

COURSE EQUIVALENCIES – FACULTY OF EDUCATION
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MUNFA

Doctoral Student Supervision: Education 7001

I agree with the premise that the value of the supervision and involvement with Education 7001 should be re-considered. The two components should be de-coupled. The completion of the doctoral thesis will have one full credit attached. In most cases it will be attributed to the main supervisor but this should remain a collegial decision.

DOCTORAL THESIS = 1 COURSE CREDIT

Doctoral Student Supervision: Education 7002

By de-coupling doctoral supervision and this course, 1.5 credits will be attached to Education 7002 and the distribution determined collegially. For the most part, this would result in .5 credit to each of three professors. If however, only two are involved, it could be determined how this might be applied. Student enrolment will be taken into consideration although it is difficult to set minimums and maximums in this course.

Conclusion: the credit for doctoral supervision will be one full credit and Education 7001 will increase by .5 for a total of 1.5.

DOCTORAL SUPERVISION = 1.5 COURSE CREDIT

Master's Thesis Supervision

Throughout MUN, the weight and credit for completion of Masters' theses varies. In the Faculty of Arts, it ranges from two-three completed theses for one full teaching credit. For the Faculty of Education two successfully completed masters' theses will be equivalent to one three-credit course.

2 SUCCESSFULLY COMPLETED MASTERS' THESES = 1 COURSE CREDIT

Folios and Projects

Agreed: three folios, projects equivalent to one three-credit course from the present four.

3 FOLIOS, PROJECTS = 1 COURSE CREDIT

Course to Course Equivalencies/Class Size

*On class size and teaching formats;
Background:*

When faculty indicated their wish to go from six to five courses, the Dean was responsible for achieving this within the present budget and on the approval of the VPA. In addition to some curriculum changes achieved by program groups (undergraduate and graduate), the only area that could address the budget issue was student enrolments. We had to decrease by 45-48 course sections. The first approach was to decide enrolment based on pedagogy: faculty were offered two ways to approach this - (i) collegially determined by a committee of faculty members; this was rejected; (ii) academic administrators adjudicate this from year to year or on a regular basis; this also was rejected.

*The following was agreed;
Maximum/minimum of forty in undergraduate*

Maximum/minimum of fifteen in graduate.

There were some perennially small enrolment courses and faculty charged administration and the faculty in those courses/programs to address this.

Already established courses and class size is not a matter for the clause on equivalency and therefore no changes are recommended here.

WORKLOAD = 5 COURSES

CLASS SIZE = 40 UNDERGRADUATE/15 GRADUATE

However, I agree with the Committee that these are issues which are of concern to faculty and from time to time there should be discussions on these important matters.

Following implementation of the Equivalency Report, I will undertake discussion with faculty members on the above matters and will also address the low enrolment in courses/programs referred to above and the action taken.

Internship

A new formulate has now been devised and the delivery of the internship has changed.

Graduate Counselling Internship

When the internship was changed in 2006 it was the variation in delivery that prompted me as the Dean to increase the number from four to eight. Rationale: there was no standard delivery; some professors did not visit schools or other practicum sites at all; some professors made one or two phone calls or contacts; others visited anywhere from once in the internship to once a week. There was no indication or evidence that any of the delivery modes were deficient or superior. With this understanding, I decided to seek consensus; I asked professors to consider twelve and they responded that it should be four. The consensus converged on eight though I am open to the challenge that perhaps this consensus was more imagined by me than real, though at the time I did believe that faculty were able to live with it – that is, some thought it was entirely reasonable, others thought it was more than should be.

I am not prepared to change this at this time as it is not an equivalency issue, that is, it is not a new format since the signing of the previous Collective Agreement. I will consult with the Counselling Psychology group Winter Semester 2011 on this issue.

Exit Papers and Second Readers of Master's Theses, Projects, and Folios

I agree with the Equivalency Committee that this is a collegial activity. Faculty members undertake the reading of theses etc. for other universities and review for journals, conferences etc. The Associate Dean and I will meet with those who regularly deliver this course following implementation of the Equivalency Report to discuss the delivery of this course and workload issues associated with it.

GRIP

Given that this activity does not involve course preparation, I believe the evaluation (which is heavy) equalizes the time spent in preparation and delivery of a course. We are most fortunate to have a contractual person who is responsible for this and handles this with a great sense of responsibility and dedication. I will ensure that the Associate Dean is aware of the numbers of students throughout the year and will ask him to assess any increases.

Faculty Administration Duties

This area is the collegial work of the faculty and is not unlike other committee work, for example, the Chair of Undergraduate Studies, Chair of Admissions and other committees which devote sizeable amounts of time to these very important quasi administrative activities and duties. I would be reluctant to recognize and compensate some of these activities and not others.

Independent Studies and Small-Sized Classes

Work done should be compensated/recognized for credit. It is however a matter of what constitutes a full course. Some may hold whether one student or forty makes no difference. However, very small numbers and independent study cannot be sustained as a regular practice but should be available for timely completion of student programs. Clause 3.11(ii)(b) would also be taken into consideration. [Clause 3.11(ii)(b) states: After giving consideration to these comments, the Administrative Head shall notify each Faculty Member in writing of his or her teaching assignment. These assignments shall be fair and equitable when viewed over a two (2) year period.] Administration has a responsibility to plan well so this situation is minimized and to create a policy whereby all faculty members know what the compensation will be for small numbers of students particularly for independent study, etc.

Not clear what is meant by: faculty offering independent studies courses on their own accord. If without the knowledge of administration (though I am not aware this could happen) this would be problematic to address after the fact. Your recommendation of some credit is entirely reasonable and I will ask the Associate Deans to collect more information on specific cases and recommend a formula.