ex officio* senators due to their official appointments as Deans in their respective Faculties. Dr. Atanu Sarkar is an elected representative from the Faculty of Medicine, Dr. Karen Bulmer is the recently appointed Dean of the School of Music and Dr. Octavia Dobre is the recently appointed Dean of the Faculty of Engineering.

N. Bose thanked K. Simonsen for returning to serve as Speaker for this meeting of Senate. As no Speaker has been elected, K. Simonsen continues to serve in the role of Speaker.

N. Bose invited the Deputy Speaker to begin the orders of the day.

1.0 Approval of the Agenda

1.1 Meeting of November 12, 2024

A draft agenda was circulated on November 5, 2024. K. Simonsen asked if there were any additions or proposed changes to the agenda.

MOTION C. Couturier / P. Dold

RESOLVED that the agenda for the November 12, 2024 meeting of Senate be adopted as presented.

No discussion.

CARRIED

2.0 Approval of the Minutes

2.1 Meeting of October 8, 2024

A draft of the minutes for the meeting of October 8, 2024, was circulated on November 5, 2024. K. Simonsen called on L.A. McKivor to present the minutes.

L.A. McKivor informed Senate that no amendments had been proposed to the minutes prior to the meeting.

MOTION D. Peters / M. Woods

RESOLVED that the minutes of the meeting of October 8, 2024, be approved as circulated.

No discussion.

CARRIED

3.0 Consent Agenda

3.1 Report of the Senate Committee on Undergraduate Studies

A report was received from Jennifer Porter, Secretary to the Senate Committee on Undergraduate Studies, outlining calendar changes from the Faculty of Business Administration. The Committee recommended the adoption of all proposed changes.

3.2 Report of the Academic Council of the School of Graduate Studies

A report was received from Dr. Amy Warren, Chair of the Academic Council of the School of Graduate Studies, outlining calendar changes from the Faculty of Education. The Council recommended the adoption of all proposed changes.

3.3 Annual Work Plans of Senate Standing Committees

Seven (7) annual work plans were received in writing from the Standing Committees of Senate. Reports were received from the

- i. Senate Executive Committee;
- ii. Senate Committee on Elections, Committees, and Bylaws;
- iii. Senate Committee on Academic Appeals;
- iv. Senate Committee on Admissions;
- v. Senate Committee on Undergraduate Studies;
- vi. Senate Committee on Course Experience; and
- vii. University Planning and Budget Committee.

The reports contained no recommendations and were received for information only.

MOTION G. George / C. Walsh

RESOLVED that the recommendations within the Consent Agenda be approved as circulated.

A Senator encouraged everyone in the meeting, especially new and incoming Senators, to review the annual work plans in detail as they show the bulk of the work of Senate.

CARRIED

4.0 New Business

4.1 Report of the Senate Committee on Undergraduate Studies

K. Simonsen invited S. Sullivan, Chair of the Senate Committee on Undergraduate Studies, to present the report of the Committee.

S. Sullivan advised Senate that over the recent years, the Senate Committee on Undergraduate Studies (SCUGS) has seen a huge increase in the number of requests pertaining to Incomplete Grades and Deferred Final Exams. The requests come to SCUGS on the recommendation of a Faculty/School Undergraduate Studies Committee, which ensures the academic unit is supportive of the request prior to making any recommendation to SCUGS. It is quite normal for SCUGS to approve these requests with no more documentation than a letter from an Undergraduate Studies Committee that simply states the request should be approved. In most cases, either the Undergraduate Studies Committee or the Faculty/School confirms the rationale for the request and ensures proper documentation accompanies it. SCUGS often finds itself simply signing off on decisions that had been made at a lower level, which is time consuming for the Committee and makes the process for students unnecessarily long. As such, since 2020 the Committee has, on a semesterly basis, sought and received approval from Senate to modify General Academic Regulations 6.9.5 and 6.8.2, which effectively extended the authority of the academic unit and the Undergraduate Studies Committee of that unit to grant these requests by one semester. Beyond that extra semester, requests still came to SCUGS. The Committee has now decided to make the modification permanent.

MOTION G. George / S. Bugden

RESOLVED that Senate approve the proposed calendar changes regarding academic regulations 6.9.5 and 6.8.2 as presented.

A Senator asked if the School of Graduate Studies are looking to mirror this. The Dean of Graduate Studies noted that there has been no consultation on this and nothing in the short term for this. Dr. Sullivan pointed out that this is only for undergraduate courses and the School of Graduate Studies might want to try it on a trial basis as well.

A Senator questioned why Social Work and Human Kinetics and Recreation can be given an extension of two and three semesters. The Dean of Human Kinetics and Recreation advised they have activity courses that are treated differently because of the nature of delivery.

CARRIED

4.2 Report of the Senate Committee on Elections, Committees, and Bylaws

K. Simonsen called on L.A. McKivor, Chair of the Senate Committee on Elections, Committees, and Bylaws, to present the report of the Committee.

L.A. McKivor described the five items included in the report:

- i. Notice of election to Senate;
- ii. Recommendations for appointment to Standing Committees of Senate; and
- iii. Recommendations for amendments to Terms of Reference for the Executive Committee of Senate, the Senate Committee on Academic Appeals, and the Senate Committee on Undergraduate Studies.

Item (i.) is presented for information. Items (ii.) and (iii.) are recommendations for the approval of Senate.

Item (ii.) recommends the appointments to Standing Committee of Senate.

Item (iii.) recommends amendments to the Terms of Reference for the Executive Committee of Senate, the Senate Committee on Academic Appeals and the Senate Committee on Undergraduate Studies.

MOTION E. Bezzina / M. Woods

RESOLVED the following academic staff members and students be appointed to Standing Committees of Senate:

1. Mr. Darrell Wells, Senate Committee on Undergraduate Studies
2. Dr. Paul Marino, Senate Committee on Undergraduate Studies
3. Dr. Gerard Farrell, Senate Committee on Academic Appeals

From the Grenfell Campus Students' Union:

1. Mx. Jemy Joy
 - a. Academic Unit Planning Committee
 - b. Senate Committee on Course Experience
 - c. Senate Committee on Teaching and Learning
 - d. Senate Committee on Academic Appeals

2. Ms. Hadiza Bello
 - a. Senate Committee on Admissions
 - b. Senate Executive Committee
3. Mr. Derek Koranteng
 - a. University Planning and Budget Committee
 - b. Senate Committee on Undergraduate Scholarships, Bursaries and Awards
4. Ms. Kera Leights-Rose, Senate Committee on Honorary Degrees and Ceremonial
5. Mr. Victor Nwogo, Senate Committee on Research
6. Mr. Saif Sayeedi, Senate Committee on Elections, Committees and Bylaws

and further,

RESOLVED that §VIII.I, Executive Committee of Senate, be amended as follows:

“[...]

1. Membership

[...]

c. Provost, Deputy Chair of Senate

[...]

e. University Registrar

f. Associate Vice-President (Academic) and Dean of School of Graduate Studies

[...]

i. Vice President Academic of the Executive Director of Academics of the Graduate Students’ Union (or designated alternate)

[...]”

and further,

RESOLVED that §VIII.B, Committee on Academic Appeals, be amended as follows:

“[...]

1. Membership

[...]

(d) The Committee shall elect, annually, at the start of each academic year, a chair or co-chairs.

[...]

2. Terms of Reference Roles and Responsibilities

To consider appeals and render decisions on behalf of the Senate.

Procedure to be followed by the Senate Committee on Academic Appeals in Hearing Appeals

[...]

~~6. The use of telecommunications technology is accepted by the Committee as a means to allow participation in Appeal Panel meetings where it is otherwise not possible for panel members to be physically present. However, it is expected that panel members shall normally be physically present at meetings and that telecommunications technology shall only be used in extenuating circumstances.~~

[...]”

and further,

RESOLVED that §VIII.G, Committee on Undergraduate Studies, be amended as follows

[...]

1. Membership

[...]

~~(g) One Academic Staff Member in Cooperative or Field Education (ASM-CFE)~~

~~(h) Chair, Undergraduate Studies Committee, Marine Institute or delegate~~

~~(h+) Chairs of Undergraduate Studies Committees, or their equivalent, of all Schools and Faculties or delegate~~

~~(i) Four undergraduate students, Director of Advocacy (or designated alternate) and one other undergraduate student appointed by the Memorial University Students' Union, one by the Marine Institute Student's Union and one by the Grenfell Campus Student Union~~

~~(j) An appropriate number of academic staff members, at least one of whom shall be a Senator and at least one of whom shall be an academic staff member in Cooperative or Field Education (ASM-CFE)~~

[...]"

No discussion.

CARRIED

4.3 Presentation from Chair of the University Planning and Budget Committee (PBC)

As a continuation of the initiative to have the Chairs of the Standing Committees give presentations about their Committees to Senate, K. Simonsen called on Dr. Michael Woods, Chair of the University Planning and Budget Committee to give a presentation on behalf of the Committee.

M. Woods started by reminding of how important this institution and Senate is to our province. Yesterday we celebrated Remembrance Day and those that lost their lives. Memorial is the only university in the province. Senate shall have the power to appoint committees that it considers necessary and to confer upon those committees the power and authority to act on behalf of the Senate in and in relation to matters which the senate considers expedient.

The PBC has four primary tasks. The PBC work plan in the consent agenda lists more of what the committee does.

- Planning
 - Make recommendations to Senate on approvals of Plans/Frameworks
 - Monitor the progress of the Plans/Frameworks
 - Review and Advise Senate on other strategic documents

- Budgeting
 - Advise senior administrators on matters related to budget issues
 - Advise Senate regarding major new initiatives that have significant implications on resources

- Research Centres
 - Oversee policy and procedures associated with establishment and closing of centres
 - Review proposals for new centres and annual updates of already established centres

- Special Meetings of Senate
 - Recommend to Senate topics of strategic interest for special meetings
 - Aid in developing the special topic, setting the agenda for the meeting, and running the special topics meeting

M. Woods noted that PBC is going to propose that Senate have a special meeting in the Spring on “Research Environment in the University”.

M. Woods informed Senate that the PBC has vacancies that need to be filled, including seats for Faculty and Students. Anyone interested can contact him at mwoods@mun.ca or contact senate@mun.ca.

Following the conclusion of the presentation, Senators were invited to ask questions about the presentation.

A Senator asked for some elaboration on the University’s budget.

- M. Woods noted that the majority of budgetary planning is handled by the Budget office, which reports directly to the V-P Finance. PBC mostly looks at the campus renewal fee and concentrates its time on that.

The Dean of Humanities and Social Sciences asked M. Woods to send a call for members from Humanities and Social Sciences to the Dean’s Office and they can make a plan.

A senator asked what kind of time commitments are necessary for joining the Committee.

- Most meetings are 1 ½ to 2 hours, usually no meetings are held in July and August. Preparation for meetings involves reading of committee material, which could normally take ½ - 1 hour. The Committee has a few working groups for specific ad hoc tasks.

K. Simonsen thanked M. Woods for the interesting and useful presentation.

5.0 Reports of Officers

5.1 Remarks from the Chair

K. Simonsen invited N. Bose to provide remarks to the Senate.

N. Bose advised that Convocation was held on October 17th; the Nunavut Arctic College graduation ceremony on October 18th; the Alumni Tribute Awards on October 9th; and the President's Golden Celebration on October 27th.

N. Bose gave an update on the three Vice-President searches. For the Provost and Vice-President (Academic), there are two candidates to be interviewed. An advertisement is posted for the Vice-President (Marine Institute) and an advertisement should be ready to post shortly for the Vice-President (Grenfell Campus).

N. Bose also gave an update on enrolment and impacts of study permits as well as impact on this year's budget.

5.2 Questions for the Chair

Senators were invited to ask questions of the Chair.

A senator asked for additional information about falling enrolment numbers, which, the Chair replied, is mostly due to changes from the IRCC, affecting immigration.

A Senator asked whether the university continues to track the first-generation students. L.A. McKivior will look into this and report back.

5.3 Remarks from the Deputy Chair

K. Simonsen invited J. Lokash to provide remarks to the Senate.

J. Lokash congratulated Dr. Karen Bulmer and Dr. Octavia Dobre on their recent appointments, and also provided an update on the progress of searches for other Deans. Administration is getting ready to send a recommendation for the position of Dean of Science to the Board of Regents. The University has worked hard on its searches and has approved eight Deans in 18 months. Search Committees for Dean of Social Work and Dean of Medicine are both ongoing.

J. Lokash invited L.A. McKivior, Interim Secretary of Senate, to provide four updates, one

of which will require the meeting to move to an in-camera session.

1. Senate By-elections and Senate Committee on Academic Appeals Representation

L.A. McKivor advised that the Senate Office will soon commence the Senate by-election process. Academic staff are also needed to fill vacancies on Standing Committees. Of particular interest to the Senate office right now is the Senate Committee on Academic Appeals, which has been suffering from a lack of membership. There have been more appeals than members to handle the cases. The majority of the work has been falling to a few dedicated members, but the Committee needs more representation from the University's Faculties and Schools, as the few cannot manage every case efficiently, and therefore student appeals are taking longer to be heard than they should.

2. Speaker of Senate

L.A. McKivor acknowledged K. Simonsen for the great job as Speaker of Senate and announced the Senate office will put out another call for the role of Speaker of Senate to see if any interest in the position.

3. Ode Consultations

L.A. McKivor advised that she serves as convenor of the Ode Committee. A separate email address for the ode consultations has been set up and the inbox is filling up with expression of interest in meeting with the ad hoc committee. People might have noticed that they have received multiple emails regarding consulting with the ad hoc committee as many in the University community fall into a number of constituencies. For example, one can be an alumni, donor, and faculty member at once. For those not selected as part of the consultations, the questions will be the same as those released as a survey. L.A. McKivor encouraged everyone to participate in the survey and will advise Senate when the survey is available.

L.A. McKivor requested that J. Lokash move the meeting into a Closed Session for discussion of confidential material and asked that all Observers leave the meeting.

4. Presidential Search Committee

L.A. McKivor gave an update on the Presidential Search.

5.4 Questions for the Deputy Chair

Senators were invited to ask questions of the Deputy Chair, and none were identified.

6.0 Other Business

K. Simonsen invited Senators to raise items of other business. None were identified.

As there was no further business, a motion to adjourn was made and carried at 5:30 pm.

APPENDIX B



Senate | Committee on Undergraduate Studies

PO Box 4200
St. John's, NL A1C 5S7
www.mun.ca/senate

October 28, 2024

TO: Secretary, Executive Committee of Senate

FROM: Secretary, Senate Committee on Undergraduate Studies

SUBJECT: Calendar Changes 2025-2026 from October 24, 2024, SCUGS Meeting

At a meeting held on October 24, 2024 the Senate Committee on Undergraduate Studies considered and approved the following item for transmission to the Office of the Secretary of Senate:

Proposed Calendar Changes – Grenfell English Course

- The faculty proposed a new course- ENGL 2246: Interactive Fiction and Gaming

Please be advised that Senate Committee on Undergraduate Studies has received the information required for the approval of the following calendar change. As these changes are related to existing courses, SCUGS has the authority to approve these changes and the information is being sent to the Office of the Secretary of Senate for information purposes and record keeping.

A handwritten signature in blue ink that reads "Jennifer Porter".

Jennifer Porter
Deputy Registrar and
Secretary to the Committee

JMP/cor

APPENDIX C



Senate | Committee on Undergraduate Studies

PO Box 4200
St. John's, NL A1C 5S7
www.mun.ca/senate

November 12, 2024

TO: Secretary, Executive Committee of Senate

FROM: Secretary, Senate Committee on Undergraduate Studies

SUBJECT: Calendar Changes 2025-2026 from November 7, 2024, SCUGS Meeting

At a meeting held on November 7, 2024 the Senate Committee on Undergraduate Studies considered and approved the following item for transmission to the Office of the Secretary of Senate:

Proposed Calendar Changes – Faculty of Engineering and Applied Science

- A new core course, CIV 6820 Project Planning and Construction Management, be offered with the content of CIV 7820. Also, in the revised calendar, CIV 6810 and CIV 7820 of the current Calendar should be deleted.
- The course content of CIV 8560 should be revised, and the name of the course will be changed to CIV 8560 Offshore Structures. CIV 7540 and CIV 8580 of the current calendar should be deleted.
- CIV 8830 course description required changes and will include ethics and equity explicitly.

Please be advised that Senate Committee on Undergraduate Studies has received the information required for the approval of the following calendar change. As these changes are related to existing courses, SCUGS has the authority to approve these changes and the information is being sent to the Office of the Secretary of Senate for information purposes and record keeping.

A handwritten signature in blue ink that reads "Jennifer Porter".

Jennifer Porter
Deputy Registrar and
Secretary to the Committee



**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
www.mun.ca/sgs

November 19, 2024

TO: Dr. Lee Ann McKivior
Interim Secretary of Senate

FROM: Dr. Amy Warren
Chair of Academic Council
Associate Vice-President (Academic) and Dean of Graduate Studies

SUBJECT: Items of Business for Senate Executive (SenEx)

A handwritten signature in black ink that reads "Amy M. Warren".

The following items of business was approved by the Academic Council of the School of Graduate Studies at its meeting on , and is consequently being transmitted to Senate Executive for information and/or approval.

CONSENT AGENDA

1. Faculty of Education

- (a) Council recommends approval of the proposed changes to Sections 17.8.3, 17.8.4, and 17.8.5 of the Calendar as regards Educational Leadership Studies and Educational Technology specializations in the Faculty, so as to amend the title and description of course ED 6426 from *Computer Applications in Educational Administration* to *Educational Leadership and Technological Systems*.
- (b) Council recommends approval of the proposed changes to Sections 17.8.6.2, 17.8.6.4, and 17.8.6.5 of the Calendar as regards the Post-Secondary Education specialization in the Faculty, so as to remove outdated courses and include both the *International Education* and *Student Affairs and Services* specializations of the Graduate Diploma in all relevant regulations.

2. School of Music

- (a) Council recommends approval of the proposed changes to Sections 12.11, 28.5, and 44.15 of the Calendar as regards the M.A. Ethnomusicology, Master of Music, and PhD in Ethnomusicology programs, so as to regularize the courses MUS 6905 (*Music and Ecology*), MUS 7800 (*Expressive Culture, Music, and the Politics of Performance*), and offer the existing undergraduate course MUS 4601 at the graduate level as MUS 6511 (*Applied Performance Psychology*).



Faculty of Education

Office of the Dean
St. John's, NL Canada A1B 3X8
Tel: 709 864 8588 Fax: 709 864 8673
www.mun.ca/educ

Memorandum

October 15, 2024

To: Secretary, Academic Council, School of Graduate Studies

From: Roxanne Keats, Secretary, Faculty Council, Faculty of Education *Roxanne Keats*

Subject: Calendar changes – ED6426: title and description

At the meeting of Faculty Council, Faculty of Education, held on Tuesday, October 3, 2023; the following proposed title and description change for ED6426 was approved by members of Faculty Council and is now being forwarded to Academic Council, School of Graduate Studies, for consideration:

OLD TITLE AND DESCRIPTION:

6426 - Computer Applications in Educational Administration

The course provides students with a knowledge base on issues and concerns about computer uses in education with emphasis on the administration of schools and school systems. Attention will be given to computer applications to student and personnel record-keeping, scheduling, networking and other forms of information management for educational purposes. The course allows opportunity for demonstration of various software, taking into account that students taking this course will have differing degrees of computer experience.

PROPOSED NEW TITLE AND DESCRIPTION:

6426 - Educational Leadership and Technological Systems

The course provides students with an opportunity to gain a deeper understanding of educational technology issues and trends with an emphasis on the administration and leadership of schools and educational institutions. Attention will be given to the ethical considerations of data privacy and ownership, acceptable use and management and the logistics of implementing administrative and teaching and learning technical resources, tools, and processes. Furthermore, students will engage in critical thinking concerning the organizational impact of investing in technological systems along with the potential for student benefits and/or hinderances. Through an investigation of a contextualized problem of practice students will apply their learning in a practical manner.

Keats, Roxanne

Subject: FW: ED6426 Name/Description Change

From: Gill, David
Sent: Thursday, June 15, 2023 5:31 PM
To: Seifert, Tim <tseifert@mun.ca>
Cc: 'Joelle Rodway' <joelle.rodway@mun.ca>
Subject: ED6426 Name/Description Change

Hi Tim,

I was asked by Rhonda, Gerald, and Noel to re-develop ED6426 with Sheldon Barry (local principal/school district personnel) this past winter. The course is now being piloted. The name and description don't have to be changed, but I think it would be better if they were. I have received approval of the changes from the Educational Technology and the Educational Leadership program groups and therefore I am looking to move this proposed change unto the Committee of Graduate Studies.

Attached is the new course syllabus and below you will find the rationale for the change in name/description. So, to be clear, I'm not asking for comments on the course re-design as this has already been approved/completed, but for a name/description change to match the updated course content.

The old name and description are dated and narrowly define the course within the realm of computer software for educational administration. This is an antiquated notion that limits the role of technology in administration to computer software and its use in managing demographic and evaluation data rather than a deeper discussion of the role of technological systems in shaping how education is administered and perceived by various stakeholders. The recently re-developed course does not fit well within this older viewpoint, therefore a new course title and description are proposed. Please see below for the current and proposed titles and descriptions.

OLD TITLE AND DESCRIPTION:

6426 - Computer Applications in Educational Administration

Keats, Roxanne

Subject: FW: ED6426 Name/Description Change

From: Gill, David
Sent: Thursday, June 15, 2023 5:31 PM
To: Seifert, Tim <tseifert@mun.ca>
Cc: 'Joelle Rodway' <joelle.rodway@mun.ca>
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The course provides students with a knowledge base on issues and concerns about computer uses in education with emphasis on the administration of schools and school systems. Attention will be given to computer applications to student and personnel record-keeping, scheduling, networking and other forms of information management for educational purposes. The course allows opportunity for demonstration of various software, taking into account that students taking this course will have differing degrees of computer experience.

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-David

Dr. David Gill

Ed.D., M.Ed., B.Ed., B.A., Dip. Tech Ed., Grad. Dip. (I.T.)

Technology Education Diploma Program Coordinator

Associate Professor, Faculty of Education

G. A. Hickman Building

Memorial University of Newfoundland

St. John's, NL, Canada

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What can be asserted without evidence can also be dismissed without evidence. -Hitchens

The course provides students with a knowledge base on issues and concerns about computer uses in education with emphasis on the administration of schools and school systems. Attention will be given to computer applications to student and personnel record-keeping, scheduling, networking and other forms of information management for educational purposes. The course allows opportunity for demonstration of various software, taking into account that students taking this course will have differing degrees of computer experience.

PROPOSED NEW TITLE AND DESCRIPTION:

6426 - Educational Leadership and Technological Systems

The course provides students with an opportunity to gain a deeper understanding of educational technology issues and trends with an emphasis on the administration and leadership of schools and educational institutions. Attention will be given to the ethical considerations of data privacy and ownership, acceptable use and management and the logistics of implementing administrative and teaching and learning technical resources, tools, and processes. Furthermore, students will engage in critical thinking concerning the organizational impact of investing in technological systems along with the potential for student benefits and/or hinderances. Through an investigation of a contextualized problem of practice students will apply their learning in a practical manner.

-David

Dr. David Gill

Ed.D., M.Ed., B.Ed., B.A., Dip. Tech Ed., Grad. Dip. (I.T.)

Technology Education Diploma Program Coordinator

Associate Professor, Faculty of Education

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A selection of the following graduate courses shall be offered to meet the requirements of candidates, as far as the resources of the Faculty allow.

- 6100 Research Designs and Methods in Education
- 6105 Social and Cultural Difference and Education
- 6106 Popular Culture and Literacy Education
- 6107 Arts Education: Creativity in the Classroom
- 6108 Literacy and Language Education: Sociocultural Perspectives
- 6192 Project in Reading Development and Instruction (6 credit hours)
- 6193 Project in Educational Technology (6 credit hours)
- 6202 Social Context of Educational Leadership
- 6203 Leadership: Theory and Practice
- 6204 Educational Administration: Theory and Practice
- 6205 Educational Policy: Theory and Practice
- 6290 Research and Development Seminar in Educational Leadership Studies
- 6291 Internship in Educational Leadership Studies (6 credit hours)
- 6292 Project in Educational Leadership Studies (6 credit hours)
- 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
- 6300 Teaching and Learning
- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies
- 6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6394 Biographical Explorations of Teaching and Learning
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives in Public Education, Reform, and Leadership
- 6426- ~~Computer Applications in Educational Administration~~ Educational Leadership and Technological Systems
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6461 Graduate Research Writing
- 6462 Cultural Landscapes, Knowledge and Pedagogy
- 6463 Relationships First: Rethinking Educational Engagement (*credit may be obtained for only one of 6463 or 6936*)
- 6465 School Violence: Leadership and Policy Implications
- 6466 Qualitative Research Methods
- 6467 Quantitative Research Methods
- 6468 Critical Approaches to Educational Research
- 6469 Theoretical and Methodological Foundations of Action Research
- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction

- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners
- 6473 Praxis for Reading Teachers
- 6490 Research and Development in Reading, Development and Instruction
- 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
- 6502 Contexts of Music Education
- 6503 Teaching Music from the Podium
- 6504 Musicianship, Pedagogy, and Learning
- 6590 Research and Development Seminar in Educational Technology
- 6600 Learning and Motivation
- 6602 Curriculum Studies
- 6603 Place, Ecology and Education
- 6610 Research on Computers in the Curriculum
- 6612 Integration of Instructional Design and Educational Technology at CBU
- 6614 Technology Planning for Educational Environments at CBU
- 6615 Educational Software Prototyping and Evaluation
- 6617 Digital Citizenship in a Global Community at CBU
- 6620 Issues and Trends in Educational Technology
- 6630 Critical Issues in Mathematics Education
- 6632 Current Research in Teaching and Learning of Elementary School Mathematics (*prerequisite: 6630*)
- 6634 Teaching and Learning to Solve Mathematics Problems (*prerequisite: 6630*)
- 6635 Teaching and Learning Geometry
- 6636 Teaching and Learning the Concept of Number and Operations
- 6639 Technology and the Teaching and Learning of Mathematics (*prerequisite: 6630*)
- 6641 Writing in the Primary, Elementary and Secondary Schools
- 6642 Developmental Reading (K-8)
- 6643 Contemporary Issues in Intermediate and Secondary English
- 6644 Drama in Education
- 6645 Literature for Children and Adolescents
- 6646 Literature in the Secondary School
- 6647 Diagnosis and Remediation of Reading and Writing Difficulties
- 6649 Exploring Multiple Literacies
- 6653 Contemporary Issues in Science Education I
- 6655 The Nature of Science and Science Education
- 6658 Teaching and Learning Scientific Concepts, Laws, and Theories
- 6660 Information Technology
- 6661 Applications of Media in Education
- 6662 Research Seminar in Teacher-Librarianship
- 6663 The Organization of Learning Resources
- 6664 Seminar in School Improvement
- 6668 Current Issues in Second Language Education
- 6669 Graduate Seminar in Second Language Teaching and Learning
- 6670 Teaching and Learning Social Studies
- 6671 Research in Social Studies Education
- 6672 Issues and Trends in Social Studies

- 6673 Second Language Teaching, Learning and Curriculum (*credit may be obtained for only one of Education 6673, the former 6665 or 6667*)
- 6674 Research in Second Language Writing Education
- 6675 Current Issues in Rural Education
- 6676 Research and Practice in TESL/TEFL (Teaching English as a Second/Foreign Language)
- 6693 Literacy for the Young Child in Home and School
- 6700 Ethical and Legal Issues in Counselling
- 6701 Issues and Methodologies in Learning and Developmental Research
- 6702 Counselling: Theory and Practice
- 6705 Nature and Development of School Counselling Services
- 6706 Career Education and Career Counselling
- 6707 Assessment for Counsellors
- 6708 Group Counselling: Theory and Practice
- 6709 Assessment of Intelligence and Learning Skills
- 6710 Issues in Development and Implementation of Special Education Policy and Practices
- 6711 Behaviour Modification in the Educational Setting
- 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
- 6713 Educational Applications of Contemporary Cognitive Psychology
- 6714 Principles and Practices in Exceptionality
- 6715 The Theory and Practice of Peer Helping Programs
- 6716 Working with Families and Parents
- 6717 Counselling Adolescents
- 6718 Elementary School Counselling
- 6719 Cultural Issues in Counselling
- 6720 Internship in Counselling Psychology (9 credit hours)
- 6755 Nature and Assessment of Learning Disabilities
- 6801 Foundations of Post-Secondary Programs
- 6802 Adult Learning and Development
- 6803 Research in Post-Secondary Education
- 6804 Leadership and Human Resource Development in Post-Secondary Education
- 6805 Advanced Human Resource Communications
- 6806 Interprofessional Education in the Health Professions
- 6807 Economics and Finance of Post-Secondary Education
- 6808 Supporting international and immigrant students
- 6809 Internationalization of Higher Education
- 6810 Assessment and Evaluation in Student Services
- 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning
- 6822 Foundations of Instructional Design in Post-Secondary Education
- 6823 Principles of Program Design and Development
- 6831 Organization and Administration of Student Services for the Adult Learner
- 6832 Issues and Trends in the Administration of Post-Secondary Education
- 6841 Student Development Theory, Services and Programs in Post-Secondary Education
- 6890 Research and Development Seminar in Post-Secondary Education
- 6891 Internship in Post-Secondary Education (6 credit hours)
- 6900-6910 Special Topics (excluding 6909)

- 6909 Narrative Approaches to Teaching, Learning and Research
- 6911 Multiage Education: An Introduction
- 6912-6950 Special Topics (excluding 6913, 6922, 6923, 6924, 6927, 6931, 6932, 6936, 6940, 6942, 6944)
- 6913 Putting Action Research Methodologies into Practice (*prerequisite: 6469 Theoretical and Methodological Foundations of Action Research*)
- 6923 Perspectives in Indigenous Education
- 6924 Decolonizing Pedagogies
- 6927 Digital Game-based Learning
- 6931 Educational Technology Law
- 6932 Intellectual Technology Law in Teaching and Learning
- 6938 Advanced Individual Counselling: Theory and Practice
- 6940 Administration of Student Services in Post-Secondary Education

A selection of the following graduate courses shall be offered to meet the requirements of candidates, as far as the resources of the Faculty allow.

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- 6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies
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- 6468 Critical Approaches to Educational Research
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- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners

- 6473 Praxis for Reading Teachers
- 6490 Research and Development in Reading, Development and Instruction
- 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
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- 6590 Research and Development Seminar in Educational Technology
- 6600 Learning and Motivation
- 6602 Curriculum Studies
- 6603 Place, Ecology and Education
- 6610 Research on Computers in the Curriculum
- 6612 Integration of Instructional Design and Educational Technology at CBU
- 6614 Technology Planning for Educational Environments at CBU
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- 6617 Digital Citizenship in a Global Community at CBU
- 6620 Issues and Trends in Educational Technology
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- 6635 Teaching and Learning Geometry
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- 6645 Literature for Children and Adolescents
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- 6649 Exploring Multiple Literacies
- 6653 Contemporary Issues in Science Education I
- 6655 The Nature of Science and Science Education
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- 6716 Working with Families and Parents
- 6717 Counselling Adolescents
- 6718 Elementary School Counselling
- 6719 Cultural Issues in Counselling
- 6720 Internship in Counselling Psychology (9 credit hours)
- 6755 Nature and Assessment of Learning Disabilities
- 6801 Foundations of Post-Secondary Programs
- 6802 Adult Learning and Development
- 6803 Research in Post-Secondary Education
- 6804 Leadership and Human Resource Development in Post-Secondary Education
- 6805 Advanced Human Resource Communications
- 6806 Interprofessional Education in the Health Professions
- 6807 Economics and Finance of Post-Secondary Education
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- 6823 Principles of Program Design and Development
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- 6927 Digital Game-based Learning
- 6931 Educational Technology Law
- 6932 Intellectual Technology Law in Teaching and Learning
- 6938 Advanced Individual Counselling: Theory and Practice
- 6940 Administration of Student Services in Post-Secondary Education

17.8.3_Educational Leadership Studies

The Educational Leadership Studies program provides students with an opportunity to explore a broad range of issues in educational leadership, policy, and administration. It prepares students to assume leadership roles in a variety of settings, including school and district leadership, post-secondary institutions and policy analysis. The Faculty offers a Master of Education degree and a Graduate Diploma in Educational Leadership Studies.

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17.8.3.1_Admission Requirements

In addition to meeting the requirements in the School of Graduate Studies [General Regulations](#),

1. students must have completed a range and number of courses in Education deemed appropriate by the Faculty and Dean of Education.
2. a minimum of two years of teaching/leadership experience is recommended.

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17.8.3.2_Program Requirements

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

- 3 credit hours (thesis route) within closed electives as listed in 5. below or
 - 6 credit hours (internship, paper folio, project, comprehensive course route) within closed electives as listed in Closed electives below
2. students on the thesis route must complete at least one of the research courses listed below (6100 is prerequisite)
- 6466 Qualitative Research Methods
 - 6467 Quantitative Research Methods
 - 6468 Critical Approaches to Educational Research
 - 6469 Theoretical and Methodological Foundations of Action Research
3. students on the comprehensive-course route must complete 6290 Research and Development Seminar in Educational Leadership Studies. Normally students would be permitted to register for this course only after all other course requirements have been met, or during the student's last semester of studies.
4. to meet total credit hour requirements students may choose electives from any university graduate offering provided that those chosen are appropriate to the student's program:
- students on the thesis route must complete a total of at least 18 credit hours
 - students on the internship, paper folio, or project route must complete a total of at least 24 credit hours and the appropriate course option including 6291 Internship in Educational Leadership Studies (6 credit hours), 6292 Project in Educational Leadership Studies (6 credit hours), or 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
 - students on the comprehensive-course route must complete a total of at least 30 credit hours

5. Closed electives are those listed below:

- 6202 Social Context of Educational Leadership
- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives in Public Education, Reform, and Leadership
- 6426 ~~Computer Applications in Educational Administration~~
Educational Leadership and Technological Systems
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6465 School Violence: Leadership and Policy Implications
- 6664 Seminar in School Improvement
- 6710 Issues in Development and Implementation of Special Education Policy and Practices

Courses must be appropriate to the program and chosen in consultation with the advisor.

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17.8.4 Graduate Diploma in Education (Educational Leadership Studies)

The Graduate Diploma in Education (Educational Leadership Studies) provides students with an opportunity to explore a broad range of issues in educational leadership, administration, foundations and policy. The Diploma is suitable for students interested in pursuing assume leadership roles in a variety of settings, including schools, school districts and post-secondary institutions. The program is also designed to enhance leadership competencies in relevant areas such as policy analysis, critical analysis, and community relations.

17.8.4.1 Admission Requirements

Students wishing to be admitted to the Graduate Diploma in Education (Educational Leadership Studies) must meet the criteria for admission specified under [Master of Education degree, Qualifications for Admission](#).

17.8.4.2 Program Requirements

Students for the Graduate Diploma must complete a total of 12 credit hours, including 3 credit hours from each of the following areas:

- **Educational Administration**
 - 6204 Educational Administration: Theory and Practice
 - 6330 Educational Finance
 - 6335 Legal Foundations of Educational Administration
 - 6426 ~~Computer Applications in Educational Administration~~
Educational Leadership and Technological Systems
- **Educational Foundations**
 - 6202 Social Context of Educational Leadership
 - 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
 - 6420 Ethical Issues and Perspectives in Educational Practice and Policy
 - 6425 Comparative Perspectives in Public Education, Reform and Leadership
- **Educational Leadership**
 - 6203 Leadership: Theory and Practice
 - 6321 Supervisory Processes in Education
 - 6427 School Community Partnerships
 - 6664 Seminar in School Improvement
- **Educational Policy**
 - 6205 Educational Policy: Theory and Practice
 - 6440 Family-School Relations: Leadership and Policy Implications

- 6465 School Violence: Leadership and Policy Implications
- 6710 Issues in Development and Implementation of Special Education Policy and Practices

Students enrolled in the Graduate Diploma program may request transfer to the Master of Education (Educational Leadership Studies) prior to graduation.

Students holding the Graduate Diploma in Education (Educational Leadership Studies) and accepted to the M.Ed. (Educational Leadership Studies) program will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Diploma.

All courses completed must satisfy the requirements for the Graduate Diploma (Educational Leadership Studies) and the Master of Education (Educational Leadership Studies) Degree.

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17.8.5 Educational Technology

The graduate program in Educational Technology is offered in partnership with Cape Breton University (CBU). It is designed to facilitate the educational use of educational technology in a wide variety of settings. The program will be of interest to educators at all levels including K-12 teachers, school administrators, those in the post-secondary system, business and industry, as well as those in most other adult learning situations.

Educational technology in this Master of Education program encompasses, but is not limited to: computer, communications, networking, and multi-media applications. The overall intent of the program is to:

- provide educators with skill sets and pedagogical expertise that will enable them to address computer and related educational technology in a teaching/learning situation;

- develop potential educational technology leaders for the educational system;
- develop instructional designers, for a variety of educational settings, who are able to combine educational technology with learning theory to enhance curriculum development and delivery;
- provide a basis for the continued professional development of educators in the area of educational technology;
- develop an awareness of the applications of educational technology in a wide variety of educational contexts; and
- develop research expertise and potential in the use and application of educational technology for teaching and learning purposes.

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

A steering committee comprised of three members from each of the Faculty of Education at Memorial University of Newfoundland and the Institute for Education at CBU is responsible to the Associate Dean of Graduate Programs and Research, Faculty of Education, for selected aspects of the program. The latter include assessing student applications, recommending approval of instructors who are not regular faculty members at either CBU or Memorial

University of Newfoundland, and recommending course or program changes. This committee is to be co-chaired by the Associate Dean of Graduate Programs and Research, Faculty of Education, Memorial University of Newfoundland and the Director of the Institute for Education at CBU, or their designate(s).

CBU courses offered as part of this program are indicated by the Memorial course name designation “at CBU”.

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17.8.5.1 Admission Requirements

Admission to the program is competitive and selective. Selection into the program is determined by an applicant’s profile which would normally include such criteria as previous academic performance, related work experience, and relevant educational technology experience. More detailed information may be found on the [Faculty of Education website](#).

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17.8.5.2 Program Requirements

1. all students for the Master of Education (Educational Technology) shall be required to complete:
 - 6100 Research Designs and Methods in Education
 - 6610 Research on Computers in the Curriculum
 - 6620 Issues and Trends in Educational Technology
 - 6942 Designing Distributed Learning at CBU
 - 6617 Digital Citizenship in a Global Community at CBU
2. students on the comprehensive course route must complete:

- **two courses from the following Memorial University of Newfoundland closed electives:**
 - ~~6426 Computer Applications in Educational Administration~~
Educational Leadership and Technological Systems
 - 6615 Educational Software Prototyping and Evaluation
 - 6802 Adult Learning and Development
 - 6822 Foundations of Instructional Design in Post Secondary Education
 - 6823 Principles of Programme Design and Development
 - 6927 Digital Games Bases Learning
- **two courses from the following CBU closed electives:**
 - 6922 Blended and Online Learning at CBU
 - 6612 Integration of Instructional Design and Educational Technology at CBU
 - 6614 Technology Planning for Educational Environments at CBU
 - 6944 Data Informed Education at CBU
- 6590 Research and Development Seminar in Educational Technology in Education

3. students on the project route must complete:

- **one course from the following Memorial University of Newfoundland closed electives:**
 - ~~6426 Computer Applications in Educational Administration~~
Educational Leadership and Technological Systems
 - 6615 Educational Software Prototyping and Evaluation
 - 6802 Adult Learning and Development
 - 6822 Foundations of Instructional Design in Post Secondary Education
 - 6823 Principles of Programme Design and Development
 - 6927 Digital Games Bases Learning
- **two courses from the following CBU closed electives:**
 - 6922 Blended and Online Learning at CBU
 - 6612 Integration of Instructional Design and Educational Technology at CBU
 - 6614 Technology Planning for Educational Environments at CBU
 - 6944 Data Informed Education at CBU
- 6193 Project in Educational Technology

4. students on the thesis route must complete:

- **three credit hours from:**
 - 6922 Blended and Online Learning at CBU
 - 6612 Integration of Instructional Design and Educational Technology at CBU
 - 6614 Technology Planning for Educational Environments at CBU
 - 6944 Data Informed Education at CBU
- 5. normally, students will be permitted to register for 6590 only after all other course requirements have been met.
- 6. students who have successfully completed the CBU graduate diploma in Educational Technology can receive up to 12 advanced standing credit hours appropriate to their Degree option (nine CBU EDU course credit requirements for the thesis route or twelve CBU EDU course credit requirements for the comprehensive course route). Courses which qualify for transfer include CBU EDU 5101, EDU 5103, EDU 5105, EDU 5106, EDU 5107, EDU 5131).
- 7. thesis-route students will be subject to [Theses and Reports](#) of the School of Graduate Studies, Memorial University of Newfoundland, supervised by a faculty member at Memorial University of Newfoundland, and where feasible co-supervised by a CBU faculty member.

17.8.3_Educational Leadership Studies

The Educational Leadership Studies program provides students with an opportunity to explore a broad range of issues in educational leadership, policy, and administration. It prepares students to assume leadership roles in a variety of settings, including school and district leadership, post-secondary institutions and policy analysis. The Faculty offers a Master of Education degree and a Graduate Diploma in Educational Leadership Studies.

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17.8.3.1_Admission Requirements

In addition to meeting the requirements in the School of Graduate Studies [General Regulations](#),

1. students must have completed a range and number of courses in Education deemed appropriate by the Faculty and Dean of Education.
2. a minimum of two years of teaching/leadership experience is recommended.

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17.8.3.2_Program Requirements

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

- 3 credit hours (thesis route) within closed electives as listed in 5. below or
 - 6 credit hours (internship, paper folio, project, comprehensive course route) within closed electives as listed in Closed electives below
2. students on the thesis route must complete at least one of the research courses listed below (6100 is prerequisite)
- 6466 Qualitative Research Methods
 - 6467 Quantitative Research Methods
 - 6468 Critical Approaches to Educational Research
 - 6469 Theoretical and Methodological Foundations of Action Research
3. students on the comprehensive-course route must complete 6290 Research and Development Seminar in Educational Leadership Studies. Normally students would be permitted to register for this course only after all other course requirements have been met, or during the student's last semester of studies.
4. to meet total credit hour requirements students may choose electives from any university graduate offering provided that those chosen are appropriate to the student's program:
- students on the thesis route must complete a total of at least 18 credit hours
 - students on the internship, paper folio, or project route must complete a total of at least 24 credit hours and the appropriate course option including 6291 Internship in Educational Leadership Studies (6 credit hours), 6292 Project in Educational Leadership Studies (6 credit hours), or 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
 - students on the comprehensive-course route must complete a total of at least 30 credit hours

5. Closed electives are those listed below:

- 6202 Social Context of Educational Leadership
- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives in Public Education, Reform, and Leadership
- 6426 Educational Leadership and Technological Systems
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6465 School Violence: Leadership and Policy Implications
- 6664 Seminar in School Improvement
- 6710 Issues in Development and Implementation of Special Education Policy and Practices

Courses must be appropriate to the program and chosen in consultation with the advisor.

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17.8.4 Graduate Diploma in Education (Educational Leadership Studies)

The Graduate Diploma in Education (Educational Leadership Studies) provides students with an opportunity to explore a broad range of issues in educational leadership, administration, foundations and policy. The Diploma is suitable for students interested in pursuing assume leadership roles in a variety of settings, including schools, school districts and post-secondary institutions. The program is also designed to enhance leadership competencies in relevant areas such as policy analysis, critical analysis, and community relations.

17.8.4.1 Admission Requirements

Students wishing to be admitted to the Graduate Diploma in Education (Educational Leadership Studies) must meet the criteria for admission specified under [Master of Education degree, Qualifications for Admission](#).

17.8.4.2 Program Requirements

Students for the Graduate Diploma must complete a total of 12 credit hours, including 3 credit hours from each of the following areas:

- **Educational Administration**
 - 6204 Educational Administration: Theory and Practice
 - 6330 Educational Finance
 - 6335 Legal Foundations of Educational Administration
 - 6426 Educational Leadership and Technological Systems
- **Educational Foundations**
 - 6202 Social Context of Educational Leadership
 - 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
 - 6420 Ethical Issues and Perspectives in Educational Practice and Policy
 - 6425 Comparative Perspectives in Public Education, Reform and Leadership
- **Educational Leadership**
 - 6203 Leadership: Theory and Practice
 - 6321 Supervisory Processes in Education
 - 6427 School Community Partnerships
 - 6664 Seminar in School Improvement
- **Educational Policy**
 - 6205 Educational Policy: Theory and Practice
 - 6440 Family-School Relations: Leadership and Policy Implications
 - 6465 School Violence: Leadership and Policy Implications

- 6710 Issues in Development and Implementation of Special Education Policy and Practices

Students enrolled in the Graduate Diploma program may request transfer to the Master of Education (Educational Leadership Studies) prior to graduation.

Students holding the Graduate Diploma in Education (Educational Leadership Studies) and accepted to the M.Ed. (Educational Leadership Studies) program will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Diploma.

All courses completed must satisfy the requirements for the Graduate Diploma (Educational Leadership Studies) and the Master of Education (Educational Leadership Studies) Degree.

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17.8.5 Educational Technology

The graduate program in Educational Technology is offered in partnership with Cape Breton University (CBU). It is designed to facilitate the educational use of educational technology in a wide variety of settings. The program will be of interest to educators at all levels including K-12 teachers, school administrators, those in the post-secondary system, business and industry, as well as those in most other adult learning situations.

Educational technology in this Master of Education program encompasses, but is not limited to: computer, communications, networking, and multi-media applications. The overall intent of the program is to:

- provide educators with skill sets and pedagogical expertise that will enable them to address computer and related educational technology in a teaching/learning situation;

- develop potential educational technology leaders for the educational system;
- develop instructional designers, for a variety of educational settings, who are able to combine educational technology with learning theory to enhance curriculum development and delivery;
- provide a basis for the continued professional development of educators in the area of educational technology;
- develop an awareness of the applications of educational technology in a wide variety of educational contexts; and
- develop research expertise and potential in the use and application of educational technology for teaching and learning purposes.

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

A steering committee comprised of three members from each of the Faculty of Education at Memorial University of Newfoundland and the Institute for Education at CBU is responsible to the Associate Dean of Graduate Programs and Research, Faculty of Education, for selected aspects of the program. The latter include assessing student applications, recommending approval of instructors who are not regular faculty members at either CBU or Memorial

University of Newfoundland, and recommending course or program changes. This committee is to be co-chaired by the Associate Dean of Graduate Programs and Research, Faculty of Education, Memorial University of Newfoundland and the Director of the Institute for Education at CBU, or their designate(s).

CBU courses offered as part of this program are indicated by the Memorial course name designation “at CBU”.

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17.8.5.1 Admission Requirements

Admission to the program is competitive and selective. Selection into the program is determined by an applicant’s profile which would normally include such criteria as previous academic performance, related work experience, and relevant educational technology experience. More detailed information may be found on the [Faculty of Education website](#).

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17.8.5.2 Program Requirements

1. all students for the Master of Education (Educational Technology) shall be required to complete:
 - 6100 Research Designs and Methods in Education
 - 6610 Research on Computers in the Curriculum
 - 6620 Issues and Trends in Educational Technology
 - 6942 Designing Distributed Learning at CBU
 - 6617 Digital Citizenship in a Global Community at CBU
2. students on the comprehensive course route must complete:

- **two courses from the following Memorial University of Newfoundland closed electives:**
 - 6426 Educational Leadership and Technological Systems
 - 6615 Educational Software Prototyping and Evaluation
 - 6802 Adult Learning and Development
 - 6822 Foundations of Instructional Design in Post Secondary Education
 - 6823 Principles of Programme Design and Development
 - 6927 Digital Games Bases Learning
- **two courses from the following CBU closed electives:**
 - 6922 Blended and Online Learning at CBU
 - 6612 Integration of Instructional Design and Educational Technology at CBU
 - 6614 Technology Planning for Educational Environments at CBU
 - 6944 Data Informed Education at CBU
- 6590 Research and Development Seminar in Educational Technology in Education

3. students on the project route must complete:

- **one course from the following Memorial University of Newfoundland closed electives:**
 - 6426 Educational Leadership and Technological Systems
 - 6615 Educational Software Prototyping and Evaluation
 - 6802 Adult Learning and Development
 - 6822 Foundations of Instructional Design in Post Secondary Education
 - 6823 Principles of Programme Design and Development
 - 6927 Digital Games Bases Learning
- **two courses from the following CBU closed electives:**
 - 6922 Blended and Online Learning at CBU
 - 6612 Integration of Instructional Design and Educational Technology at CBU
 - 6614 Technology Planning for Educational Environments at CBU
 - 6944 Data Informed Education at CBU
- 6193 Project in Educational Technology

4. students on the thesis route must complete:

- **three credit hours from:**

- 6922 Blended and Online Learning at CBU
 - 6612 Integration of Instructional Design and Educational Technology at CBU
 - 6614 Technology Planning for Educational Environments at CBU
 - 6944 Data Informed Education at CBU
5. normally, students will be permitted to register for 6590 only after all other course requirements have been met.
 6. students who have successfully completed the CBU graduate diploma in Educational Technology can receive up to 12 advanced standing credit hours appropriate to their Degree option (nine CBU EDU course credit requirements for the thesis route or twelve CBU EDU course credit requirements for the comprehensive course route). Courses which qualify for transfer include CBU EDU 5101, EDU 5103, EDU 5105, EDU 5106, EDU 5107, EDU 5131).
 7. thesis-route students will be subject to [Theses and Reports](#) of the School of Graduate Studies, Memorial University of Newfoundland, supervised by a faculty member at Memorial University of Newfoundland, and where feasible co-supervised by a CBU faculty member.

Education 6426: Educational Leadership and Technological Systems

ED 6426 Course Pedagogy:

This course aims to situate learning within the context of genuine inquiry through a social constructivist/constructionist lens. Inquiry-based learning is much more than a simple teaching method, it is a philosophy of learning that focuses on deeply probing into authentic emerging questions through a disciplined approach (Clifford & Marinucci, 2008). Friesen (2013), defines inquiry-based learning as the “dynamic process of coming to know and understand the world in genuine and authentic ways that take their cue from how knowledge actually lives and works in the world” (p. 154). This perspective will frame how we investigate the course topics throughout the term. In addition to inquiry-based learning a social constructivist/constructionist epistemological perspective will also be assumed. Social constructivism contends that knowledge construction extends beyond an individual’s cognition and is distributed through a social network (Hyslop-Margison & Strobel, 2007; Kim, 2001). Closely related to this idea is Papert and Harel (1991) constructionism which assumes that knowledge is developed when learners actively engage in constructing public artifacts. With a contextual focus on the theoretical and practical applications of trending educational technologies in various educational settings students will be expected to explore, question, discuss, critique, deconstruct and construct knowledge and meaning through a mix of socially constructed shared activities and individual reflection. The aim of this pedagogical approach is to help bridge the gap between theory and practice in a genuine and meaningful way.

References

- Clifford, P., & Marinucci, S. (2008). Voices Inside Schools: Testing the Waters: Three Elements of Classroom Inquiry. *Harvard Educational Review, 78*(4), 675–688.
- Friesen, S. (2013). Inquiry Based Learning. In R. C. Richey (Ed.), *Encyclopedia of Terminology for Educational and Communications and Technology*. New York, NY: Springer.
- Hyslop-Margison, E. J., & Strobel, J. (2007). Constructivism and education: Misunderstandings and pedagogical implications. *The Teacher Educator, 43*(1), 72–86.
<http://doi.org/10.1080/08878730701728945>
- Kim, B. (2001). Social constructivism. *Emerging Perspectives on Learning, Teaching, and Technology, 1*(1), 1–16.
- Papert, S., & Harel, I. (1991). Situating constructionism. In Papert, Seymour & I. Harel (Eds.), *Constructionism* (pp. 1–14). Hillsdale, NJ: Lawrence Erlbaum Associates.

Course Overview:

The course provides students with an opportunity to gain a deeper understanding of educational technology issues and trends with an emphasis on the administration and leadership of schools and educational institutions. Attention will be given to the ethical considerations of data privacy and ownership, acceptable use and management and the logistics of implementing administrative and teaching and learning technical resources, tools, and processes. Furthermore, students will engage in critical thinking concerning the organizational impact of investing in technological systems along with the potential for student benefits and/or hinderances. Through an investigation of a contextualized problem of practice students will apply their learning in a practical manner.

Course Objectives:

Through the duration of the course students will:

1. recognize and define ethical issues in an educational setting relating to technology use at the administrative level.
2. reflect on ethical principles for technological use in educational settings in relation to theoretical and current policy frameworks that guide administrative and leadership activities.
3. discuss and provide concrete examples of privacy and ownership issues that align with the readings.
4. articulate various actions that would be appropriate when dealing with data breaches that conform to ethical standards of practice.
5. identify areas of interest for education with the implementation of various acceptable use policies as defined by the employer both for employees, students, and visitors.
6. reflect on any legal ramifications of the non-acceptable use of technological systems in educational settings for the classroom teacher, the school administration, the school district, and other stakeholders.
7. reflect on the other associated costs of having an integrated student information system (SIS).
8. reflect on the effectiveness of student information systems in the k-12 context.
9. competently discuss whether the financial and human resource investment in technology is measurable in the K-12 context.
10. identify whether the acquisition of technology for K-12 has a measurable effect on learning.
11. identify major barriers to successful implementation of technology through a teacher's perspective.
12. identify solutions to the barriers of successful implementation.
13. reflect on the role of student perceptions of their own learning as it relates to technology in schools.
14. understand how to effectively capture and use student data and perceptions in relation to the use of educational technologies.
15. reflect on how a school or district's response to students' perceptions of technology use may impact academic outcomes.
16. competently discuss the balance between students wants and academic needs.
17. reflect on their own personal and professional practice in relation to the course topics and discussion.
18. design and develop workable solutions to real world problems of practice.

Evaluation

Class and on-line participation (20%) -Individual

Critically responding to topic/weekly discussion questions, your peers' thoughts and positions, policy briefs, and emerging major group work themes and ideas throughout the duration of the course. Active participation in the synchronous sessions will also be considered within this learning task (there will be alternative asynchronous activities available for individuals that cannot attend synchronous sessions). Your responses and interactions should be of an academic nature supported by scholarly evidence from our field of study while relying on your professional experiences.

Jurisdictional Policy Review (15%) -Individual

Based on one of the emerging or prevalent trends or issues you have explored in Module 01 develop and write a jurisdictional review. This assignment should consist of a jurisdictional review (environmental scan) of two school board/district policies from different jurisdictions on the implementation and management of technology and personal data.

Specifically, students must include the following:

1. A preface with links to the four policies and a short summary of the jurisdiction to which the policies apply.
2. Compare and contrast the four policies based on the following points:
 - a. Data privacy and management
 - b. Acceptable use and punitive measures
 - c. Currentness and relevance
 - d. Impact on learning
 - e. Impact on budget
3. Analyze and discuss major themes that are prevalent in the selected policies and their relationship with current research in the field.
4. Identify and discuss any ethical implications found within the policies.
5. Discuss how this review and the research literature has prompted you to rethink your own position on the administration of technology in educational settings.

Format: Double spaced, Times New Roman, 12 point font, 1 inch margins.

Length: approx. 1500 - 2000 words excluding figures, cover page and references.

Style: APA 7th edition

Sources: 10 minimum

Policy Brief (15%) -Group

In groups of 2 or 3 you are to write a policy brief that will either encourage or discourage your school administration from continuing to invest heavily in technology.

Specifically, your group must include the following:

1. An executive summary
2. Introduction
3. Research overview (min 6 articles)

4. Discussion/analysis of research findings
5. Recommendations.

The brief must include aspects of SIS and data management/privacy, the investment in technology versus its effectiveness, and the impact on teaching and learning.

The brief must be a minimum of 2 pages and not exceed 3 pages. The brief should include multimedia elements and other visual layout elements that would be appropriate for sharing information in a concise format.

Detailed explanation of each required components can be found here:

<https://www.idrc.ca/en/funding/resources-idrc-grantees/how-write-policy-brief>

Other resources on the policy brief process can be found below:

<https://writingcenter.unc.edu/tips-and-tools/policy-briefs/>

https://www.queensu.ca/sps/sites/spswww/files/uploaded_files/GovTalk/3_%20PB_INT02021.pdf

<https://socialwork.utoronto.ca/wp-content/uploads/2021/06/Policy-Toolkit-Final-v2-Apr27.pdf>

Format: An appropriate layout and design suitable for a policy brief.

Length: approx. 1000 - 1200 words excluding figures, references.

Style: APA 7th edition

Sources: 6 minimum

Position Paper Preparation (5%) -Individual

In preparation for your individual position paper students are required to develop and submit your topic and an annotated bibliography of 5 sources that they may use in their final paper. Each bibliography entry should summarize the main thesis of the source and explain why it is relevant to your paper.

Students are required to post their annotated bibliography and topic to the discussion forum, but the working outline should be submitted to the instructor.

Critical Comment – Ask a clarification or expansion question related to one of your peers’ annotated bibliography entries that may be helpful for your own paper.

Format: Word or Google Docs

Length: approx. 500-600 words excluding figures, references.

Style: APA 7th edition

Sources: 5 maximum

Position Paper (10%) -Individual

Based on one of the emerging or prevalent trends or issues you have explored over the course of the term develop and write a position paper. This paper should examine the various perspectives found within the research literature surrounding your identified trend/issue. After discussing the continuum

found within the literature, position yourself on that continuum based on your professional and personal experiences. Below are some suggested questions that may guide your inquiry:

1. How do you contextualize your professional experience?
2. What trend or issue resonates with you and what is your professional stance?
3. What does the research reveal about the trend or issue?
4. Are there different perspectives (example: pros and cons) discussed in the literature?
5. Which perspective relates most closely with your personal and professional experiences?
6. Have any of the research perspectives given you the opportunity to rethink your own position? If so, how?
7. Are there any direct connections to implementing change in your professional role?

Format: Double spaced, Times New Roman, 12 point font, 1 inch margins.

Length: approx. 2000-2500 (8-10 pages) words excluding figures, cover page and references.

Style: APA 7th edition

Sources: 10 minimum

Enacted Practice Design Challenge (30%) -Group

As a group of two (2) to three (3) identify a problem or issue from your shared professional experience in relation to the issues and trends discussed throughout the course and propose a working solution. The solution should utilize any underlying theories or frameworks related to educational administration, educational technology, and learning theory that you have explored during the term. The working group documents should be shared (google docs, etc..) with the instructor and the final project should be shared via an online medium and will include the following:

1. Overview of professional setting
2. Contextualization of the perceived problem or issue (student data privacy, technology planning and logistics, measuring effect, etc...)
3. Survey of existing literature/research on your problem/issue.
4. Discussions of possible solutions (in brief) and the development of one solution (in detail - policy document, funding proposal, professional development framework, etc...) based on experience and a survey of available research.
5. Challenges and implications of the operationalization of the proposed solution.
6. Future directions in relation to possible research or practical trends.

Format: Any appropriate web-based format that can be shared will be acceptable (blog, wiki, website, etc...)

Length: approx. 3500-4000 words excluding figures and references.

Style: APA 7th edition

Sources: 20 minimum

Grading and rubric frameworks:

Each assignment will be accompanied by a five (5) point rubric to help guide and clarify aspects of the assignments and the level of work and detail that is expected. Below is an example of one rubric row from the enacted practice group design challenge. Complete rubrics can be found within the “rubric” section of the D2L course.

Major Project	Beginning (0-1)	Developing (2-3)	Accomplished (3-4)	Exemplary (4-5)	TOTAL
Professional overview	Group does not explain their individual professional backgrounds or their possible connections	Group lists their individual professional backgrounds without reflection on possible connections	Group explains their individual professional backgrounds and reflects on possible connections	Group explains their individual professional backgrounds and reflects on possible connections Group proposes ways in which these connections will be beneficial to the development of the solution	

Weekly Readings

Module 01 Topic 01: Educational Technology and the Ethics of School Administration

1. Moore, S. L., & Elsworth, J. B. (2013). Ethics of educational technology. In J. M. Spector, M. D. Merrill, & M. J. Bishop (Eds.), *Handbook of Research on Educational Communications and Technology* (4) (pp. 113–128). Springer.
<http://site.ebrary.com/lib/ucalgary/docDetail.action?docID=10729586>
2. Colpitts, J., Bastin, T., Emberley, P., Matheson, K., Simony, T., & Beaulieu, T. (2020). *Atlantic Provinces Standards of Practice for School-based Administrators*. Council of Atlantic Ministers of Education and Training. <https://www.gov.nl.ca/education/files/Standards-of-Practice-final-Sept-2020.pdf>

Module 01 Topic 02: Privacy and Ownership

1. Regan, P. M., & Bailey, J. (2019). Big Data, Privacy and Education Applications (SSRN Scholarly Paper No. 3501191). <https://doi.org/10.2139/ssrn.3501191>
2. Becker, J. D., & Levin, D. A. (2020). Like Moths to a Flame: Unsecured Networks, Tech-Savvy Students, and District Policy. *Journal of Cases in Educational Leadership*, 23(2), 47–59.
<https://doi.org/10.1177/1555458919899458>

Module 01 Topic 03: Acceptable Use and Management

1. Sosa-Díaz, M. J., Sierra-Daza, M. C., Arriazu-Muñoz, R., Llamas-Salguero, F., & Durán-Rodríguez, N. (2022). "EdTech Integration Framework in Schools": Systematic Review of the Literature. *Frontiers in Education*, 7, 895042. <https://doi.org/10.3389/feduc.2022.895042>
2. Burleigh, C. L., & Wilson, A. M. (2022). Mobile Technology Acceptable Use Policies and Teaching in High School Classrooms: Do Boundaries Exist? 4(1), 18

Module 02 Topic 01: The Logistics of Student Information Systems (SIS)

1. Boz, M., & Simsek, I. (2022). Analysis of Education Management Information Systems of the Ministry of National Education in Terms of Interoperability. *Journal of Qualitative Research in Education*, 32, Article 32. <https://doi.org/10.14689/enad.32.1702>
2. Ibrahim, F., Susanto, H., Haghi, P. K., & Setiana, D. (2020). Shifting Paradigm of Education Landscape in Time of the COVID-19 Pandemic: Revealing of a Digital Education Management Information System. *Applied System Innovation*, 3(4), Article 4. <https://doi.org/10.3390/asi3040049>

Module 02 Topic 02: Is it worth the investment?

1. Protosaltis, S., & Baum, S. (n.d.). DOES ONLINE EDUCATION LIVE UP TO ITS PROMISE? A LOOK AT THE EVIDENCE AND IMPLICATIONS FOR FEDERAL POLICY.
2. Culp, K. M., Honey, M., & Mandinach, E. (2005). A Retrospective on Twenty Years of Education Technology Policy. *Journal of Educational Computing Research*, 32(3), 279–307. <https://doi.org/10.2190/7W71-QVT2-PAP2-UDX7>

Module 02 Topic 03: Teaching with Technology

1. Nelson, M. J., Voithofer, R., & Cheng, S.-L. (2019). Mediating factors that influence the technology integration practices of teacher educators. *Computers & Education*, 128, 330–344. <https://doi.org/10.1016/j.compedu.2018.09.023>
2. Svetsky, S., & Moravcik, O. (2019). Some Barriers Regarding the Sustainability of Digital Technology for Long-Term Teaching. In K. Arai, R. Bhatia, & S. Kapoor (Eds.), *Proceedings of the Future Technologies Conference (FTC) 2018* (pp. 950–961). Springer International Publishing. https://doi.org/10.1007/978-3-030-02686-8_71

Module 03 Topic 01: The Importance of Student Voice

1. Sehrawat, R. (2021). Students' Perception towards Effectiveness of Technology Enabled Learning Environment at K-12 Level Based on Gender in Context to India. *Turkish Online Journal of Qualitative Inquiry*, 12(8), 2390–2405.
2. Shroff, R. H., Ting, F. S. T., & Lam, W. H. (2019). Development and validation of an instrument to measure students' perceptions of technology-enabled active learning. *Australasian Journal of Educational Technology*, 35(4), Article 4. <https://doi.org/10.14742/ajet.4472>

Module 03 Topic 02: The Impact of Student Voice on Academic Outcomes

1. Goodchild, T., & Speed, E. (2019). Technology enhanced learning as transformative innovation: A note on the enduring myth of TEL. *Teaching in Higher Education*, 24(8), 948–963. <https://doi.org/10.1080/13562517.2018.1518900>

2. Ferguson, D. L., Hanreddy, A., & Draxton, S. (2011). Giving students voice as a strategy for improving teacher practice. *London Review of Education*, 9, 55–70.
<https://doi.org/10.1080/14748460.2011.550435>

Module 03 Topic 03: Position Paper Preparation

1. Student developed reading list.

Module 04: Enacted Practice

1. Student developed reading list.

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- Attard, C., & Holmes, K. (2022). An exploration of teacher and student perceptions of blended learning in four secondary mathematics classrooms. *Mathematics Education Research Journal*, 34(4), 719–740. <https://doi.org/10.1007/s13394-020-00359-2>
- Augutis, G., Pfeiffer, L., Jacobs, B., & Cowling, M. (2022). Work-in-Progress—Factors that Lead to Successful Technology Programs in Schools. 2022 8th International Conference of the Immersive Learning Research Network (ILRN), 1–3. <https://doi.org/10.23919/iLRN55037.2022.9815964>
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- Butnaru, G. I., Niță, V., Anichiti, A., & Brînză, G. (2021). The Effectiveness of Online Education during Covid 19 Pandemic—A Comparative Analysis between the Perceptions of Academic Students and High School Students from Romania. *Sustainability*, 13(9), Article 9. <https://doi.org/10.3390/su13095311>
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- Chai, C. S., Lin, P.-Y., Jong, M. S.-Y., Dai, Y., Chiu, T. K. F., & Qin, J. (2021). Perceptions of and Behavioral Intentions towards Learning Artificial Intelligence in Primary School Students. *Educational Technology & Society*, 24(3), 89–101.
- Chen, L.-L. (2019). Enhancing Teaching With Effective Data Mining Protocols. *Journal of Educational Technology Systems*, 47(4), 500–512. <https://doi.org/10.1177/0047239519835846>
- Christopoulos, A., & Sprangers, P. (2021). Integration of educational technology during the Covid-19 pandemic: An analysis of teacher and student receptions. *Cogent Education*, 8(1), 1964690. <https://doi.org/10.1080/2331186X.2021.1964690>
- Colpitts, J., Bastin, T., Emberley, P., Matheson, K., Simony, T., & Beaulieu, T. (2020). Atlantic Provinces Standards of Practice for School-based Administrators. Council of Atlantic Ministers of Education and Training. <https://www.gov.nl.ca/education/files/Standards-of-Practice-final-Sept-2020.pdf>
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APPENDIX F



Faculty of Education

St. John's, NL Canada A1B 3X8

Tel: 709 864 3402 Fax: 709 864 4379

www.mun.ca/educ

October 9, 2024

TO: Secretary, Academic Council, School of Graduate Studies

FROM: Secretary, Faculty Council, Faculty of Education

SUBJECT: **Calendar Changes and Language Clean-up**

At the meeting of the Faculty Council, Faculty of Education, held on Tuesday, October 8, 2024; the following proposed calendar change was approved by the members of Faculty Council and is now being forwarded to Academic Council, School of Graduate Studies, for consideration:

1. Post-Secondary Education Studies
 - a. Graduate Diploma in Post-Secondary Education (International Education)
 - b. Graduate Diploma in Post-Secondary Education (Student Affairs and Services)
 - c. Language removal 6810 PSE

Kindly,

Roxanne Keats

Ms. Roxanne Keats,
Secretary
Faculty Council, Faculty of Education

/sk

From: [Arnold, Christine](#)
To: [Keats, Samantha Doreen](#)
Subject: Post-Secondary Education Calendar Changes
Date: May 13, 2024 10:22:45 PM
Attachments: [Post-Secondary Education Calendar Changes.docx](#)

Sam,

Good evening! As requested, attached are the post-secondary education calendar changes that we are currently proposing for approval!

Best,

Christine Helen Arnold, Ph.D., OCT | Associate Professor

Adult Education/Post-Secondary Studies
Faculty of Education, G.A. Hickman Building
Memorial University of Newfoundland and Labrador
300 Prince Phillip Drive
St. John's, NL, Canada, A1B 3X8
Voice: (709) 757-5452
Email: christinearnold@mun.ca



I respectfully acknowledge that Memorial University is located on the ancestral homelands of the Beothuk, and that the island of Newfoundland is the ancestral homelands of the Mi'kmaq and Beothuk. I also recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original peoples of Labrador.

From: Keats, Samantha Doreen
Sent: Wednesday, May 8, 2024 12:49 PM
To: Arnold, Christine
Subject: RE: Post-Secondary Calendar Changes

Hey Christine,

Pam is wanting to move on some items for Committee of Graduate studies. I am wondering if you have the proposed changes in writing so that I may obtain a copy to include with the other topic of discussion. If you could provide me with this at your earliest convenience I would greatly appreciate it!

Thanks,
Sam

From: Arnold, Christine <carnold@mun.ca>
Sent: April 15, 2024 9:34 AM
To: Keats, Samantha Doreen <s.keats@mun.ca>
Subject: Post-Secondary Calendar Changes

Sam,

Good morning! I hope you had a wonderful weekend! Below are the details regarding the proposed calendar changes:

- Graduate Diploma in Post-Secondary Education (International Education) - Add courses to the program electives that are listed
- Graduate Diploma in Post-Secondary Education (Student Affairs and Services) - Add courses to the program electives that are listed

Please let me know when you actually require the proposed changes in writing for review!

Best,

Christine Helen Arnold, Ph.D., OCT | Associate Professor

Adult Education/Post-Secondary Studies
Faculty of Education, G.A. Hickman Building
Memorial University of Newfoundland and Labrador
300 Prince Phillip Drive
St. John's, NL, Canada, A1B 3X8
Voice: (709) 757-5452
Email: christinearnold@mun.ca



I respectfully acknowledge that Memorial University is located on the ancestral homelands of the Beothuk, and that the island of Newfoundland is the ancestral homelands of the Mi'kmaq and Beothuk. I also recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original peoples of Labrador.

From: Keats, Samantha Doreen
Sent: Friday, April 12, 2024 2:45 PM
To: Arnold, Christine
Subject: Post Secondary Calendar Changes

Hey Christine,

I hope your week is going well, IT IS FRIDAY!
Cecile had forwarded an email regarding some PS Calendar changes you would like to be put forward to the Committee on Graduate Studies. I am wondering if you could send along some more information as I am now trying to confirm agenda items and schedule the next meeting of the committee.

Thanks,
Sam

Samantha Keats | Administrative Assistant

Associate Dean, Graduate
Associate Dean, Undergraduate
Faculty of Education
Memorial University of Newfoundland
G.A. Hickman Building | Room ED2007
Tel: 709 864-6250 | Fax 709 864-8637 | s.keats@mun.ca
www.mun.ca/educ

Rationale:

- The rationale for these calendar changes is to remove outdated courses, add new courses, and ensure the Graduate Diploma in Post-Secondary Education (International Education) (Student Affairs and Services) are included in all calendar regulations. It is integral that the calendar regulations governing these Graduate Diplomas are in alignment with one another and include all course options available.

Summary:**17.8.6.2 Program Requirements for the Master of Education (Post-Secondary Education)**

- Improve language in transfer requirements to include Graduate Diploma in Post-Secondary Education (International Education) (Student Affairs and Services).
- Remove outdated courses ED 6804 Leadership and Human Resource Development in Post-Secondary Education and ED 6805 Advanced Human Resource Communications and add new courses ED 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts and ED 6810 Assessment and Evaluation in Student Services.

17.8.6.4 Program Requirements for Graduate Diploma in Post-Secondary Education (International Education)

- Improve language in course requirements and transfer requirements for alignment among Graduate Diplomas.
- Remove outdated courses ED 6804 Leadership and Human Resource Development in Post-Secondary Education and ED 6805 Advanced Human Resource Communications and add new courses ED 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts and ED 6810 Assessment and Evaluation in Student Services.

17.8.6.5 Program Requirements for Graduate Diploma in Post-Secondary Education (Student Affairs and Services)

- Improve language in transfer requirements for alignment among Graduate Diplomas.
- Add new courses ED 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts and ED 6810 Assessment and Evaluation in Student Services.
- Add additional courses to the program electives: ED 6100 Research Designs and Methods in Education, ED 6802 Adult Learning and Development, ED 6803 Research in Post-Secondary Education, ED 6806 Interprofessional Education in the Health Professions, ED 6807 Economics and Finance of Post-Secondary Education, ED 6808 Supporting International and Immigrant Students, ED 6809 Internationalization of Higher Education, and ED 6832 Issues and Trends in the Administration of Post-Secondary Education.

17.8.6.2 Program Requirements for the Master of Education (Post-Secondary Education)

1. Students for the Master of Education (Post-Secondary Education) are required to complete courses that form the program core.
 - 6100 Research Designs and Methods in Education
 - 9 credit hours from the following:
 - 6801 Foundations of Post-Secondary Programs
 - 6802 Adult Learning and Development
 - 6803 Research in Post-Secondary Education (*prerequisite 6100*)
 - 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning
 - and not fewer than 6 credit hours from closed electives in 7. below.
2. Students holding the Graduate Diploma in Post-Secondary Education (Health Professional Education) (International Education) (Student Affairs and Services) and accepted in the Master of Education (Post-Secondary Education) will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Graduate Diploma.
3. Students on the comprehensive-course route must complete 6890 Research and Development Seminar in Post-Secondary Education.
4. Students on the internship route must complete 6891 Internship in Post-Secondary Education (6 credit hours).
5. Normally, students will be permitted to register for 6890 and 6891 only after all other course requirements have been met.
6. To meet total credit hour requirements students may choose courses from other graduate offerings within the Faculty, the University, or other universities provided the courses chosen are appropriate to the student's program. Students on the thesis route must complete a total of at least 18 credit hours; and those on the internship or comprehensive-course route a total of at least 30 credit hours.
7. Closed electives are those listed below:
 - ~~6804 Leadership and Human Resource Development in Post-Secondary Education~~
 - ~~6805 Advanced Human Resource Communications~~
 - 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
 - 6806 Interprofessional Education in the Health Professions
 - 6807 Economics and Finance of Post-Secondary Education
 - 6808 Supporting International and Immigrant Students

- 6809 Internationalization of Higher Education
- 6810 Assessment and Evaluation in Student Services
- 6822 Foundations of Instructional Design in Post-Secondary Education
- 6823 Principles of Program Design and Development
- 6831 Organization and Administration of Student Services
- 6832 Issues and Trends in the Administration of Post-Secondary Education
- 6841 Student Development Theory, Services and Programs in Post-Secondary Education
- 6940 Administration of Student Services in Post-Secondary Education

17.8.6.4 Program Requirements for Graduate Diploma in Post-Secondary Education (International Education)

The Graduate Diploma in Post-Secondary Education (International Education) program comprises 12 credit hours and provides students with an opportunity to learn about internationalization and how it is supported and implemented in educational institutions. This Diploma is suitable for 1) in-service teachers who work with diverse populations, 2) students and professionals in the field of student affairs and services and/or in administrative posts within K-12, post-secondary education environments, NGO's, the public service, and private companies 3) students in master's or doctoral programs who are unable to complete and who are looking to transfer and exit with a graduate diploma credential.

1. Students for the Graduate Diploma in Post-Secondary Education (International Education) are required to complete ~~the following~~ four courses:
 - Three courses from those listed that form the program core:
 - 6801 Foundations of Post-Secondary Programs
 - 6808 Supporting International and Immigrant Students
 - 6809 Internationalization of Higher Education
 - One course from those listed that form the program electives:
 - 6100 Research Designs and Methods in Education
 - 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
 - 6802 Adult Learning and Development
 - 6803 Research in Post-Secondary Education
 - ~~6804 Leadership and Human Resource Development in Post-Secondary Education~~
 - ~~6805 Advanced Human Resource Communications~~
 - 6806 Interprofessional Education in the Health Professions
 - 6807 Economics and Finance of Post-Secondary Education
 - 6810 Assessment and Evaluation in Student Services
 - 6822 Foundations of Instructional Design in Post-Secondary Education
 - 6823 Principles of Program Design and Development

- 6831 Organization and Administration of Students Services for Adult Learner
 - 6832 Issues and Trends in the Administration of Post-Secondary Education
 - 6841 Student Development Theory, Services and Programs in Post-Secondary Education
 - 6940 Administration of Student Services in Post-Secondary Education
2. Students are encouraged to relate their assignments in these courses to international education.
 3. Students enrolled in the Graduate Diploma program may request transfer to the Master of Education (Post-Secondary Studies). Courses for both the Graduate Diploma and the Degree must be appropriate to the program and chosen in consultation with the student's advisor.
 4. Students holding the Graduate Diploma in Post-Secondary Education (International Education) and accepted in the Master of Education (Post-Secondary Studies) will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Graduate Diploma.

17.8.6.5 Program Requirements for Graduate Diploma in Post-Secondary Education (Student Affairs and Services)

The Graduate Diploma in Post-Secondary Education (Student Affairs and Services) is designed to provide specialized study in theory and practice pertaining to student development and service provision, programs, and initiatives that support student success in post-secondary education. The Graduate Diploma is intended for student affairs and services practitioners, administrators, and educators within post-secondary education programs. Participants will engage in an in-depth study of theoretical models of student development (cognitive, psychosocial, identity, and person-environment); historical and contemporary influences on the student affairs and services profession; philosophies, values, and ethics of professional practice; administration and organizational structures; and assessment and evaluation, research, and technology in innovative programming.

Opportunities will exist for the guided study of these topics as they relate to student affairs and services education.

1. Students for the Graduate Diploma in Post-Secondary Education (Student Affairs and Services) are required to complete four courses:
 - Three courses from those listed that form the program core:
 - ~~ED~~ 6810 Assessment and Evaluation in Student Services
 - ~~ED~~ 6831 Organization and Administration of Student Services for the Adult Learner
 - ~~ED~~ 6841 Student Development Theory, Services and Programs in Post-Secondary Education
 - ~~ED~~ 6940 Administration of Student Services in Post-Secondary Education
 - One course from those listed that form the program electives:
 - 6100 Research Designs and Methods in Education
 - 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
 - ~~ED~~ 6801 Foundations of Post-Secondary Programs
 - 6802 Adult Learning and Development
 - 6803 Research in Post-Secondary Education
 - 6806 Interprofessional Education in the Health Professions
 - 6807 Economics and Finance of Post-Secondary Education
 - 6808 Supporting International and Immigrant Students
 - 6809 Internationalization of Higher Education
 - ~~ED~~ 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning

- 6832 Issues and Trends in the Administration of Post-Secondary Education
2. Students are encouraged to relate their assignments in these courses to student affairs and services education.
 3. Students enrolled in the Graduate Diploma program may request transfer to the Master of Education (Post-Secondary Studies). Courses for both the Graduate Diploma and the Degree must be appropriate to the program and chosen in consultation with the student's advisor.
 4. Students holding the Graduate Diploma in Post-Secondary Education (Student Affairs and Services) and accepted in the Master of Education (Post-Secondary Studies) will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Graduate Diploma.
 - ~~5. Students accepted in the Master of Education (Post-Secondary Studies) completing the thesis program route are eligible for 9 fewer credit hours, as they will require three core courses (ED 6100 Research Designs and Methods in Education, ED 6802 Adult Learning and Development, and ED 6803 Research in Post-Secondary Education) in order to complete this credential.~~

17.8.6.2 Program Requirements for the Master of Education (Post-Secondary Education)

1. Students for the Master of Education (Post-Secondary Education) are required to complete courses that form the program core.
 - 6100 Research Designs and Methods in Education
 - 9 credit hours from the following:
 - 6801 Foundations of Post-Secondary Programs
 - 6802 Adult Learning and Development
 - 6803 Research in Post-Secondary Education (*prerequisite 6100*)
 - 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning
 - and not fewer than 6 credit hours from closed electives in 7. below.
2. Students holding the Graduate Diploma in Post-Secondary Education (Health Professional Education) (International Education) (Student Affairs and Services) and accepted in the Master of Education (Post-Secondary Education) will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Graduate Diploma.
3. Students on the comprehensive-course route must complete 6890 Research and Development Seminar in Post-Secondary Education.
4. Students on the internship route must complete 6891 Internship in Post-Secondary Education (6 credit hours).
5. Normally, students will be permitted to register for 6890 and 6891 only after all other course requirements have been met.
6. To meet total credit hour requirements students may choose courses from other graduate offerings within the Faculty, the University, or other universities provided the courses chosen are appropriate to the student's program. Students on the thesis route must complete a total of at least 18 credit hours; and those on the internship or comprehensive-course route a total of at least 30 credit hours.
7. Closed electives are those listed below:

- 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
- 6806 Interprofessional Education in the Health Professions
- 6807 Economics and Finance of Post-Secondary Education
- 6808 Supporting International and Immigrant Students
- 6809 Internationalization of Higher Education
- 6810 Assessment and Evaluation in Student Services
- 6822 Foundations of Instructional Design in Post-Secondary Education
- 6823 Principles of Program Design and Development
- 6831 Organization and Administration of Student Services
- 6832 Issues and Trends in the Administration of Post-Secondary Education
- 6841 Student Development Theory, Services and Programs in Post-Secondary Education
- 6940 Administration of Student Services in Post-Secondary Education

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The Graduate Diploma in Post-Secondary Education (International Education) program comprises 12 credit hours and provides students with an opportunity to learn about internationalization and how it is supported and implemented in educational institutions. This Diploma is suitable for 1) in-service teachers who work with diverse populations, 2) students and professionals in the field of student affairs and services and/or in administrative posts within K-12, post-secondary education environments, NGO's, the public service, and private companies 3) students in master's or doctoral programs who are unable to complete and who are looking to transfer and exit with a graduate diploma credential.

1. Students for the Graduate Diploma in Post-Secondary Education (International Education) are required to complete four courses:
 - Three courses from those listed that form the program core:
 - 6801 Foundations of Post-Secondary Programs
 - 6808 Supporting International and Immigrant Students
 - 6809 Internationalization of Higher Education
 -
 - One course from those listed that form the program electives:
 - 6100 Research Designs and Methods in Education
 - 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
 - 6802 Adult Learning and Development
 - 6803 Research in Post-Secondary Education
 - 6806 Interprofessional Education in the Health Professions
 - 6807 Economics and Finance of Post-Secondary Education
 - 6810 Assessment and Evaluation in Student Services
 - 6822 Foundations of Instructional Design in Post-Secondary Education
 - 6823 Principles of Program Design and Development
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 - 6841 Student Development Theory, Services and Programs in Post-Secondary Education
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2. Students are encouraged to relate their assignments in these courses to international education.
 3. Students enrolled in the Graduate Diploma program may request transfer to the Master of Education (Post-Secondary Studies). Courses for both the Graduate Diploma and the Degree must be appropriate to the program and chosen in consultation with the student's advisor.
 4. Students holding the Graduate Diploma in Post-Secondary Education (International Education) and accepted in the Master of Education (Post-Secondary Studies) will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Graduate Diploma.

17.8.6.5 Program Requirements for Graduate Diploma in Post-Secondary Education (Student Affairs and Services)

The Graduate Diploma in Post-Secondary Education (Student Affairs and Services) is designed to provide specialized study in theory and practice pertaining to student development and service provision, programs, and initiatives that support student success in post-secondary education. The Graduate Diploma is intended for student affairs and services practitioners, administrators, and educators within post-secondary education programs. Participants will engage in an in-depth study of theoretical models of student development (cognitive, psychosocial, identity, and person-environment); historical and contemporary influences on the student affairs and services profession; philosophies, values, and ethics of professional practice; administration and organizational structures; and assessment and evaluation, research, and technology in innovative programming. Opportunities will exist for the guided study of these topics as they relate to student affairs and services education.

1. Students for the Graduate Diploma in Post-Secondary Education (Student Affairs and Services) are required to complete four courses:
 - Three courses from those listed that form the program core:
 - 6810 Assessment and Evaluation in Student Services
 - 6831 Organization and Administration of Student Services for the Adult Learner
 - 6841 Student Development Theory, Services and Programs in Post-Secondary Education
 - 6940 Administration of Student Services in Post-Secondary Education
 - One course from those listed that form the program electives:
 - 6100 Research Designs and Methods in Education
 - 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
 - 6801 Foundations of Post-Secondary Programs
 - 6802 Adult Learning and Development
 - 6803 Research in Post-Secondary Education
 - 6806 Interprofessional Education in the Health Professions

- 6807 Economics and Finance of Post-Secondary Education
 - 6808 Supporting International and Immigrant Students
 - 6809 Internationalization of Higher Education
 - 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning
 - 6832 Issues and Trends in the Administration of Post-Secondary Education
2. Students are encouraged to relate their assignments in these courses to student affairs and services education.
 3. Students enrolled in the Graduate Diploma program may request transfer to the Master of Education (Post-Secondary Studies). Courses for both the Graduate Diploma and the Degree must be appropriate to the program and chosen in consultation with the student's advisor.
 4. Students holding the Graduate Diploma in Post-Secondary Education (Student Affairs and Services) and accepted in the Master of Education (Post-Secondary Studies) will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Graduate Diploma.



APPENDIX G

School of Music
St. John's, NL A1C 5S7
Tel: 709 864 7486 Fax: 709 864 2666
www.mun.ca/music

To: School of Graduate Studies
From: Karen Bulmer, Interim Dean School of Music
Re: Proposed graduate calendar changes

Tuesday, October 22, 2024

Dear committee members,

On behalf of the School of Music's Academic Council, I share the following approved changes to the Master of Arts (12), Master of Music (28), and Doctor of Philosophy (44) sections of the School of Graduate Studies' University Calendar:

- Regularization of Music 6905 (Music and Ecology) and Music 7800 (Expressive Culture, Music, and the Politics of Performance)
- Addition of Music 6511 (Applied Performance Psychology)

RATIONALE

Music and Ecology was first offered to both undergraduate and graduate students as a cross-leveled course in the Winter 2022 semester under the course numbers MUS 4005 Special Topics in Musicologies (undergraduate) and MUS 6905 Special Topics (graduate). The School's committees completed the regularization of the undergraduate Special Topics course (MUS 3013) for inclusion in the 2021-2022 University Calendar. This process now regularizes the graduate version of this course (MUS 6905).

MUS 7800 (Expressive Culture, Music, and the Politics of Performance) has been offered as a Special Topics Course four times: Fall 2017, Fall 2019, Fall 2022, and this semester (Fall 2024). The School's committees approved the regularization of this longstanding course.

MUS 6511 (Applied Performance Psychology for Musicians) is a new graduate-level course. The cross-leveled undergraduate version of this course (MUS 4601) was approved by the School's committees for inclusion in the 2021-2022 University Calendar. This process now adds the graduate version of this course to the calendar.

CONTENTS

This document includes the following:

- p.2 – Email confirmation of School of Music Academic Council approval
- p.3-11 – Documents supporting addition of MUS 6511
- p.12-18 – Documents supporting regularization of MUS 6905
- p.19-30 – Documents supporting regularization of MUS 7800
- p.31-33 – Calendar changes
- p.34-36 – Calendar entry after changes

Sincerely,

Dr. Karen Bulmer, Interim Dean (School of Music)
(prepared by Annie Corrigan, Academic Program Administrator)



Academic Council

From Karen Bulmer <kbulmer@mun.ca>

Date Mon 10/21/2024 1:55 PM

To Corrigan, Annie <acorrigan@mun.ca>

Hi Annie,

I am writing to confirm that the Academic Council of the School of Music approved the following on October 21, 2024:

- Regularization of MUS 6905 (Music and Ecology) and MUS 7800 (Expressive Culture, Music, and the Politics of Performance)
- Addition of MUS 6511 (Applied Performance Psychology)

Dr. Karen Bulmer | Professor and Interim Dean

(she/her)

School of Music

Memorial University

St. John's, NL

709 864 7486

www.mun.ca/music | www.facebook.com/musicatmemorial | [@musicatmemorial](https://www.instagram.com/musicatmemorial)



Request for Approval of a Graduate Course

School of Graduate Studies

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) Fill in the required data and save the file; (5) Submit the completed form to:

School of Graduate Studies; Memorial University of Newfoundland; IIC-2012 (Bruneau Centre for Research and Innovation); St. John's, NL A1C 5S7 Canada Fax: 709.864.4702 eMail: sgs@mun.ca

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

Course No.: MUS 6511

Course Title: Applied Performance Psychology for Musicians

I. To be completed for all requests:

A. Course Type: Lecture course Lecture course with laboratory
 Laboratory course Undergraduate course¹
 Directed readings 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.)? Yes No
If yes, please specify:

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 (reading list required):
See attached sample syllabus for course outline and evaluation method. This course will be offered as a cross-level course with the undergraduate version, MUS 4601.

G. Method of evaluation:	Percentage	
	Written	Oral
Class tests		
Assignments		
Other (specify):		
Final examination:		
Total		

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 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

see email (Christine Carter)

Course instructor

Tuesday, June 25, 2024

Date



Approval of the head of the academic unit

Monday, Sept. 23, 2024

Date

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



Secretary, Faculty/School/Council

Monday, Oct. 21, 2024

Date

Updated June 2017

MUS4601 / MUS 6511 - Applied Performance Psychology for Musicians
Sample Course Outline and Method of Evaluation

Instructor:

Dr. Christine Carter
Email: c.carter@mun.ca
Office: MU2022, 864-7481
Office hours: TBA

Prerequisite:

MUS 240B and admission to the Bachelor of Music Degree program

Course Description:

Applied Performance Psychology for Musicians will explore strategies for optimizing music learning and performance, based on research in the areas of cognitive, sport, and performance psychology. Topics will include motivation, memory and learning, effective practice techniques, mental skills training, and a selection of topics prioritized by students in the class.

Required Materials:

Selected journal articles, book chapters, and supplementary video materials will be made available to students via Brightspace.

Course Outline:

Week 1: Motivation and Self-Control
Week 2: The Creative Habit
Week 3: Memory and Metamemory
Week 4: Optimizing Learning
Week 5: Metacognition for Music Learning
Week 6: Applying the Concepts, Part 1
Week 7: Mindset
Week 8: Mental Skills Training
Week 9: The Confidence Gap
Week 10: Preparing for Performance
Week 11: Applying the Concepts, Part 2
Week 12: Mini-Conference Symposium

Method of Evaluation, Undergraduate (MUS 4601):

Preparation and Engagement	10%
Reflective Paper 1 (due Week 4)	30%
Empirical Research Study Interview (Week 7)	20%
Reflective Paper 2 (due Week 10)	30%
Mini-Conference Symposium (8-minute research presentation)	10%
<hr/> Total	<hr/> 100%

Method of Evaluation, Graduate (MUS 6511):

Preparation and Engagement	10%
Reflective Paper 1 (due Week 4)	20%
Empirical Research Study Interview (Week 7)	15%
Reflective Paper 2 (due Week 9)	20%
Empirical Research Study Review (due Week 11)	15%
Mini-Conference Symposium (15-minute research presentation)	20%
<hr/> Total	<hr/> 100%

Inclusive Learning:

Memorial University is committed to ensuring an accessible, inclusive, and mutually respectful learning environment. Students requiring accommodation are invited to discuss requests with the instructor or to contact the Blundon Centre (<http://www.mun.ca/blundon/>) for assistance. Information about Accommodations for Students with Disabilities can be found via the following link: <http://www.mun.ca/policy/site/policy.php?id=239>

Academic Integrity:

Students are reminded that they are bound by the Memorial University Code, which dictates that all members of the academic community will "...be responsible and honest, and uphold the highest standards of academic integrity" (University Calendar, p. 2). Please familiarize yourself with the university's policy on academic misconduct (<https://www.mun.ca/regoff/calendar/sectionNo=REGS-0748>) and note that in Music 4601 any submitted work that has not been created by you specifically for this course will result in a grade of zero for that entire assignment. Submitted work should also be completed by you alone, unless the project is specifically collaborative. Please feel free to ask in advance if you are ever unsure if you are submitting something that may be copied, even if it is from your own work for other courses.

Electronic Devices:

Please note that, for this course, the classroom will be an electronics-free zone. Please keep laptops, phones, etc. turned off and put away during class time, unless otherwise noted during class.

Selected Reading List: Applied Performance Psychology for Musicians
Instructor: Dr. Christine Carter

Books (Excerpts)

Ariely, Dan. *Payoff: The Hidden Logic that Shapes our Motivations*. Simon and Schuster, New York, 2016. (Excerpts TBA)

Tharp, Twyla and Mark Reiter. *The Creative Habit: Learn it and Use it for Life*. Simon and Schuster Paperbacks, New York, 2006. (Excerpts TBA)

Gernsbacher, Morton A., Richard W. Pew, Leaetta M. Hough and James R. Pomerantz. *Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society*. Worth Publishers, New York, 2009. (Chapter 5: Learning)

Selk, Jason. *10-Minute Toughness: The Mental Training Program for Winning Before the Game Begins*. McGraw Hill, New York, 2009. (Excerpts TBA)

Harris, Russ. *The Confidence Gap*, Trumpeter Books, Boston, 2011. (Excerpts TBA)

Articles

Ariely, D. and Klaus Wertenbroch. "Procrastination, Deadlines, and Performance: Self-Control by Precommitment." *Psychological Science* 13, no. 3 (2002): 219-224.

Schmidt, Richard A. and Robert A. Bjork. "New Conceptualizations of Practice: Common Principles in Three Paradigms Suggest New Concepts for Training." *Psychological Science* 3, no. 4 (July 1992): 207-217.

Carter, Christine E. and Jessica A. Grahn. "Optimizing Music Learning: Exploring How Blocked and Interleaved Practice Schedules Affect Advanced Performance." *Frontiers in Psychology* 7 (2016): 1-10.

Bjork, Robert A., John Dunlosky and Nate Kornell. "Self-Regulated Learning: Beliefs, Techniques, and Illusions." *Annual Review of Psychology* 64 (2013): 417-444.

Dweck, Carol S. and David S. Yeager. "Mindsets: A View from Two Eras." *Perspectives on Psychological Science* 14, no. 3 (2019): 481-496.

Osborne, Margaret S., Don J. Greene, and Don T. Immel. "Managing Performance Anxiety and Improving Mental Skills in Conservatoire Students through Performance Psychology Training: A Pilot Study." *Psychology of Well-Being: Theory, Research and Practice* 4, no. 18 (2014): 1-17.

Brooks, Alison W. "Reappraising Pre-Performance Anxiety as Excitement." *Journal of Experimental Psychology* 143, no. 3 (2014): 1144-1158.

From: [Michelle Cheramy](#)
To: [Corrigan, Annie](#)
Subject: Fwd: Syllabus review for SGS approval of Applied Performance Psychology
Date: Monday, June 24, 2024 12:53:39 PM
Attachments: [4601_6511 Applied Performance Psychology for Musicians \(Carter\).docx](#)

Hi Annie,
Christine has reviewed and updated her sample syllabus. I think this is all we need in order to move forward with SGS.
Michelle

Begin forwarded message:

From: "Carter, Christine" <christinec@mun.ca>
Subject: Re: Syllabus review for SGS approval of Applied Performance Psychology
Date: June 24, 2024 at 12:41:09 PM NDT
To: Michelle Cheramy <mcheramy@mun.ca>

Hi Michelle,

Thanks for reaching out about this. This is indeed a reasonable representation of the course. I have made two changes as follows:

I reduced the presentation lengths for both undergrads and grads from 10 minutes and 30 minutes to 8 minutes and 15 minutes, trying to be more realistic about what is possible without using up too much class time. Do you know what the class size cap is for this course?

I also changed the first research study review to an interview, being mindful of the increased impacts of AI on university work. I will ask students a series of questions about the studies instead of having them review these in writing. For now I have left the second review for grad students as a written assignment.

Please let me know if you need anything else.

All the best,

Christine

From: [Michelle Cheramy](#)
To: [Corrigan, Annie](#)
Cc: [Poholko, Tangiene V](#)
Subject: Approved Fw: For Committee on Graduate Studies: MUS 6511
Date: Friday, September 20, 2024 9:11:15 AM

Good morning Annie,

I am happy to share with you that members of CGS were able to consider this proposal via email yesterday and have enthusiastically approved the inclusion of Music 6511, cross-listed with MUS 4601, as a regular course for graduate students in the calendar. This may now move to Academic Council for their consideration.

Tangiene, please record this in minutes for September's digital business. (Vernon moved, Joe seconded)

Best,
Michelle

From: Michelle Cheramy <mcheramy@mun.ca>
Sent: Friday, September 20, 2024 9:07 AM
To: Regehr, Vernon <vregehr@mun.ca>; Joe Argentino <jargentino@mun.ca>
Cc: Cook, Nathan <nathanc@mun.ca>; Poholko, Tangiene V <tpoholko@mun.ca>
Subject: Re: Second item of business Fw: For Committee on Graduate Studies: MUS 6511

Thanks all!
Motion passes.
Best,
Michelle

From: Regehr, Vernon <vregehr@mun.ca>
Sent: Thursday, September 19, 2024 7:46 PM
To: Joe Argentino <jargentino@mun.ca>; Michelle Cheramy <mcheramy@mun.ca>
Cc: Cook, Nathan <nathanc@mun.ca>; Poholko, Tangiene V <tpoholko@mun.ca>
Subject: Re: Second item of business Fw: For Committee on Graduate Studies: MUS 6511

In favour

From: Joe Argentino <jargentino@mun.ca>
Date: Thursday, September 19, 2024 at 2:34 PM
To: Michelle Cheramy <mcheramy@mun.ca>
Cc: Cook, Nathan <nathanc@mun.ca>, Regehr, Vernon <vregehr@mun.ca>, Poholko, Tangiene V <tpoholko@mun.ca>
Subject: Re: Second item of business Fw: For Committee on Graduate Studies: MUS 6511

In favour.

On Sep 19, 2024, at 2:32 PM, Michelle Cheramy <mcheramy@mun.ca> wrote:

Thanks folks!

All in favour? (Sorry, for form I have to ask!)

Nathan is recorded as a "yes".
Michelle

From: Cook, Nathan <nathanc@mun.ca>
Sent: Thursday, September 19, 2024 1:47 PM
To: Joe Argentino <jargentino@mun.ca>; Regehr, Vernon <vregehr@mun.ca>
Cc: Michelle Cheramy <mcheramy@mun.ca>; Pohlko, Tangiene V <tpohlko@mun.ca>
Subject: Re: Second item of business Fw: For Committee on Graduate Studies: MUS 6511

Hi again everybody,

I have no discussion to offer other than that if the vote were called right now, I would vote in favour. :)

Nathan

From: Joe Argentino <jargentino@mun.ca>
Sent: Thursday, September 19, 2024 1:18 PM
To: Regehr, Vernon <vregehr@mun.ca>
Cc: Michelle Cheramy <mcheramy@mun.ca>; Cook, Nathan <nathanc@mun.ca>; Pohlko, Tangiene V <tpohlko@mun.ca>
Subject: Re: Second item of business Fw: For Committee on Graduate Studies: MUS 6511

Hello All,

Seconded.

Best,
Joe

On Sep 19, 2024, at 1:17 PM, Regehr, Vernon <vregehr@mun.ca> wrote:

Hi Michelle,

Sounds great, I move that we approve this to be a regular course for graduate students in the School of Graduate Studies Calendar
Thanks
Vernon

From: Michelle Cheramy <mcheramy@mun.ca>
Date: Thursday, September 19, 2024 at 1:05 PM
To: Joe Argentino <jargentino@mun.ca>, Cook, Nathan <nathanc@mun.ca>, Regehr, Vernon <vregehr@mun.ca>
Cc: Pohlko, Tangiene V <tpohlko@mun.ca>
Subject: Second item of business Fw: For Committee on Graduate Studies: MUS 6511

Hi CGS,
No sooner had I hit send on my first email than a second issue flowed into my inbox.
See Annie's email below. I think this is also a fairly straightforward issue for us.

I will say that this would be a MUCH needed elective for graduate students in our program.

Floor is open for discussion, motions, and/or requests for in-person meeting!
Best,
Michelle

From: Corrigan, Annie <acorrigan@mun.ca>
Sent: Thursday, September 19, 2024 12:58 PM
To: Michelle Cheramy <mcheramy@mun.ca>
Cc: Carter, Christine <christinec@mun.ca>; Karen Bulmer <kbulmer@mun.ca>
Subject: For Committee on Graduate Studies: MUS 6511

Hello Michelle,

I am writing with a calendar change proposal that I hope you can bring to the School's Committee on Graduate Studies (COGS) for approval. You and I collaborated with Christine on this proposal in June. This is the next step in the process.

This proposal asks to add MUS 6511 (Applied Performance Psychology for Musicians) as a regular course for graduate students in the School of Graduate Studies Calendar. This course is cross-leveled with the undergraduate course MUS 4601, which was approved by CUGS and the School's Academic Council for inclusion in the 2021-2022 University Calendar.

The School hopes to offer both MUS 4601 and 6511 for the first time in Winter 2025.

If approved by the COGS, the proposal would be forwarded to the School's Academic Council.

I understand that committees for the 2024-2025 academic year have not yet been formed. Considering the timing of our next steps, it would be ideal to receive the decision from the COGS by **Thursday, September 26**. Do let me know if this is an unrealistic deadline.

Thank you and talk soon,

Annie

Annie Corrigan (she/her) | Academic Program Administrator

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School of Graduate Studies

Request for Approval of a Graduate Course

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[School of Graduate Studies](#); Memorial University of Newfoundland; IIC-2012 (Bruneau Centre for Research and Innovation); St. John's, NL A1C 5S7 Canada Fax: 709.864.4702 eMail: sgs@mun.ca

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

Course No.: MUS 6905

Course Title:

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)

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.)? Yes No
If yes, please specify:

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:

F. Course description (reading list required):

G. Method of evaluation:

	Written	Percentage	Oral
Class tests			
Assignments			
Other (specify):	discussion leading, short lecture, prep & participation		
Final examination:			

Total

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 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

Meghan Forsyth
Course instructor

Date

Karen B
Approval of the head of the academic unit

October 8, 2024
Date

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

Karen B
Secretary, Faculty/School/Council

October 21, 2024
Date

Music and Ecology – Graduate (MUS 6905)

School of Music, Memorial University

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

Course Description

This course explores the complex relationships between sound, music, humans/nonhumans, and the environment. Through a series of global case studies and creative projects, we will examine how humans create, express, and sustain their relationships their surrounding environments through music. We will consider topics including soundscapes of diverse environments; environmental activism; music and sustainability; music in response to natural and technological disasters; music and place; zoomusicology; Indigenous ways of knowing related to music and the environment; and portrayals of nature in Western and non-Western music.

Learning Outcomes

Upon successful completion of this course, students will be able to

- Identify key concepts in the study of music/sound and the environment;
- Develop increasing global awareness about the ecological realities of human life on the planet and how these are mediated through musical or sonic expressions;
- Explain aspects of the relationships between music and the environment;
- Communicate effectively, orally and in writing, about personal or collective human relationships with music/sound and the environment; and
- Employ research skills to continue to explore such relationships.

Required Texts: All reading, listening, and video materials will be made available on Brightspace. Please see the list of course topics and materials for your weekly assignments.

Methods of Evaluation

Class Preparation and Participation	15%	...ongoing through semester
Mini lecture & discussion-leading	10%	...in consultation with instructor
Short written Assignments (x2)	25%	... Due >>>
Semester Research/Creative Project	50%	
Proposal (10%)... Due >>>		
Detailed work plan (10%)... Due >>>		
Presentation (10%)... Weeks 12 & 13		
Research/Creative Project and essay (20%)... Due >>>		

Description of Evaluation Items

Participation and preparation: Students are expected to complete all assigned reading and listening assignments in advance of class meetings and attend class prepared to discuss the material. Class meetings will include lectures, discussion, and informal student presentations.

How to prepare for class: to demonstrate that you have complete and thorough engagement with the material, you will bring to each class:

- Two quotations from the reading that stick out to you for some reason (e.g., compelling, confusing, maddening, inspiring, etc.);
- One or two questions you have about the reading or related material;
- One connection to your own experience (e.g., musical, sonic, environmental, etc.)

Discussion leading and topic introduction: In consultation with the instructor, each student will deliver a 20-minute introduction to a topic of their choice related to one of the course themes, and (in the same course period), lead discussion of one assigned reading. The introduction should frame and provide a starting point for fruitful class conversation; if desired, it can lead to a group activity. You should develop prompts/questions that will foster class discussion You will submit your introductory notes by email to the course instructor the night before the class meeting. It is strongly recommended that you discuss your “plan” with the instructor at least several days beforehand!

Short written assignments: You will submit two short written assignments (500-750 words) that engage with academic readings, music/sound, and your personal experiences in different ways.

1. Soundwalk/Nature observation. Guidelines will be posted on Brightspace.
2. Annotated “music and ecology” playlist. Guidelines will be posted on Brightspace.

Research/Creative Project: You will develop an original research or creative/media project that engages with the course theme of *music and ecology*. If you choose to create a creative/media component, you will write an accompanying short essay (750-1000 words). For the creative project, you may work individually or in small groups (students’ work within a group will be evaluated *individually*). Your creative production may take the form of an audio or video work, sound map, performance/live event, theatre, installation, or another creative form. With permission of the instructor, you may work in pairs on a creative project but each student must submit an individual essay. For this project you will submit the following:

1. Project proposal – this is a rough sketch of your intended project. **Due >>> (10%)**
2. Detailed project plan – the project plan will demonstrate that you have incorporated feedback and further developed your project plan. You will also include a timeline for how you intend to complete the project. If working in a group, the plan should include a breakdown of roles and responsibilities. **Due >>> (10%)**
3. Presentation – you will present your final project to the class in one of the last class sessions. Approx. 10 minutes (this is subject to change). **Week 12 or 13 (10%)**
4. Final project submission **Due >>> (20% - includes essay)**

As relevant, your accompanying individual essay will:

- provide a detailed explanation of how your project engages with concepts from the course;
- include a critical discussion of issues surrounding and arising from your project; and
- engage with at least two academic sources. [Use Chicago Manual of Style author-date citation style and include a bibliography]

Writing Expectations: All assignments must adhere to the Chicago author-date (17th ed) citation guide. It is essential that you know how to cite correctly all the sources that you use in assignments – whether you are quoting directly or paraphrasing ideas from another writer. You must cite any facts or ideas that are not your own using in-text citations and a list of works cited in the text. **When in doubt, cite your source!**

Creating a culture of respect and care: There is a zero-tolerance policy in my classroom for racist, sexist, homophobic, or other discriminatory language and behaviour. I expect us all to treat our classmates with respect and kindness in all of our interactions, whether in class, online, or office hours, and to foster a culture of mutual care in the School of Music.

Academic Honesty: Failure to quote or paraphrase with correct citation can lead to a charge of plagiarism for which there are serious penalties. According to article 6.12.4 in the University Calendar,

Plagiarism: is the act of presenting the ideas or works of another as one’s own. This applies to all material such as essays, laboratory reports, work term reports, design projects, seminar presentations, statistical data, computer programs, research results and theses. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment is contrary to accepted norms of academic behaviour. <http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748>

Please let me know if you have any questions about how to properly cite academic materials in your work.

Late policy: Students are strongly encouraged to complete assignments by the noted deadlines. A penalty of 5% per day will be applied to late assignments.

Accessibility: Your success in this class is important to me. I am conscious that we all learn differently, and have different learning needs. I openly acknowledge and respect our learning differences, and have tried to be conscious of including a wide range of goals, activities, assignments, and assessment modes in the course. Memorial is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. All course materials can be made available in an accessible format or with appropriate communication supports upon request. See Section 6.7.5 of the University Calendar for the rules applying to exemptions from parts of the evaluation in the case of serious, documented illness, bereavement, or other acceptable causes.

<http://www.mun.ca/regoff/calendar/sectionNo=REGS-0601>

Mental health is crucial to life at university and, if you having difficulties, please let me know—I want you to succeed.

Please also note the various resources on campus available to you:

- **24-hour mental health crisis line:** (709) 737-4668 (local) or 1-888-737-4668 (province-wide)
- **Mobile Crisis Response Team:** 1-888-737-4668 (St. John's Region).
- **24-hour Walk-in Psychiatric Assessment Unit** at the Waterford Hospital Site on Waterford Bridge Road: (709) 777-3021 or (709) 777-3022.
- **Health Sciences Emergency Department** on Columbus Drive in St. John's: (709) 777-6335.
- **Memorial's Student Wellness and Counselling Centre:** <https://www.mun.ca/ca/studentwellness/>

Accommodations: Memorial University of Newfoundland is commitment to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you need official accommodations, please contact the Glenn Roy Blundon Centre (www.mun.ca/blundon) at the earliest opportunity and please come and see me as well if you feel comfortable doing so.

Communication: Please use your Memorial email to contact me outside of the classroom (mforsyth@mun.ca). I will try my best to respond to emails within 24 business hours of their receipt.

Course themes and assigned reading

1. Sonic Environments, Acoustic Ecology, and Deep Listening
 - Oliveros, Pauline. "[The difference between hearing and listening](#)" (TEDxIndianapolis, Nov. 2015)
 - Allen, Aaron, and Kevin Dawe. 2016. "Ecomusicologies," in *Current Directions in Ecomusicologies: Music, Culture, Nature*, 1-15.
 - Keogh, Brent, and Ian Collinson, "'A Place for Everything, and Everything in its Place'—The (Ab)uses of Music Ecology." *MUSICultures* 43 (1): 1-15.
 - Schafer, Murray. *The Tuning of the World* [excerpts]
 - Andra McCartney, "Soundwalking: Creating Moving Environmental Sound Narratives," in *The Oxford Handbook to Mobile Media Studies*, vol. 2, ed. Sumanth Gopinath and Jason Stanyek (Oxford: Oxford University Press: 2014), 212-237.
2. Music, Environment, and Social Engagement
 - Thunder Little, Joshua, and Liz Przybylski. "Hearing Resistance through Wolakota: Lakota Hip Hop and Environmental Activism." *MUSICultures* 49 (2022): 45-70.
 - Fernández-Llamazares, Álvaro. 2017. "[Weaving Musical Spaces of Indigenous Resistance for Environmental Justice](#)," *Undisciplined Environments*, March 16, 2017.
 - Mark Pedelty, "[Pop Ecology: Lessons from Mexico](#)." *Current Directions in Ecomusicology: Music, Culture, Nature*, ed. by A. Allen and K. Dawe.
 - David Ingram, "[My Dirty Stream](#)": [Pete Seeger, American Folk Music, and Environmental Protest](#)," *Popular Music and Society*, 31 (2008): 21-36.
 - Lanthier, Nancy, "[Music from the New Wilderness: Songs in the Key of Geography](#)," *MusicWorks* 118.
3. Music, Sustainability, and Eco-tourism
 - Nancy Guy, "[Garbage Truck Music and Sustainability in Contemporary Taiwan: From Cockroaches to Beethoven and Beyond](#)." *Cultural Sustainabilities: Music, Media, Language, Advocacy*, ed. by Timothy Cooley.
 - Risk, Laura. 2022. "Share the Arts, Share the Planet: Toward a 'Regional Residency' Model for Sustainable Touring in the Post-Pandemic." *MUSICultures* 49: 135-157.
 - Allen, Aaron. 2012. "'Fatto di Fiemme': Stradivari's Violins and the Musical Trees of the Paneveggio." In *Invaluable Trees: Cultures of Nature, 1660-1830*, eds. Laura Auricchio, Elizabeth Heckendorn Cook, and Giulia Pacini, 301-16. Oxford: Voltaire Foundation.
 - Dirksen, R. 2018. "Haiti, Singing for the Land, Sea, and Sky: Cultivating Ecological Metaphysics and Environmental Awareness through Music." *MUSICultures* 45(1-2).
4. Indigenous Perspectives on Music and Ecology
 - Hurley-Glowa, Susan. "[Alaska Native Ways of Knowing and the Sustainance of Musical Communities in an Ailing Petrostate](#)." In *Cultural Sustainabilities: Music, Media, Language, Advocacy*, ed. by Timothy Cooley.
 - Bissett Perea, Jessica. Excerpt from *Sound Relations: Native Ways of Doing Music History in Alaska* (2021).
 - Simonett, Helena. 2016. "Of Human and Non-Human Birds: Indigenous Music Making and Sentient Ecology in Northwestern Mexico." In *Current Directions in Ecomusicologies: Music, Culture, Nature*, ed. Aaron Allen and Kevin Dawe, 99-108.
 - Harrison, Klisala. 2020. "Indigenous Music Sustainability During Climate Change," *Current Opinion in Environmental Sustainability* 43: 28-34.

5. Mapping Place through Music and Sound
 - McMurray, Peter. 2018. "Ephemeral Cartography: On Mapping Sound," *Sound Studies* 4 (2): 110-142.
 - Droumeva, Milena. 2017. "[Soundmapping as Critical Cartography: Engaging Publics in Listening to the Environment.](#)" *Special Issue of Communication and the Public*. pp.1-17.
 - Hui, Alexandra. 2016. "Aural Rights and Early Environmental Ethics: Negotiating the Post-War Soundscape." In *Current Directions in Ecomusicologies: Music, Culture, Nature*, ed. Aaron Allen and Kevin Dawe, 176-187.

6. Composing Environmental Soundscapes
 - Adams, John Luther. "Chapter 1," in *The Place Where You Go to Listen: In Search of an Ecology of Music*, 1-10.
 - Eccles, Martin. "A Walk with Horns: 'Playing' the St. John's Harbour Symphony." [Podcast](#). (21:16)
 - Galloway, Kate. "Roughing It in the Woods: Community and Emplaced Experience in the Cultural Practice of *Patria*." *MUSICultures* 39, no. 2 (2012): 30-60.
 - Galloway, Kate. "On the Ethics of Extraction in Environmental Sound Art." *MUSICultures* 49 (2022): 111-134.

7. Human/Non-Human Interactions and Zoomusicology
 - Sakakibara, Chie. "'No Whale, No Music': Iñupiaq Drumming and Global Warming." *Polar Record* 45, no. 4 (2009): 289-303.
 - Rothenberg, David. 2018. "[To Wail with a Whale: Anatomy of an Interspecies Duet.](#)" *Trans* 12.
 - Graper, Julianne. 2018. "Bat City: Becoming with Bats in the Austin Music Scene," *MUSICultures* 45 (1-2): 14-34.
 - Feld, Steven. 2012. *Sound and Sentiment: Birds, Weeping, Poetics, and Song in Kaluli Expression*, 3rd ed., 3-13.

8. Music and Its Technological Environments; Dematerialization
 - Brennan, Matt. 2021. "The Infrastructure and Environmental Consequences of Live Music," in *Audible Infrastructures*, ed. Kyle Levine and Alexandrine Boudreault-Fournier.
 - Levine, Kyle. 2019. *Decomposed: The Political Ecology of Music*. Cambridge, MA: The MIT Press. [excerpt]
 - Sabine Feisst. 2015. "[Negotiating Nature and Music through Technology: Ecological Reflections in the Works of Maggi Payne and Laurie Spiegel.](#)" In *Current Directions in Ecomusicology*, ed. by Aaron Allen and Kevin Dawe.
 - LaPensée, Elizabeth. 2016. Honour Water. www.honourwater.com/journal

9. Deep Ecology, Eco-Feminism, and Music
 - Galloway, Kate. 2020. "Listening to Indigenous Knowledge of the Land in Two Contemporary Sound Art Installations," *Feminist Media Histories* 6 (2): 176-206.
 - TedTalk by Dr. Julia Mason, "[An Ecofeminist Perspective](#)"
 - Von Glahn, Denise. "Music, Place, and the Everyday Sacred: Libby Larsen and Lessons in Environmental Awareness." *Contemporary Music Review* 35, no. 3 (2016): 296-317.
 - Ingram, David. "A Balance that You Can Hear: Deep Ecology, Serious Listening, and the Soundscape Recordings of David Dunn," *European Journal of American Culture* 25, no. 2 (August 2006): 123-38.



Request for Approval of a Graduate Course

School of Graduate Studies

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) Fill in the required data and save the file; (5) Submit the completed form to:

School of Graduate Studies; Memorial University of Newfoundland; IIC-2012 (Bruneau Centre for Research and Innovation); St. John's, NL A1C 5S7 Canada Fax: 709.864.4702 eMail: sgs@mun.ca

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

Course No.: MUS 7800

Course Title: Expressive Culture, Music, and the Politics of Performance

I. To be completed for all requests:

A. Course Type: Lecture course Lecture course with laboratory
 Laboratory course Undergraduate course¹
 Directed readings 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.)? Yes No
If yes, please specify:

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 (reading list required):

Background on this course: MUS 7800 has been offered as a Special Topics Course in 201701, 201901, 202201, and 202401. We are requesting that this course be officially added to the calendar with its current course number of MUS 7800. See attached syllabus for content and evaluation details.

G. Method of evaluation:	Percentage	
	Written	Oral
Class tests		
Assignments	65	25
Other (specify):		10
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 2026

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

see email (Harris Berger)

Thursday, Sept. 19, 2024

Course instructor

Date



Monday, Sept. 23, 2024

Approval of the head of the academic unit

Date

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



Tuesday, Oct. 21, 2024

Secretary, Faculty/School/Council

Date

Updated June 2017

Expressive Culture, Music, and the Politics of Performance
Fall 2024

Prof. Harris M. Berger (he/him)

Phone: (709) 864-3701

Office: Arts and Culture Centre 149
(MMaP director's office)

Office hours: By appointment

E-mail: harris.berger@mun.ca

Course Number: Music 7800

Course Time: Fridays, 2:00–5:00

Course Location: Arts and Culture Centre
Room 146 (MMaP Library)

Course Credits: 3

Please note: I can be reached most easily via e-mail.

Memorial University's territory acknowledgement statement. "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."

Course location. John C. Perlin Arts and Culture Centre Room 146 (MMaP Library). To find the room for this course, enter the Arts and Culture Centre through the box office door, which is underneath the overpass that connects the two parts of the building. Head north across the main lobby. Bear right at the stairs, and go past the display cases and the entrance to the public library. (Don't go up the staircases that leads to the second-floor lobby.) When you can't go any further north in the lobby, go up three steps to a door on your right that takes you to the entrance to the building's North Block. Go through the door and enter the MMaP Administrative Suite, which is on your left. The MMaP Library is in the back of the suite.

Course description. This class examines the politics of performance in music and other forms of expressive culture. Grounded in ethnographic and historical case studies, the course understands performance as a key site in which social relations are negotiated and explores a wide range of topics, including space and place, the performance of various kinds of identity, forms of affiliation beyond the nation state, the aesthetics of reflexivity, and gender and sexuality. Questions of race and ethnicity, labor, and embodiment run through the class, which will also address expressive culture in the context of labor and of institutions.

Required prerequisites or corequisites. This class has no required prerequisites or corequisites.

Course readings. Course readings are available in the MMaP Library (Arts and Culture Centre Room 146). All readings listed on the schedule below are required for this course.

Grading. The following weighting scheme will be used to determine each student's final grade.

Class participation	10%
Seminar facilitation	25%
Engagement papers (5 papers, each worth 5%)	25%
Final paper	40%

Class participation. Prior to each session, the student should engage thoroughly and thoughtfully with the reading assignments; during each session, the student should actively partake in class discussion. Class participation is not merely a question of the number of words uttered on a given day. Rather, the student should grapple with both the content of the reading and the emerging ideas of the other members of seminar, usefully contribute to the conversation, and treat all interlocutors with respect.

Seminar facilitation. Each student will lead the class in discussing one of the readings on the syllabus. I will email you a link to a Google Doc that contains the list of readings available for facilitation. *During the first week of class, please be certain to review this document and sign up for a reading to facilitate.*

The facilitator's job is to discuss the reading under consideration and foster a rich conversation about it among all of the members of the seminar. In their presentation, the facilitator should place the reading in its intellectual context, review its main ideas, and connect it to the broader themes of the course. Further, the facilitator should foster a lively conversation about the reading and its contribution to scholarship in ethnomusicology, folklore, and allied disciplines. Please plan for your presentation to last for forty-five minutes, including class discussion.

Notes for your seminar facilitation, in Word (.docx) format, should be emailed to me *before* the class session in which you are facilitating. The name of your notes file should be your last name, a hyphen, the word "Facilitator," a hyphen, the last name of the author of the piece that you are writing about, a hyphen, and one or two words from the title of the piece. For example, if student Jan Doe was the facilitator for the discussion of an article titled "New Insights" by Avery Smith, Doe's notes file would be named "Doe-Facilitator-Smith-New Insights.docx."

Engagement papers. The student will write five engagement papers, each of which will be about one of the readings on the syllabus. Though an accurate understanding of the reading assignment is essential for writing a good engagement paper, these papers are not summaries of the reading's contents. Rather, each paper should enter into a creative and intellectually substantive dialog with ideas from the reading. For example, the student could talk about the utility of an idea from the reading for their own research, tease out that idea's political implications, examine the consequences of that idea for fieldwork, explore its relationship with other concepts from the course, or suggests its relevance for an issue in ethnomusicology or folklore. Papers must begin with your name and the full citation of the reading assignment, contain at least 450 words, use single-space formatting, and end with a word count.

Your engagement paper, in Word (.docx) format, must be emailed to me before the class session for which that reading was assigned. The name of your engagement paper file should be your last name, a hyphen, the word "Engagement," a hyphen, the last name of the author of the piece that you are writing about, a hyphen, and one or two words from the title of the piece. For example, if student Jan Doe was writing an engagement paper on an article titled "Perspectives on Perception" by Avery Smith, Doe's file would be named "Doe-Engagement-Smith-Perspectives on Perception.docx."

You may only write one engagement paper per reading assignment, and multiple passages from a single book or article count as one reading assignment. For example, if three chapters from a book called *A Theory of Expressive Culture* were assigned for one class session, you could only write one engagement paper on this assignment, not two or three (though you need not discuss all three chapters). However, when two or more separate articles by one author

are assigned for a given day, you may write engagement papers about each one of them. If, for example, on a certain day there were two articles assigned by Robin Jones (one from the journal *Ethnomusicology* and a second from the *Journal of American Folklore*), you could write one engagement paper for each of these articles. Of course, you could also write engagement papers for any or all of the other readings assigned for that day as well.

Final paper. The course's final paper is due before **5PM on Tuesday, December 3**. Please submit the paper to me via email in Word's .docx format. The name of the Word file should be your last name, a hyphen, and the words "Final Paper." For example, student Jan Doe's paper would be titled "Doe-Final Paper.docx." The paper must be between 4,750 and 5,250 words in length, including notes and the works cited section. Further details of this assignment will be provided in class.

Policy on late assignments. All assignments must be emailed to me at harris.berger@mun.ca. It is the student's responsibility to assure that their files have reached me intact and before the assigned deadline. I would recommend that you email your files to me well in advance of the deadline and that you limit the total size of any email message, including attachments, to no more than four megabytes. If the file is larger than four megabytes, please send me a link through a file sharing service. If you are uncertain that a file has been received, feel free to contact me.

Unless mitigated by a university excused absence, a grading penalty will be assessed for late assignments. For engagement papers, one point will be deducted for each day that the paper is late. For the final paper, four points will be deducted for each day that the paper is late. The grading "day" starts at the beginning of class. For example, if the student wishes to write an engagement paper on one of the readings for the second Friday of the semester, they must email it to me before the beginning of class on that day. A paper submitted that Friday evening would receive a one-point penalty. A paper submitted at 2:15PM that Saturday would receive a two-point penalty.

If the student has a documented university excused absence for the day of their seminar facilitation, they may write a formal, five-page paper to receive the points for this assignment. Please meet with me to discuss the details of this assignment. If the student is absent on the day of their seminar facilitation for a reason that is *not* a documented university excused absence, they will receive no points for work as facilitator. Seminar facilitation is an important part of this class. If you believe that you will be absent on a day when you are a facilitator—for any reason—please contact me as far in advance as possible.

Accommodations for students with disabilities. I take seriously my obligation to serve all the students in my classes. As the university website states, "Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=323). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon)."

Policy on academic integrity. Ethical behavior in teaching, learning, and research is a fundamental responsibility of everyone in the university community, and academic misconduct (such as plagiarism) is an extremely serious matter. As the university website states, "Students

are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.”

Schedule of Readings and Assignments

Please note: 1) This schedule of readings, topics, and deadlines is subject to change. 2) Beneath the entry for each class session I have listed one or more reading assignments. Unless otherwise indicated in class, all the readings listed are required for this course. 3) Some of the reading assignments are excerpts from larger works (books, book chapters, or articles). While you are free to read the entire work, you are only responsible for the passages listed below. Please read the syllabus carefully to find the page numbers for the assigned passages. 4) For each session, the readings are listed in the order that they should be read.

September 6. Introduction.

No reading.

September 13. Performance, Expressive Culture, and Place

Gabbert, Lisa. 2007. “Distanciation and the Recontextualization of Space: Finding One’s Way in a Small Western Community.” *Journal of American Folklore* 120 (476): 178–203.

Sterne, Jonathan. 1997. “Sounds Like the Mall of America: Programmed Music and the Architectonics of Commercial Space.” *Ethnomusicology* 41 (1): 22–50.

Feld, Steven. 1996. Waterfalls of song: An acoustemology of place resounding in Bosavi, Papua New Guinea. In *Senses of Place*, edited by Keith H. Basso and Steven Feld, pp. 91–135. Santa Fe, NM: School of American Research Press.

Allen-Collinson, Jacquelyn, and John Hockey. 2015. “From a Certain Point of View: Sensory Phenomenological Envisionings of Running Space and Place.” *Journal of Contemporary Ethnography* 44 (1): 63–83.

September 20. Music, Language, and Meaning

Survilla, Paula Maria. 2003. “Ordinary Words: Sound, Symbolism, and Meaning in Belarusan-language Rock Music.” In *Global Pop, Local Language*, edited by Harris M. Berger and Michael T. Carroll, pp. 187–206. Jackson: University Press of Mississippi.

Szego, C. K. 2003. “Singing Hawaiian and the Aesthetics of (In)comprehensibility.” In *Global Pop, Local Language*, edited by Harris M. Berger and Michael T. Carroll, 291–328. Jackson: University Press of Mississippi.

Mahon, Maureen. 2011. “Listening for Willie Mae ‘Big Mama’ Thornton’s Voice: The Sound of Race and Gender Transgressions in Rock and Roll.” *Women and Music: A Journal of Gender and Culture* 15 (1): 1–17.

Proschan, Frank. 2022. “Orphan Lines and Orphan Songs: Poetics and Pragmatics of Kmhmu Parallel Verse.” *Journal of American Folklore* 135 (538): 412–440.

September 27. Making Sense of Work

- Bell, Elizabeth, and Linda C. Forbes. 1994. "Office Folklore in the Academic Paperwork Empire: The Interstitial Space of Gendered (Con)texts." *Text and Performance Quarterly* 14 (3): 181–196.
- Shortt, Harriett. 2015. "Liminality, Space, and the Importance of 'Transitory Dwelling Places' at Work." *Human Relations* 68 (4) 633–658.
- Bailey, F. G. 1983. The ordered world of the university administrator. In *Elites: Ethnographic Issues*, edited by George E. Marcus, 93–112. School of American Research Advanced Seminar Series. Albuquerque: University of New Mexico Press.
- Pippen, John R. 2019. "The Boundaries of 'Boundarylessness': Revelry, Struggle, and Labour in Three American New Music Ensembles." *Twentieth-Century Music* 16 (3): 424–444.

October 4. Discussion of papers

Please be prepared to discuss your plans for your final paper in class.

October 11. Performing National and Ethnic Identity

- Lindquist, Danille Christensen. 2006. "'Locating' the Nation: Football Game Day and American Dreams in Central Ohio." *The Journal of American Folklore* 119 (474): 444–488.
- Hartley-Moore, Julie. 2007. "The Song of Gryon: Political Ritual, Local Identity, and the Consolidation of Nationalism in Multiethnic Switzerland." *Journal of American Folklore* 120 (476): 204–229.
- González-Martin, Rachel V. 2016. "Digitizing Cultural Economies: 'Personalization' and U.S. Quinceañera Practice Online." *Cultural Analysis* 15 (1): 57–77.
- Fairfield, Benjamin. 2019. "Social Synchrony and Tuning Out: Karen Participation in Music, Tradition, and Ethnicity in Northern Thailand." *Ethnomusicology* 63 (3): 470–498.

October 18. Beyond the Boundaries of the Nation: Empire, Cosmopolitanism, and Globalization

- Rose, Deidre. 2009. "Telling Treasure Tales: Commemoration and Consciousness in Dominica." *Journal of American Folklore* 122 (484): 127–147.
- Satterwhite, Emily. 2008. "Imagining Home, Nation, World: Appalachia on the Mall." *The Journal of American Folklore* 121 (479):10–34.
- Guilbault, Jocelyne. 2017. "The Politics of Musical Bonding: New Prospects for Cosmopolitan Music Studies." In *Perspectives on a 21st Century Comparative Musicology: Ethnomusicology or Transcultural Musicology?* Edited by Francesco Giannattasio and Giovanni Giuriati, 100–125. Udine, Italy: Nota.
- Vidigal, Leonardo. 2022. "'Each One Teach One': Music and the Pedagogical Dimensions of Reggae Sound System Culture." *Music Research Annual* 3: 1–19.

October 25. ICTDM Symposium. No class.

MMaP is serving as a remote site for a joint Symposium of the ICTM Study Group on Applied Ethnomusicology and the ICTM Sacred and Spiritual Sounds and Practices Study Group. The live event will be held in Istanbul, Turkey, from October 23 to 27. A live stream of

these events will be available in the MMaP Gallery, which is on the second floor of the Arts and Culture Centre, directly above the MMaP Library. More information on this event will be provided in class.

November 1. Expressive Culture, Performance, and Mediation

- Del Negro, Giovanna. 2010. "From the Nightclub to the Living Room: Gender, Ethnicity, and Upward Mobility in the 1950s Party Records of Three Jewish Women Comics." In *Jews at Home: The Domestication of Identity*, edited by Simon J. Bronner, 188–217. Oxford: The Littman Library of Jewish Civilization.
- Porcello, Thomas. 1998. "'Tails out': Social Phenomenology and the Ethnographic Representation of Technology in Music-making." *Ethnomusicology* 42 (3): 485–510.
- Howard, Robert Glenn. 2008. "Electronic Hybridity: The Persistent Processes of the Vernacular Web." *Journal of American Folklore* 121 (480): 192–218.
- Staple, Benjamin. 2019. "'Are We a Bunch of Robin Hoods?' Filesharing as a Folk Tradition of Resistance." *Ethnologies* 41 (1):197–224.

November 8. Embodiment and Self-Consciousness in Performance

- Downey, Greg. 2002. Listening to "Capoeira: Phenomenology, Embodiment, and the Materiality of Music." *Ethnomusicology* 46 (3): 487–509.
- Berger, Harris M., and Giovanna Del Negro. 2002. "Bauman's *Verbal Art* and the Social Organization of Attention: The Role of Reflexivity in the Aesthetics of Performance." *Journal of American Folklore* 115 (455): 62–91.
- McGuinness, Andy. 2013. "Self-consciousness in Music Performance." In *Experience and Meaning in Music Performance*, edited by Martin Clayton, Byron Dueck, and Laura Leante, 108–134. New York: Oxford University Press.
- Dalidowicz, Monica. 2024. "The Sound of Movement: Hearing Kathak Dance." In *The Oxford Handbook of the Phenomenology of Music Cultures*, edited by Harris M. Berger, Friedlind Riedel, and David VanderHamm, 352–74. New York: Oxford University Press.

November 15. Redefined day, no class.

November 22. Performance, Gender, and Sexuality

- Guano, Emanuela. 2007. "Respectable Ladies and Uncouth Men: The Performative Politics of Class and Gender in the Public Realm of an Italian city." *Journal of American Folklore* 120 (475): 48–72.
- Garlough, Christine Lynn. 2008. "On the Political Uses of Folklore: Performance and Grassroots Feminist Activism in India." *Journal of American Folklore* 121(480): 167–191.
- Putchu, Rumya Sree. 2020. "After *Eat, Pray, Love*: Tourism, Orientalism, and Cartographies of Salvation." *Tourist Studies* 20 (4): 1–17.
- Meintjes, Louise. 2004. "Shoot the Sergeant, Shatter the Mountain: The Production of Masculinity in Zulu Ngoma Song and Dance in Post-apartheid South Africa." *Ethnomusicology Forum* 13 (2): 173–201.

November 29. The Politics of Presenting Culture

Evans-Pritchard, Deirdre. 1987. "The Portal Case: Authenticity, Tourism, Traditions, and the Law." *Journal of American Folklore* 100(397): 287–296.

Garrison, Andrew, dir. 2007. *Third Ward TX* [video recording]. Harriman, NY: New Day Films. **Please note:** this film is available through Memorial's section of the Kanopy website at <https://www.kanopy.com/en/mun/video/161358>. From within Memorial's Internet domain, you can watch the video simply by clicking on the link in the previous sentence. If you are outside Memorial's domain, you will need to login to Kanopy using your Memorial username and password.

Davis, Ben. 2013. "A Critique of Social Practice Art: What Does It Mean to be a Political Artist?" *International Socialist Review* 90 (July).

<http://isreview.org/issue/90/critique-social-practice-art>.

Ostaszewski, Marcia, Shaylene Johnson, Graham Marshall, and Clifford Paul. 2020.

"Fostering Reconciliation through Collaborative Research in Unama'ki: Engaging Communities through Indigenous Methodologies and Research-Creation."

Yearbook for Traditional Music 52: 23–40.

The final paper is due before 5PM on Tuesday, December 3.

From: [Forsyth, Meghan](#)
To: [Corrigan, Annie](#)
Cc: [Berger, Harris](#)
Subject: Re: For IAC: MUS 7800
Date: Monday, September 23, 2024 11:40:21 AM

Hi Annie,

I'm happy to let you know that the course proposal for MUS 7800 was approved by the IAC.

Kind regards,
Meghan

From: "Corrigan, Annie" <acorrigan@mun.ca>
Date: Monday, September 23, 2024 at 8:44 AM
To: "Forsyth, Meghan" <mforsyth@mun.ca>
Subject: RE: For IAC: MUS 7800

Good morning, Meghan,

Very grateful for your work on this. I will be ready to move forward with 7800 when I hear from you.

Talk soon,
Annie

From: Forsyth, Meghan <mforsyth@mun.ca>
Sent: Friday, September 20, 2024 5:14 PM
To: Corrigan, Annie <acorrigan@mun.ca>
Subject: Re: For IAC: MUS 7800

Hi Annie,

Yes, I will aim to get them to you before Oct 11 – I forgot that the IAC will need to approve these changes before that. I'm on it. I already have a document with the Calendar texts and just need to clean up the tracked changes a bit.

I'm just waiting on one IAC member's approval of the MUS 7800 course proposal and should receive that soon.

Thanks,
Meghan

From: "Corrigan, Annie" <acorrigan@mun.ca>
Date: Friday, September 20, 2024 at 11:34 AM
To: "Forsyth, Meghan" <mforsyth@mun.ca>
Subject: RE: For IAC: MUS 7800

Hi Meghan,

I took a moment this morning to review the Fall 2024 schedule of meetings. I would need to receive your calendar changes information by **Friday, October 11**.

Might this be possible?

Talk soon,
Annie

From: Forsyth, Meghan <mforsyth@mun.ca>
Sent: Thursday, September 19, 2024 3:07 PM
To: Corrigan, Annie <acorrigan@mun.ca>
Cc: Berger, Harris <hberger@mun.ca>; Karen Bulmer <kbulmer@mun.ca>
Subject: Re: For IAC: MUS 7800

Hi Annie,

I have forwarded the proposal to the IAC members (excluding Harry since this is his course proposal) for review. I have noted the deadline and asked them if it is possible.

I had hoped to get some minor Calendar language changes approved as well. These would clarify some elements of the program and be in better alignment with how things are actually working in our program. However, I don't think I can finalize them and have them approved by September 26.

Kind regards,
Meghan

From: "Corrigan, Annie" <acorrigan@mun.ca>
Date: Thursday, September 19, 2024 at 11:59 AM
To: "Forsyth, Meghan" <mforsyth@mun.ca>
Cc: "Berger, Harris" <hberger@mun.ca>, Karen Bulmer <kbulmer@mun.ca>
Subject: For IAC: MUS 7800

Hello Meghan,

I am writing with a calendar change proposal that I hope you can bring to the IAC for approval. (Thank you to Harry for collaborating with me on this document.)

This proposal asks to regularize Special Topics Course MUS 7800 (Expressive Culture, Music, and the Politics of Performance). Regularizing this course would officially add it to the list of Music courses for graduate students in the School of Graduate Studies Calendar.

If approved by the IAC, the proposal would be forwarded to the School's Academic Council.

I understand that committees for the 2024-2025 academic year have not yet been formed. Considering the timing of our next steps, it would be ideal to receive the decision from the IAC by **Thursday, September 26**. Do let me know if this is an unrealistic deadline.

Thank you and talk soon,

Annie

Annie Corrigan (she/her) | Academic Program Administrator

School of Music
Memorial University of Newfoundland and Labrador
St. John's, NL, Canada A1C 5S7
T: (709) 864-7486

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Hours: Monday-Friday 9:00am-3:00pm (NST)

CALENDAR CHANGES

12 Regulations Governing the Degree of Master of Arts and Graduate Diplomas in Humanities and Social Sciences

12.11 Ethnomusicology

12.11.3 Courses

...

Social Identities:

- Music 7006 Urban Ethnomusicology
- Music 7007 Music in the Study of Gender, Race and Class
- Music 7009 Music and Place
- Music 7800 Expressive Culture, Music, and the Politics of Performance
- Music 7802 Music and Intercultural Processes
- Folklore 6510 Occupational Folklore
- Folklore 6551 Indigenous Expressive Cultures in Cross-cultural Encounter
- Folklore 6730 Folklore and Gender
- Folklore 6780 Ethnicities

...

Special Topics:

- Music 6800-09 Special Topics in Music (excluding Music 6807) ~~Special Topics in Music~~
- Music 7800-09 Special Topics in Music (excluding Music 7800, 7802 and 7803) ~~Special Topics in Music~~
- Folklore 6511-29 Special Topics in Folklore
- Folklore 6570-79 Reading Course in Folklore

28 Regulations Governing the Degree of Master of Music

28.5 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the School will allow. All courses are 3 credit hours unless otherwise indicated.

- 6000 Music Research Methods (1 credit hour)
- 6002 Graduate Seminar (*prerequisite: Music 6000*)
- 6005 Performance Practice
- 6006 Instrumental Ensemble Repertoire
- 6007 Choral Repertoire
- 6008 Orchestral Repertoire
- 6009 Music Literature
- 6100 Score Study and Analysis
- 6210 Instrumental Conducting I
- 6211 Instrumental Conducting II (*prerequisite: Music 6210*)
- 6212 Instrumental Conducting Internship I (1 to 3 credit hours)
- 6213 Instrumental Conducting Internship II (1 to 3 credit hours)

- 6310 Choral Conducting I
- 6311 Choral Conducting II (*prerequisite: Music 6310*)
- 6312 Choral Conducting Internship I (1 to 3 credit hours)
- 6313 Choral Conducting Internship II (1 to 3 credit hours)
- 6400 Music Pedagogy
- 645A/B Principal Applied Study I (6 credit hours)
- 646A/B Secondary Principal Applied Study (4 credit hours)
- 647A/B Principal Applied Study I (6 credit hours)
- 6500 Chamber Music (2 credit hours per semester. Maximum: 8 credit hours)
- 6501 Chamber Music (3 credit hours per semester. Maximum: 12 credit hours)
- 6502 Opera Performance (2 credit hours)
- 6503 Opera Performance (3 credit hours)
- 6504 Chamber Music (1 credit hour per semester. Maximum: 4 credit hours)
- 6505 Conducted Instrumental Ensemble (1 credit hour per semester. Maximum: 4 credit hours)
- 6507 Jazz Combo (1 credit hour per semester. Maximum: 4 credit hours)
- 6508 Jazz Combo (2 credit hours per semester. Maximum: 8 credit hours)
- 6509 Jazz Combo (3 credit hours per semester. Maximum: 12 credit hours)
- 6510 Seminar in Performance Issues
- 6511 Applied Performance Psychology for Musicians
- 6600 Pedagogy Seminar
- 6610 Pedagogy Internship I
- 6611 Pedagogy Internship II
- 6700 Career Skills for Musicians
- 6701 Music in the Community (1 credit hour) (*prerequisite: Music 6700*)
- 6702 Music in the Community (2 credit hours) (*prerequisite: Music 6700*)
- 6703 Music in the Community (3 credit hours) (*prerequisite: Music 6700*)
- 6750 Music Industries Internship (2 credit hours)
- 6751 Music Industries Internship
- 6900 Public and Applied Ethnomusicology
- 6905 Music and Ecology
- 7002 Research Paper
- 7003 Ethnographic Video Methodologies
- 7007 Music in the Study of Gender, Race and Class
- 7010 Musics of Asia and Oceania
- 7011 Musics of Africa and the Americas
- 7013 Music and Culture
- 7017 Folksong
- 7018 History of Jazz
- 7020 Advanced Form
- 7021 Advanced Post-Tonal Techniques
- 7210 Instrumental Conducting III (*prerequisite: Music 6211*)
- 7310 Choral Conducting III (*prerequisite: Music 6311*)
- 745A/B Principal Applied Study II (6 credit hours) (*prerequisite: Music 645B*)
- 747A/B Principal Applied Study II (6 credit hours) (*prerequisite: Music 647B*)

Special Topics Courses

- 6800-09 (excluding Music 6807)
- 6901-6909 (excluding Music 6905)
- 7800-09 (excluding Music 7800, 7802 and 7803)

44 Regulations Governing the Degree of Doctor of Philosophy

44.15 Ethnomusicology

44.15.3 Courses

...

Social Identities:

- Music 7006 Urban Ethnomusicology
- Music 7007 Music in the Study of Gender, Race and Class
- Music 7009 Music and Place
- Music 7001 Research Problems and Methods in Ethnomusicology
- Music 7800 Expressive Culture, Music, and the Politics of Performance
- Music 7802 Music and Intercultural Processes
- Folklore 6510 Occupational Folklore
- Folklore 6551 Indigenous Expressive Cultures in Cross-cultural Encounter
- Folklore 6730 Folklore and Gender
- Folklore 6780 Ethnicities

...

Special Topics:

- Music 6800-09 Special Topics in Music (excluding Music 6807)
- Music 7800-09 Special Topics in Music (excluding Music 7800, 7802 and 7803)
- Folklore 6511-29 Special Topics in Folklore
- Folklore 6570-79 Reading Course in Folklore

CALENDAR AFTER CHANGES

12 Regulations Governing the Degree of Master of Arts and Graduate Diplomas in Humanities and Social Sciences

12.11 Ethnomusicology

12.11.3 Courses

...

Social Identities:

- Music 7006 Urban Ethnomusicology
- Music 7007 Music in the Study of Gender, Race and Class
- Music 7009 Music and Place
- Music 7800 Expressive Culture, Music, and the Politics of Performance
- Music 7802 Music and Intercultural Processes
- Folklore 6510 Occupational Folklore
- Folklore 6551 Indigenous Expressive Cultures in Cross-cultural Encounter
- Folklore 6730 Folklore and Gender
- Folklore 6780 Ethnicities

...

Special Topics:

- Music 6800-09 Special Topics in Music (excluding Music 6807)
- Music 7800-09 Special Topics in Music (excluding Music 7800, 7802 and 7803)
- Folklore 6511-29 Special Topics in Folklore
- Folklore 6570-79 Reading Course in Folklore

28 Regulations Governing the Degree of Master of Music

28.5 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the School will allow. All courses are 3 credit hours unless otherwise indicated.

- 6000 Music Research Methods (1 credit hour)
- 6002 Graduate Seminar (*prerequisite: Music 6000*)
- 6005 Performance Practice
- 6006 Instrumental Ensemble Repertoire
- 6007 Choral Repertoire
- 6008 Orchestral Repertoire
- 6009 Music Literature
- 6100 Score Study and Analysis
- 6210 Instrumental Conducting I
- 6211 Instrumental Conducting II (*prerequisite: Music 6210*)
- 6212 Instrumental Conducting Internship I (1 to 3 credit hours)
- 6213 Instrumental Conducting Internship II (1 to 3 credit hours)
- 6310 Choral Conducting I
- 6311 Choral Conducting II (*prerequisite: Music 6310*)

- 6312 Choral Conducting Internship I (1 to 3 credit hours)
- 6313 Choral Conducting Internship II (1 to 3 credit hours)
- 6400 Music Pedagogy
- 645A/B Principal Applied Study I (6 credit hours)
- 646A/B Secondary Principal Applied Study (4 credit hours)
- 647A/B Principal Applied Study I (6 credit hours)
- 6500 Chamber Music (2 credit hours per semester. Maximum: 8 credit hours)
- 6501 Chamber Music (3 credit hours per semester. Maximum: 12 credit hours)
- 6502 Opera Performance (2 credit hours)
- 6503 Opera Performance (3 credit hours)
- 6504 Chamber Music (1 credit hour per semester. Maximum: 4 credit hours)
- 6505 Conducted Instrumental Ensemble (1 credit hour per semester. Maximum: 4 credit hours)
- 6507 Jazz Combo (1 credit hour per semester. Maximum: 4 credit hours)
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- 6510 Seminar in Performance Issues
- 6511 Applied Performance Psychology for Musicians
- 6600 Pedagogy Seminar
- 6610 Pedagogy Internship I
- 6611 Pedagogy Internship II
- 6700 Career Skills for Musicians
- 6701 Music in the Community (1 credit hour) (*prerequisite: Music 6700*)
- 6702 Music in the Community (2 credit hours) (*prerequisite: Music 6700*)
- 6703 Music in the Community (3 credit hours) (*prerequisite: Music 6700*)
- 6750 Music Industries Internship (2 credit hours)
- 6751 Music Industries Internship
- 6900 Public and Applied Ethnomusicology
- 6905 Music and Ecology
- 7002 Research Paper
- 7003 Ethnographic Video Methodologies
- 7007 Music in the Study of Gender, Race and Class
- 7010 Musics of Asia and Oceania
- 7011 Musics of Africa and the Americas
- 7013 Music and Culture
- 7017 Folksong
- 7018 History of Jazz
- 7020 Advanced Form
- 7021 Advanced Post-Tonal Techniques
- 7210 Instrumental Conducting III (*prerequisite: Music 6211*)
- 7310 Choral Conducting III (*prerequisite: Music 6311*)
- 745A/B Principal Applied Study II (6 credit hours) (*prerequisite: Music 645B*)
- 747A/B Principal Applied Study II (6 credit hours) (*prerequisite: Music 647B*)

Special Topics Courses

- 6800-09 (excluding Music 6807)
- 6901-6909 (excluding Music 6905)
- 7800-09 (excluding Music 7800, 7802 and 7803)

44.15 Ethnomusicology

44.15.3 Courses

...

Social Identities:

- Music 7006 Urban Ethnomusicology
- Music 7007 Music in the Study of Gender, Race and Class
- Music 7009 Music and Place
- Music 7001 Research Problems and Methods in Ethnomusicology
- Music 7800 Expressive Culture, Music, and the Politics of Performance
- Music 7802 Music and Intercultural Processes
- Folklore 6510 Occupational Folklore
- Folklore 6551 Indigenous Expressive Cultures in Cross-cultural Encounter
- Folklore 6730 Folklore and Gender
- Folklore 6780 Ethnicities

...

Special Topics:

- Music 6800-09 Special Topics in Music (excluding Music 6807)
- Music 7800-09 Special Topics in Music (excluding Music 7800, 7802 and 7803)
- Folklore 6511-29 Special Topics in Folklore
- Folklore 6570-79 Reading Course in Folklore

APPENDIX H

Senate Committee on Undergraduate Scholarships, Bursaries and Awards

Annual Report, 2023-2024

This summary of the Committee's activities is presented in compliance with Senate Bylaw VI.A.2 that all standing committees should provide a written report each year. The reporting period for this report is September 2023-August 2024. The committee met three times during the period.

1. **New Chair**

Larry Bauer, the longstanding chair of this Committee, stepped down from the chair's position and from the Committee. Kathryn Simonsen was elected as the new chair.

2. **New Definition of Need**

The Committee struck an ad hoc subcommittee in 2023 to look into changing the definition of need used by the Office of the Registrar when awarding scholarships to students. At the time "need" was defined by the student qualifying for a student loan. This definition excluded a substantial number of students. The subcommittee met with many groups and offices, both internal and external to the University. The result of the subcommittee's work was a proposal to the Committee that it recommend that Memorial University move to a policy of self-identification for financial need for those scholarships and bursaries that include need as a criterion for the awarding of financial support. (The Committee accepted this report at its meeting in September 2024.)

3. **Terms of Reference**


In 2023 the Committee began a process of reviewing its terms of reference. This work will continue in 2024-2025.

4. **Scholarship Standing**

The increasing number of programs that include work terms of varying lengths is causing problems with the current definition of scholarship standing, which requires a student to have completed a specific number of courses over the previous three terms. This is challenging for students who undertake work terms of more than one term and no credit courses with numerical grades. This discussion remains on-going.

5. **Waivers**

Between September 2023 and the end of August 2024, the Waiver Sub-committee considered 27 requests for waivers. The requests for waivers are quite varied: some students fell short of qualifying to continue with a scholarship because of illness or some other factor; other scholarships would not have been awarded without a waiver. Of the 27 requests, 25 were approved.



Kathryn Simonsen, Chair

November 19, 2024

APPENDIX I

Senate Committee on Research Annual Report

Meetings, Terms of Reference

The Senate Committee on Research (SCOR) met five times during the 2023-2024 academic year. The Terms of Reference (ToR) and Committee Composition can be viewed [here](#).

The composition of the committee is varied, however there are some overlaps with multiples from several constituencies, and gaps in other constituencies of researchers. There are no specific provisions in the ToR for inclusion of researchers from Grenfell, Marine Institute, Labrador campuses, and there are currently multiples from Medicine, Science and Humanities, and Social Sciences. Future selection of new committee members should endeavor to achieve reasonable levels of representation from each campus.

Action: SCOR shall review and update the ToR during the 2024-2025 academic year, to use best efforts to obtain greater diversity and inclusivity of the breadth of researchers and units at Memorial University.

Summary Report of Activities

SCOR is charged with reviewing and endorsing research policies, making recommendations to Senate, and for contributing to the University Research Professor (URP) and President's Award for Outstanding Research (PAOR) (per ToR). Committee minutes are made available on the Senate website [here](#).

PAOR URP

The PAOR and URP processes concluded in the Fall of 2023 were very collegial, and the evaluation committees made several recommendations from a variety of disciplines, recognizing contributions to society, as well in the process. Evaluators were all tasked with taking the unconscious bias training from the tri-council Research Chairs modules.

Further training on Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) was provided to the committee in 2024. The Office of the VP Research also elaborated a newer metric for evaluating candidates for both URP and PAOR, and this will be implemented in the next cycle, once approved by council.

Budget and allocations for PAOR and URP have been reduced in terms of awards and numbers of awardees for 2024.

Research Framework

The Research Strategy was adopted by Senate in 2023 and a plan is being developed in consultation with units for delivery. The VPR is in the midst of preparing this plan for

implementation and will share the final recommendations to SCOR for submission to Senate in 2024-2025.

Research Policies

Most of Memorial's policies related to research are found [here](#). Many of the policies have not been reviewed in nearly a decade, and so the process of consultation and review has begun on some policies with an EDIAR lens, in keeping with Transforming our Horizons 2021-2026, Memorial University's Strategic Plan.

The VPR's Office has undertaken reviews and consultations of three priority policies with academic administrators and is in the midst of consulting with Units on various campuses before bringing these back to SCOR for final review and onto Senate, eventually, with recommendations.

Research Report

The VPR's Office releases an annual research overview on behalf of the University. The 2022-2023 report highlighted a number of accomplishments and a move in the direction of being a World University and in the top 20 comprehensive universities in Canada. Rankings have since come out and Memorial is improving its national rankings slightly and Global rankings moderately. The report for 2023-2024 is not yet available.

Research Administration Online Platform

The university continues to await the availability of a new research administration portal from Cayuse. The vendor continues to modify their platform for deployment in Canada, replacing the ROME software currently used by 30+ institutions including Memorial. Memorial has worked extensively with the vendor ProcessPathways (that owns both Cayuse and ROME), in conjunction with Queens University, as two initial sites in Canada for deployment, and we are now poised for deployment over the coming year assuming vendor capacity.

Faculty Morale

SCOR is preparing a special report centred on faculty morale and this will be discussed at a special meeting of Senate during the 2024-2025 academic year.

Submitted on behalf of SCOR,



Cyr Couturier

Senator, Chair, SCOR (2021-2024)

APPENDIX J



Senate | Committee on Honorary Degrees and Ceremonial

PO Box 4200
St. John's, NL A1C 5S7
www.mun.ca/senate

November 15, 2024

TO: Members of Senate

FROM: Dr. Neil Bose, President and Chair of Senate and
Chair, Senate Committee on Honorary Degrees and Ceremonial

SUBJECT: 2024-2025 Work Plan

Senate Committee on Honorary Degrees and Ceremonial Work Plan 2024-2025

- Review applications for Honorary Degrees as they are received
- Review nominations for Professor Emerita or Professor Emeritus as they are received
- Provide guidance to University Administrators on convocation as needed
- Develop criteria for multiple new categories for the awarding of Emeriti status to be adopted and added to the Senate by-laws
- Consider further the development and launch of a campaign to attract greater numbers and quality of nominations for honorary degrees

AUPC Annual Plan to Senate: Academic Year 2024-2025

Date: October 2nd, 2024

Background

The Academic Unit Planning Committee of Senate (AUPC) is responsible for overseeing the Academic Unit Planning (AUP) process for 44 academic units at Memorial (see Appendix A). Academic Unit Planning is a unit-level process that helps to shape education, research and community engagement at Memorial University. The AUP process brings faculty, staff, students and community representatives together to reflect on current contributions and to explore exciting ways forward.

The purposes of AUP, as outlined in the AUP Procedures, are to:

- reflect on the value and effectiveness of current activities, curriculum offerings, practices and processes;
- promote academic planning that aligns with the University's mission and strategic plans and frameworks, and relevant institutional plans and initiatives;
- evaluate the Unit's success in achieving its existing goals and its contribution to the University's Mission;
- provide an occasion for Units to identify new opportunities and synergies, and find ways to pursue them;
- consider the perspectives of colleagues outside Memorial;

The specific role of the committee is to:

- Review and approve the schedule of reviews.
- Monitor adherence to timelines of the AUP process and refer any concerns to the Vice-President (Academic).
- Review all Unit AUP reports at three stages:
 - Following completion of the Action Plan
 - After the one-year update
 - After the three-year update
- Review submitted AUP documentation. Significant issues and/or concerns arising from the AUP process or AUP documentation are forwarded to the Vice-President (Academic) for information and follow-up.
- Participate in the Information Session with the Academic Unit as necessary.

Planned Activities for 2024-2025 Academic Year

1. Academic Unit Planning

The AUPC will assist and engage with units launching, undergoing, and completing their academic unit planning process. The AUPC will regularly monitor the status of Academic Units along their individual timeline to ensure they are meeting their AUP phase targets and inquire about needed assistance when challenges to meeting phase targets is experienced.

The AUPC will provide oversight to the process through review and response to each Academic Unit's submitted report: AUP Package (self-study, panel review, unit response and action plan), lay summary, one-year update, and three-year update.

Where applicable, the AUPC will collaborate with units completing external accreditations to coordinate an AUP timeline reflective of the additional demand on the unit by accreditation and efficiently utilizes and/or repurposes their work completed for accreditation.

Appendix A outlines the Units engaging in AUP activities for the 2024-2025 academic year. Updates on the status of each Unit's timeline can be found via AUPC's [online Academic Unit Planning Timelines master schedule](#)

2. Process Improvements

The AUPC, in partnership with the Centre for Institutional Analysis and Planning (CIAP) and the Provost, will undergo continuous quality improvement of AUP policies, processes, and procedures. The AUPC will continue reviews of current guidelines, templates, and resources to ensure an equitable process and experience across all academic units that produces high quality, insightful reports. Where applicable, revisions to current AUPC resources will be implemented and, when necessary, new resources will be drafted to assist AUP academic units and stakeholders.

3. Terms of Reference Review

The AUPC will continue to review AUPC's Terms of Reference for identification of potential efficiencies and increased effectiveness. When possible, ensuring alignment with Memorial's institutional strategic plan *Transforming Our Horizons*. If revisions arise, AUPC will work with the appropriate stakeholders to draft recommendations; i.e. Senate committees, the Senate office, the Provost.

AUPC to request an update in language of Terms of Reference to state, "(a)An appropriate number of faculty members, including at least one representative from each of the St. John's, Grenfell and Marine Institute campuses. At least one member must also sit as a member of Senate." in place of current language of, "(a) Six faculty members, including at least one

representative from each of the St. John's, Grenfell and Marine Institute campuses. At least one member must also sit as a member of Senate.”

4. Quorum Challenges and Membership

In recent years, the committee has experienced challenges in recruiting full membership, which has historically resulted in challenges for achieving quorum at meetings. To capture quorum AUPC will seek to recruit members for vacancies created by members' end of terms and those member seats that have been historically challenging to fill. Over the coming year, the committee will work with the Senate Office, appropriate senate committees, and appropriate entities to promote the work of the AUPC and encourage membership.

5. Reports/Letters to Senate & Executive

Through the AUPC's role in reviewing AUP materials, it will take note of arising trends, issues, or topics that are affecting units. In such instances, the AUPC will compose a letter or report, as applicable, to inform the applicable body (ex. Senate, Provost, AVPA) and begin a consultation, advisement, and/or action process.

Appendix A – List of Academic Units Subject to AUP

Below is a list of the 44 faculties, schools, and departments who are subject to academic unit planning as per the 2022 AUP Procedures.

1. Faculty of Business Administration
2. Faculty of Education
3. Faculty of Medicine [Division of BioMedical Sciences]
4. Faculty of Medicine [Division of Population Health and Applied Health Sciences]
5. Faculty of Nursing
6. School of Human Kinetics and Recreation (HKR)
7. School of Music
8. School of Pharmacy
9. School of Social Work

Faculty of Engineering and Applied Science

10. Civil Engineering
11. Electrical & Computing Engineering
12. Mechanical and Mechatronics Engineering
13. Ocean & Naval Architectural Engineering
14. Process engineering

Faculty of Humanities and Social Sciences

15. Anthropology
16. Archeology
17. Classics
18. Economics
19. English
20. Folklore
21. Gender Studies
22. Geography
23. History
24. Linguistics

25. Modern Languages, Literatures, and Cultures (MLLC)

26. Philosophy

27. Political Science

28. Religious Studies

29. Sociology

Faculty of Science

30. Biochemistry

31. Biology

32. Chemistry

33. Computer Science

34. Earth Sciences

35. Mathematics & Statistics

36. Ocean Sciences

37. Physics & Physical Oceanography

38. Psychology

Marine Institute (5-Year Cycle)

39. School of Ocean Technology

40. School of Maritime Studies

41. School of fisheries

Grenfell Campus

42. School of Fine Arts

43. School of Arts and Social Science

44. School of Science and Environment

APPENDIX L



November 15, 2024

To: Dr. Lee Ann McKivor, University Registrar and Interim Secretary of Senate

From: Carolyn Parsons, Campus Registrar/Director, Student Services (Grenfell Campus) and Chair, Grenfell Campus Committee on Special Admissions

Subject: Annual Work Plan of Senate Committees

The Grenfell Campus Committee on Special Admissions will continue to review and make decisions on appeals for special admission to programs at Grenfell Campus.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Parsons". The signature is written in a cursive style with a large, looping initial 'C'.

Carolyn Parsons
Registrar/Director, Student Services
Chair, Grenfell Campus Special Admissions Committee

APPENDIX M



Senate | Committee on Elections, Committees and Bylaws

PO Box 4200
St. John's, NL A1C 5S7
www.mun.ca/senate

November 29, 2024

TO: The Chair and Members of Senate

FROM: Dr. Lee Ann McKivor, University Registrar and Interim Secretary of Senate and Chair, Senate Committee on Elections, Committees and Bylaws

SUBJECT: Recommendations for appointments to University Planning and Budget Committee

The Senate Committee on Elections, Committees, and Bylaws has received and considered the following nominations for membership on the University Planning and Budget Committee:

1. Dr. Russell Williams, Faculty of Humanities and Social Sciences, Department of Political Science
2. Dr. John Hawboldt, School of Pharmacy

The committee recommends the appointment of both nominees.

APPENDIX N



Secretary of Senate

PO Box 4200
St. John's, NL A1C 5S7
www.mun.ca/senate

November 29, 2024

TO: The Chair and Members of Senate

FROM: Dr. Lee Ann McKivor, University Registrar and Interim Secretary of Senate

SUBJECT: Election Results – Speaker of Senate

From Monday, November 18 to Monday, November 25, 2024, a call was held for nominations to the position of Speaker of Senate, which has been vacant since its establishment in Winter 2024. During the call period, one (1) nomination was received. From Tuesday, November 26, to Thursday, November 28, voting was administered via Qualtrics polling. At the close of the voting period, the nominee was confirmed.

I am pleased, therefore, to inform the Senate that **Dr. Kathryn Simonsen** has been elected to the position of Speaker of Senate for a term beginning immediately and continuing until August 31, 2024.

I would like to thank Dr. Simonsen for her continued contributions to the Senate and all Senators for their participation in the election.

LAM/mb