

# SELF-STUDY REPORT

FACULTY OF EDUCATION

(<http://www.mun.ca/educ/>)

MEMORIAL UNIVERSITY  
OF NEWFOUNDLAND

OCTOBER, 2002

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## **Introduction and Background**

The earliest teachers in Newfoundland were simply educated persons engaged to teach. The first trained teachers were brought to the island from England by the Newfoundland School Society in 1823. Over the years various governments attempted to improve the quality of teaching by providing a little training to some of the more able graduates of the school system. Although the denominational colleges were permitted to train teachers from 1858, their effort was usually limited to completion of secondary education. The first institution established for the purpose of teacher education was the Normal School which opened in 1921; this institution was joined by Memorial University College in 1924. Both institutions closed briefly in the early years of the depression, and on reopening in 1934, the Normal School became a teacher training department in the University College, where from the beginning teacher education was one of the largest programs.

At first a one-year professional program for primary and elementary teachers was provided; preparation for secondary teachers was primarily academic, a single methods course being provided up to 1944. At this point a three-year integrated program was introduced and plans were established for a four-year degree program in anticipation of the College becoming a degree-granting University. When this new status came in 1949, the Faculty of Education was one of the two founding Faculties of the new University. The Faculty of Education awarded the first degree in education, the B.A. (Ed), at the Spring Convocation, 1950, and the first B.Ed. was awarded in Spring, 1963 (Focussing Our Future, 1988).

Following Confederation with Canada in 1949, the government strongly supported and endorsed the need for professionally-prepared teachers and along with the Faculty worked toward teacher certification which was degree dependent. In 1950 only 20 percent of the province's teachers had a first degree; by 1970 this had increased to about 60 percent and by 1980 to more than 80 percent. Today certification for teaching requires that teachers hold an Education degree. The Faculty has always been responsible for determining the professional needs of beginning teachers and collaborates with Teacher Certification in the Department of Education to ensure that degree requirements and certification of teachers in this province are complimentary.

## **Memorial University Strategic Plan and Faculty of Education Mission Statement**

In 1991 Memorial University introduced its Strategic Plan and Mission. The Strategic Plan affirms Memorial's commitment to Newfoundland and Labrador:

As Memorial University moves forward into the new century, it reaffirms and strengthens its traditional commitments to the citizens of Newfoundland and Labrador, whose university it is proud to be. At the same time, Memorial will seek to realize its full potential not only within the province but regionally, nationally and internationally as Atlantic Canada's foremost university. The actions called for in this plan will enable Memorial to win that recognition through the realization of its goals.

This plan is reflected in the University's mission as follows:

Memorial University is committed to excellence in teaching, research and scholarship, and service to the general public. Memorial University recognizes a special obligation to educate the citizens of Newfoundland and Labrador, to undertake research on the challenges this province faces and to share its expertise with the community.

### **The Mission of the Faculty of Education**

The Faculty of Education of Memorial University of Newfoundland, under the terms of THE MEMORIAL UNIVERSITY ACT, accepts as its primary responsibility the professional preparation of those who will give leadership in education. The responsibility includes the professional preparation of teachers, administrators and specialists who will work in primary, elementary, and secondary schools and post-secondary institutions. The work of the faculty incorporates undergraduate and graduate studies and continuing education. The mandate includes specialized research for the improvement of pedagogical practice, and broadly based research for the advancement of knowledge. The faculty initiates and responds to change through a wide range of programs and a variety of field services. It seeks to prepare educators who will have a reasoned philosophy of education, an appreciation of what knowledge is of most worth, a genuine love of learning, and the ability to think critically. It strives to prepare educators who have an understanding of the past, a plan for the present, and a vision for the future.

Members of the Faculty of Education embrace the faculty mission statement and the Strategic Plan and mission of the University. As the only university in the province, Memorial University and the Faculty of Education, as well as other faculties which share and accept responsibility for the preparation of teachers (most notably the Faculties of Arts and Science, the School of Music and the School of Human Kinetics and Recreation), have a special responsibility and privilege to provide teachers of the highest quality for Newfoundland and Labrador. As in other jurisdictions in Canada, the qualifications and competencies of novice and experienced teachers have changed. The development of new degree programs, a systematic approach to review of programs every seven years, increased emphasis on research, and collaboration with the provincial teacher association, Department of Education and school districts through a newly-formed Professional Development Alliance indicate that the Faculty and the University are responsive to meeting the needs of a school system which is complex and requires attention to diverse student and teacher needs and abilities.

Initially, the prime mandate of the Faculty of Education was directed to the K-12 school system. However, a Division of Special Programs from 1981-1992 encompassed the Vocational

Education degree and Diploma, the Diploma in Adult Teacher Education, the Diploma in Industrial Arts, and Native and Northern Teacher Education programs. Many of these offerings are now included in the post-secondary studies programs at the graduate and undergraduate levels.

The Faculty provides undergraduate and graduate teacher education in the generally-recognized disciplines that are taught in Canadian Universities and Faculties of Education. These include educational psychology and counselling, educational administration and leadership and policy studies, and teaching and learning. The Faculty provides opportunities for graduate and undergraduate students to engage in curriculum studies in the areas of effective teaching, mathematics, science, social studies, literature and language, second language, religious education, music education, art, technology and computer studies. Foundations studies are also central to the undergraduate program. The Faculty is also committed to programs of study for children with special needs, and to this end, there exists an undergraduate degree in Special Education to which students with an undergraduate education degree can apply.

The development of graduate programs is testimony to the success of the Faculty in providing strong undergraduate teacher education. That foundation well established, the Faculty implemented graduate programs in the mid-1960s and awarded its first graduate degree in 1968. The most recent review of graduate programs was undertaken in 1992 and it provided the impetus for major changes in the programs and program offerings. It also recommended that the Faculty work toward building its capacity for considering a doctoral program and that initiative is well underway.

There have been three reports which have special interest for the Faculty of Education, namely, *Focussing Our Future, Report of the Presidential Committee to Review Teacher Education in Newfoundland and Labrador (1988)*; *Renewing Graduate Studies in Education at Memorial University of Newfoundland, Report of the Review Committee on Graduate Programs (1992)*; and, *Our Children, Our Future, Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, Secondary Education (1992)*.

The purpose of *Focussing our Future* was "to conduct a thorough and impartial study of the state of teacher education in the Province ...". The Report produced 98 recommendations, most of which have been implemented. The Faculty decided that others were not applicable at the time, for example, the introduction of a doctoral program and the cessation of all conjoint programs. The doctoral program is well into preparation with a proposal and program having been developed for discussion and decision-making. Conjoint degrees remain a route for some undergraduate teacher education programs in the Faculty of Education. Some of the important recommendations from *Focussing Our Future* which have been implemented include the development of courses by distance, non-thesis routes in addition to the sole thesis route to a graduate degree, and the revision of the Primary/Elementary Program and the Intermediate/Secondary Program.

The purpose of the graduate program review was to consider the structure and content of graduate programs in the Faculty of Education and make recommendations for any changes

deemed appropriate. The committee made 63 recommendations the most important of which was to re-organize all graduate programs along four discipline areas, namely, educational leadership, teaching and learning, educational psychology and adult education. This has been implemented with recent changes reflecting the faculty's responsiveness to the current situation, for example, post-secondary studies replaced adult education, and a fifth program was added in 1999-00, namely a graduate program in Information Technology. The graduate review report also recommended a variety of routes within the non-thesis route for a graduate degree in education, and as a response, the Faculty now has multiple routes to a graduate degree: thesis, project, portfolio, internship and comprehensive course route.

Finally, *Our Children, Our Future* considered all aspects of the delivery of education in the province of Newfoundland and Labrador including the role of the Faculty of Education. The Commission made five recommendations directed at teacher education, all of which have been considered, and where possible, implemented. The Commission recommended, for example, that the context of schools and classrooms be a focus of study in teacher preparation, and courses have been developed and are being taught with this focus. The Faculty has also considered the speciality area of small schools and courses have been developed which focus on the administration of small schools and teaching in multi-grade classrooms.

As of Fall, 2002, the Faculty of Education is engaged in multiple teaching, research and development, and service activities within the faculty, the University, the province and on a national and international level. The Faculty continues to find its strength in its graduate and undergraduate programs, and is engaging in multiple models of delivery of our programs in an effort to have accessible and quality offerings to our students. Individuals and groups have established strong programs of research and others are in development. Research is conducted individually and collaboratively within the faculty and the university and other jurisdictions. Connections to the school and post-secondary systems are extensive and the faculty provides exceptional offerings of professional development through individuals and team approaches. A doctoral program is ready for formal discussion and review. The Faculty is becoming more involved in community education outside of the established and traditional structures and has been innovative in developing public pedagogy experiences. In this endeavour, we have partnered with the private sector and developed new partnerships in the University in the Faculty of Business Administration through the P.J. Gardiner Institute, the Marine Institute and Sir Wilfred Grenfell College.

The Faculty of Education faces some important challenges. There are increasing demands for programs with a high number of eligible students for graduate and undergraduate programs, higher expectations for research which reflect the Canadian reality for Faculties of Education, and continued efforts to respond to professional development requests in the province and elsewhere. There are also interesting new opportunities. This includes requests for programs from school districts and universities outside the province, increased participation of faculty members in national and international initiatives and organizations, and innovation in developing non-traditional educational experiences.

These challenges and opportunities come at great cost to a faculty whose complement is low, the number of FTEs having decreased to 42 as of Fall, 2002 from 81 in 1989 (**See Appendix 1**) Additionally, the age distribution of this faculty, the majority being between the ages of 50-59 (**See Appendix 2**) adds further pressure on a significantly taxed faculty. If we are to continue to be responsive to opportunities and demands, the preferred choice of the Faculty of Education, we must be successful in recruitment of new faculty; along with this, we must re-conceptualize the way we structure our programs and teaching as we continue to engage in collegial consultation to make decisions and set goals and directions for the future.

### **Self-study Process**

The process for this Self-study included:

1. Consultation with external stakeholders, namely, the Newfoundland and Labrador Teachers' Association, the Department of Education, the Department of Youth Services and Post-secondary Education, the Newfoundland and Labrador Association of Directors of Education, and the Newfoundland and Labrador School Boards Association (**see Appendix 3**).
2. Consultation with graduate and undergraduate students.
3. Consideration of on-going faculty discussions, including faculty meetings, faculty retreats, and the decisions of the Faculty Council.
4. Discussions with the Dean of Arts, Dean of Science, Dean of Graduate Studies, Director of the School of Music, and the Director of the School of Human Kinetics and Recreation (**see Appendix 4**).
5. Consideration of the extent of implementation of recommendations of significant reports directed at the Faculty of Education.



## Undergraduate Programs - Student Information

Number of full- and part-time students in undergraduate programs:

The following table depicts undergraduate enrollment data for the Fall Semester of the past six academic years.

### UNDERGRADUATE STUDENT ENROLMENT - FALL SEMESTER (End of the Drop Period)

	2002	2001	2000	1999	1998	1997	1996
Full-time	892	593	541	482	567	516	498
Part-time	383	171	168	180	178	197	220
Total	1275	764	709	662	745	713	718

Some undergraduate programs accept only cohorts of students, thereby requiring all students to complete the same suite of courses on a full-time basis in a given time frame. These include: Bachelor of Education (Primary/Elementary); Bachelor of Education (Intermediate/Secondary); Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education; and the Bachelor of Music Education as a Second Degree program. All other programs can be completed on either a full- or part-time basis. The intake of full-time students admitted Fall 2002 by program is illustrated below:

Program	Full-time Students Fall 2002
B.Ed. (Primary/Elementary)	226
B.Ed. (Intermediate/Secondary)	206
B.Ed. (Intermediate/Secondary) Conjoint	19
B.Mus.Ed. (2 <sup>nd</sup> Degree)	2

Students who complete courses on a part-time basis are normally either improving their qualifications or studying while they are employed.

### **Academic Quality (Academic Averages) of Students When Accepted into Programs**

Most undergraduate programs offered in the Faculty of Education, post-degree or otherwise, require students to meet rigorous entrance requirements. These requirements include some or all of the following: cumulative averages of at least 65%; an average of 65% on the last 10 - 20 undergraduate courses successfully completed; an average of 65% in courses completed within teachable areas; letters of recommendation; completion of a prior degree; work-related occupational training/work experience in post-secondary programs; successful meeting of pre-requisite courses for the B.Ed (Primary/Elementary) program; and, an acceptable personal statement. [The Bachelor of Education (Native and Northern) reflects some variation of these requirements.] These conditions are considered to approximate the entrance requirements for similar programs in other Canadian teacher preparation programs.

### **Scholarships and Other Awards Earned by Students After Entering Program(s)**

The number and type of scholarships awarded to Education students varies from year to year. Periodically, scholarships have been discontinued and new awards added. In some instances, because of specific criteria for a scholarship, no students are eligible for certain awards. There are approximately 13 scholarships. Of the 13, nine scholarships award their entire value to one student; two scholarships offer 3 awards each; one scholarship offers 4 awards; and one scholarship offers 5 awards.

<b>Year</b>	<b>Dean's List</b>	<b>Scholarships Awarded</b>
1997198	115	15
1998199	144	22
1999100	144	17
2000101	140	16
2001102	to be awarded in Fall, 2002	21

### **Attrition From and Retention in Programs**

Given the nature of undergraduate programs currently offered by this Faculty (i.e. minimal electivity; cohort emphasis, where possible; emphasis on full-time attendance), the rate of attrition is quite low. This not only speaks highly of the determination of program entrants to remain focussed on aspired goals, but also of the ability of this Faculty to successfully address student needs, thereby minimizing any desire to prematurely terminate chosen programs.

The B.Ed. (Primary/Elementary) degree program loses on average one to three students per academic year. The B.Ed. (Intermediate/Secondary) degree program loses on average one to five students per academic year, typically just prior to or during the internship semester. The B.Ed. (Intermediate/Secondary) Conjoint with the Diploma in Technology Education degree program has experienced no attrition over the past year, while the B.Mus.Ed. (Second Degree) program has experienced an attrition of zero to one student per academic year. For all remaining degrees and diplomas, students typically access courses at their personal convenience, thereby minimizing any possibility for attrition in the normal sense.

### Average Time to Graduation

The following information provides an overview of the average time to graduation in undergraduate degree and diploma programs offered in the Faculty of Education.

Program	Total Program Credit Hours	Pre-Faculty Time (Years & Semesters)	In-Faculty Time (Years & Semesters)	Memorial Graduation Time (Years & Semesters)
B.Ed. (Prim/Elem)	150	2 (4)	3 (6)	5 (10)
B.Ed. (Int/Sec)	51	Prior Degree	1 (3)	1 (3)
B.Ed. (Int/Sec) Conjoint	66	Prior Degree	1 1/3 (4)	1 1/3 (4)
B.Mus./B.Mus.Ed.	159		-	5 (10)
B.Mus.Ed. (Second Degree)	30	Prior Degree	1 (3)	1 (3)
B.Ed. (N&N)	150	-	4 (8)	5 (10)
B.Sp.Ed.	36	Prior Degree	-	1 (3)
B.Ed. (Post-Sec.)	120 (1 <sup>st</sup> Degree) 36 (2 <sup>nd</sup> Degree)	Prior Degree		4 (12) 1
Dip. (Adult Ed.)	30	-		1 (3)
Dip. (N&N Educ.)	60		3 (9)	3 (9)
Dip. (Post-Sec.)	60			1 1/3 (4)

( - ) Indicates completion by either full-time or part-time attendance.

## **Student Involvement in Departmental Governance**

Undergraduate students are involved in departmental governance through their appointed membership on all standing committees of the Faculty Council. Additionally, close ties are maintained between the Office of Undergraduate Student Services and both the Undergraduate Education Student Society and the Memorial University of Newfoundland Students' Union. At all times students are consulted relative to any major policy decisions.

## **Post-Graduation Activities by Students**

Within the past few years, increasing numbers of our program graduates have been accessing full-time teaching positions either within the province or elsewhere in Canada or overseas. Those who do not find immediate teaching jobs often become part of substitute teaching pools. Recently, these pools have substantially decreased in membership due to the demand for teachers across grade levels and subject areas. Other post-graduation activities by students include further studies and working in Education-related settings. Information pertaining to follow-up surveys and employment outcomes of Education graduates can be accessed in Teacher demand, supply and retention in Newfoundland and Labrador (Dibbon and Sheppard, 2001).

## **Undergraduate Programs – Teaching Activity**

Program offered:

The Faculty of Education currently offers the following nine (9) degree and five (5) diploma undergraduate programs:

- Bachelor of Education (Primary/Elementary)
- Bachelor of Education (Intermediate/Secondary)
- Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education
- Bachelor of Music Conjoint with Bachelor of Music Education
- Bachelor of Music Education as a Second Degree
- Bachelor of Education (Native and Northern)
- Bachelor of Special Education
- Bachelor of Education (Post-Secondary) as a First Degree
- Bachelor of Education (Post-Secondary) as a Second Degree
  
- Diploma in Post-Secondary Education
- Diploma in Technology Education \*
- Diploma in Adult Teacher Education \*\*
- Diploma in Native and Northern Education (TEPL)
- Diploma in TeleLearning and Rural School Teaching \*\*\*

\* The Diploma in Technology Education has been replaced as a stand-alone diploma by the Bachelor of Education (Intermediate/Secondary) Conjoint with the Diploma in Technology Education degree program.

\*\* Given the commonality of most courses, the Diploma in Adult Teacher Education will ultimately be merged with the Diploma in Post-Secondary Education, in keeping with a program review committee recommendation.

\*\*\*The Diploma in TeleLearning and Rural School Teaching has recently been internally reviewed in light of lack of enrolment and the resource drain relative to delivery. It has been recommended that this Diploma be discontinued in its present form, but that its content be used both to develop a graduate thrust in this area and to enhance undergraduate program courses where possible.

## **Relationship of Curriculum to Faculty Goals, Preparation of Students in Discipline Areas, and Preparation of Students for Post-University Activity**

The mandate of the Faculty of Education is the professional preparation of teachers, administrators and specialists who will give leadership in education through their work in primary, elementary, intermediate, secondary, and post-secondary institutions.

All initial degree programs provide students with a programmed sequence of courses and an early field experience and an extended practicum (up to fourteen weeks duration) as a means of effectively preparing program graduates for post-university employment.

Graduates of our undergraduate degree programs are competitive with those of other teacher preparation programs, as evidenced by Pan-Canadian Teacher certification statistics. The Intermediate/Secondary, Intermediate/Secondary Conjoint with the Diploma in Technology Education, Special Education and Music Education, as post-degree programs, have been able to capitalize on the benefits deriving from more mature students in preparing program graduates for post-university teaching careers. The Primary/Elementary program is not post-degree and requires students to complete five years of courses from other faculties as well as courses and experiences in the Faculty of Education in the acquisition of a single degree credential.

### **Internship**

As part of the teacher education program, the internship is a central and significant component. Students often report that it is the most important and meaningful part of their program and this view is supported in the research on teacher education. The internship was viewed by the Department of Education as a valuable component and the experience became mandatory for certification. At about the same time, the Faculty made the internship a requirement of all teacher preparation programs.

Over time the model of delivery has changed, from a triad relationship of intern, co-operating teacher and university supervisor to a range of delivery modes. The triad model continues in metropolitan St. John's and in the rest of the province the intern and co-operating teacher constitute the main relationship with a district liaison person from the University who visits the school districts and meets twice with interns throughout the semester. A supervisor visits classrooms regularly (once per week) and spends time discussing the development of the intern with the co-operating teacher and the intern.

The delivery models have provided the Faculty with the ability to place interns in areas of the province other than the St. John's metropolitan area and we view this as important. However, the dual mode of delivery is a concern as the pedagogy differs depending on the mode of delivery.

### **Innovation and Enrichments in Programs**

Recently, this Faculty completed a very successful offering of a B.Ed. (Intermediate/Secondary) degree program to a cohort of students in Dominica and St. Vincent's and The Grenadines where experienced teachers were working without formal teaching education opportunities. Students began this program through access to two distance education courses in Winter 1999. Students accessed two courses in each subsequent semester to complete eight courses by the end of Winter 2000. The entire cohort of students attended courses on-site at Memorial University during Spring 2000 during which they completed four additional compulsory courses. Students completed a modified internship experience in Fall, 2000 in the Caribbean. During their attendance at Memorial, these

students were part of the regular cohort of program students in the completion of one of their compulsory courses. The wealth of experience and maturity contributed by these international students yielded much to program enrichment.

A request has recently been received from the University College of Cape Breton to partner with this Faculty in the delivery of two programs for their students: B.Ed. (Intermediate/Secondary) and B.Ed. (Primary/Elementary). Since the request is specifically for post-degree programs, we can respond as soon as feasible in a repeat offering of our Caribbean experience with the B.Ed. (Intermediate/Secondary) program. However, since this Faculty does not currently have a post-degree primary/elementary program, this request could provide a valuable opportunity to collaborate with another institution in such a development.

Over the past few years, our undergraduate programs have been enriched as follows:

- Facilitation of student internship placements in rural school districts through the University-School District partnership model.
- Facilitation of an NLTA financially sponsored internship placement.
- The offering of a teaching internship at the Memorial campus in Harlow, England; however, this program, formerly highly competitive is now diminished in numbers of interns applying. Decisions will have to be made about the continuation and viability of the internship program in Harlow.
- Delivering a noon hour Sponsored Lecture Series to give pre-service teachers practical assistance in their professional development, for example, applying for positions, resume writing.
- Integration of technology in course delivery where feasible.
- Application of teacher induction research findings to program courses where applicable.
- Proposed application of mentoring activities as a vital component of our teacher preparation programs.

### **Collaboration with Other Departments, Schools, Faculties, Universities, Colleges**

As part of ongoing program monitoring activities, other academic departments and faculties are consulted both for program development and program monitoring. For example, academic units are presently assisting in an examination of academic disciplines serving as teachable areas in the Intermediate/Secondary programs. The same applies to the Primary/Elementary Program where academic focus areas are continually updated as a result of consultation with other departments and faculties. In each of these instances, the school system also offers critical input to further enhance our teacher preparation programs through consultation both in development and review of programs.

The B.Ed. (Native and Northern) and Diploma in Native and Northern Education (TEPL) programs have recently been reviewed, and the TEPL program is currently undergoing further examination to ensure that target audiences are satisfied with same. Given the significant input from other academic units in these programs, collaboration has been central to program effectiveness.

Likewise with the Post-Secondary Degree and Diploma Programs, collaboration with the college system, the Department of Youth Services and Post-secondary Education and other educational stakeholders, in both the private and public sector, is viewed as essential to both program effectiveness and certification status.

### **Service Teaching**

For the past few years, the Faculty of Education has delivered an undergraduate Statistics course to students in the School of Nursing. This has resulted in a single section course delivery once a year.

As well, two courses have been delivered to students pursuing a Diploma in English Language within the Faculty of Arts. In this case, places are reserved for these students within two single course sections delivered once a year.

### **Involvement with Interdisciplinary Programs**

The Faculty of Education does not offer interdisciplinary programs as currently understood within the Memorial University context. However, many of our students access courses in such programs either as part of their prior degrees or as educational program electives. Faculty members have contributed to the development and on-going delivery of interdisciplinary programs, most notably, the Women's Studies Program, administered in the Dean of Arts Office. Faculty members teach in this program and two faculty members in Education have served as co-ordinator of the Program.

### **Student Demand and Enrolment in Courses**

Student demand and enrolment in course offerings is quite high as evidence by a 34% increase in course enrolments from Fall/01 to Fall/02. (Actual student enrolments can be seen in the Tables on p. 6). In particular, enrolment in compulsory course sections will add up to and frequently exceed the number of students actually admitted to individual programs. A selected number of Education courses are available to non-Education students, and the enrolment in these courses is always quite high. Students accessing these courses will either apply these credits to an Education degree/diploma program or to another degree/diploma program where applicable.

### **Student Advising**

In an attempt to improve overall effectiveness of Undergraduate Student Services, student advising was assigned to the Office of Undergraduate Student Services twelve years ago. Advising of students encompasses a wide range of student questions and concerns, for example, explanation of program admission and degree requirements; career opportunities in educational fields, etc. The primary responsibility for student advising falls to the Academic Program Administrator in the Office of



Undergraduate Student Services. The Coordinator of Undergraduate Programs, individual faculty members and the Associate Dean are consulted in non-routine cases or when expertise in a particular area is required.

At certain times of the academic year the demand for student advising is very high. Consolidation of student advising within the Office of Undergraduate Student Services has allowed for the full-time availability of advising services during business hours; consistency of advice; breadth of knowledge of staff members; and the direct contact the Office has with the Registrar's Office and other academic units (counselling Centre, etc.).

### **Distance Education**

Over the past decade, the on-site nature of a majority of our degrees and diplomas has tended to minimize any significant growth in distance delivery of undergraduate courses. The distance education courses currently used in our program delivery constitute electives on those programs. Drawing upon the success of a Caribbean delivery of our B.Ed. (Intermediate/Secondary) degree program, two courses are presently delivered to on-campus students in the B.Ed. (Intermediate/Secondary) and B.Ed. (Intermediate/Secondary) conjoint with the Diploma in Technology Education degree program. Most distance education offerings are situated in the post-secondary, adult education, and special education programs. In the case of the latter, demands from the field have resulted in efforts to develop a number of on-site courses to WEB format. An additional program, the Diploma in TeleLearning and Rural School Teaching, was developed some five years ago with total reliance on WEB delivery. However, as indicated earlier, lack of student involvement and demands on faculty resources resulted in the termination of that program although a committee is presently considering the offering of the courses in other programs.

Future demand for undergraduate program delivery may require greater reliance on various modes of delivery of programs including distance and web-based courses. International and national outreach, professional development requests, along with modification to existing programs to meet enrolment demands will, no doubt, create opportunity for additional blending of distance education courses and adjustments to on-site delivery modes to meet students needs. These directions will require faculty discussion as present demands are already beyond the capacity of the current faculty complement.

See Appendix 3 for a listing of undergraduate courses delivered by distance.

### **Initiatives: Fall/Winter, 2002-03**

There are three initiatives which the Faculty of Education has undertaken with partners external to the University, namely, Parks Canada, Atlantic Canada Opportunities Agency and the Newfoundland and Labrador School Boards' Association, and the Student Innovation Opportunities Corporation, the Department of Education and the Department of Youth Services and Post-secondary Education.

## Parks Canada

Travelling Institute for Teacher Interns – September 22nd - 28th, 2002).

Parks Canada contributed \$25,000 to this project which was matched with a \$5000 contribution from the Faculty of Education. This institute afforded student interns an opportunity to travel throughout Gros Morne National Park, connecting the diverse natural heritage to curriculum outcomes. Following the institute, teacher interns will submit a final curriculum resource unit clearly linked to curriculum and incorporating the messages and stories of Gros Morne National Park.

## Teaching Internship, Regional Economic Development and Schools (**REDAS**) Component

The Faculty of Education in partnership with the Newfoundland and Labrador School Boards Association is offering the REDAS Internship Project to 30 Intermediate/Secondary interns during Winter Semester 2003. This experience is designed to assist our interns, especially in rural parts of our province, in partnering with economic developers in the creation of locally-based resource units to help create relevancy to teachable areas. Support for this program was derived from the following sources: \$300,000 (Comprehensive Economic Development Agreement); \$20,000 (Department of Education and Department of Youth Services and Post-secondary Education); and \$62,000 (in kind from the Faculty of Education).

## Student Investment and Opportunity Corporation (SIOC) Award to Faculty

The Faculty of Education has been awarded \$300,000 for the development of a promotional program for the recruitment of students to the Faculty of Education in undersubscribed areas of math, physics, chemistry, French, music and physical education. The award is also designated for a pilot project in co-op education.

## Graduate Programs - Student Information

The numbers of full-and part-time students currently (Fall 2002) in graduate programs are:

- 61 full-time
- 345 part-time

### Current Enrolments

Program	2000	2001	2002
Post-Secondary Studies	37	43	40
Educational Leadership Studies	50	72	61
Counselling Psychology	64	89	74
Teaching and Learning Studies	78	100	132
Information Technology	65	102	99
<b>Total Number of Students</b>	<b>294</b>	<b>406</b>	<b>406</b>

The academic averages of students accepted into graduate programs range between 70-75%, with occasional higher averages. The longer students have been out of university, the lower their undergraduate averages are likely to be; recent trends have seen averages in the 75 to 80% range (and higher). To be admitted, students must have a 2<sup>nd</sup> class degree or an average of at least 70% on their last 90 attempted credits. Only rarely are students admitted who do not meet this basic requirement.

The percentage of scholarships and other awards earned by students after entering program would be approximately 20%.

Awards (Education)	2000101	2001102	2002103
<i>Graduate Assistantships</i>	50	42	20
<i>Graduate Fellowships</i>	11	15	13
<i>The Dr. Ethel M. Janes Memorial Scholarship in Education (Graduate)</i>	0	1	N/A
<i>The Dr. Austin J. Harte Memorial Scholarship</i>	1	1	<b>NIA</b>
<i>Fellow of the School of Graduate Studies</i>	29	22	14

Graduate Fellowships: Fellowships of \$5000, each for two years, are available for full-time study. Students must have at least an overall undergraduate average of 75% to receive such a fellowship.

*The Dr. Ethel M. Janes Memorial Scholarship in Education (Graduate)* of \$2000 is awarded annually on the basis of scholastic achievement.

*The Dr. Austin J. Harte Memorial Scholarship* of \$1000 is awarded annually. The student must be committed to educational leadership and have high scholastic achievement.

*Fellow of the School of Graduate Studies.* The nominees must maintain a high academic graduate standing - overall average of 85% in all courses or all As in courses during their graduate program.

<b>Awards (University-wide)</b>	2001102	2002103
<i>School of Graduate Studies F. A. Aldrich Fellowship</i>	1	NIA
<i>The Very Reverend Edward and Marjorie Rusted Harlow Travel Award</i>	1	N/A
<i>The Bowring/Harlow Scholarship</i>	1	NIA
<i>Sceptre Investment Counsel Limited Bursary</i>	-	1

*School of Graduate Studies F. A. Aldrich Fellowship.* This scholarship is valued at \$15,000 per annum on the basis of exceptional academic achievement.

*The Very Reverend Edward and Marjorie Rusted Harlow Travel Award* is a \$2000 scholarship, awarded annually and based on academic merit, to graduate students wishing to travel to Harlow to undertake graduate related research or courses.

*The Bowring/Harlow Scholarship* is awarded to students based on scholastic achievement and financial need to defray the cost of living in Harlow while undertaking graduate studies.

*Sceptre Investment Counsel Limited Bursary* is valued at \$2,500 and awarded to a student who is registered full-time and displays qualities of leadership.

The rate of students leaving the programs is minimal. Approximately 95% of students complete our M.Ed. Programs. Very few students withdraw from the program for personal reasons and fewer again are terminated because they have been inactive for several semesters.

The average time for students to complete a program and graduate is three years. This depends on the specific route they choose and their status of full-time or part-time. Some students use all the time allowed because they did not have their thesis or related research completed. The recourse of changing to the comprehensive course route and the changed fee structure, whereby students are now required to pay for each semester until they meet graduation requirements, have resulted in most students completing their programs within the allowed six years. Leave of absence options also help students deal with special circumstances and eventually complete their degrees.

Given the predominantly part-time nature of the graduate program, student involvement in faculty governance is lower than undergraduate participation. However, the involvement is comparable to other graduate students in the University. The Office of Graduate Studies of the Faculty of Education is trying to create more opportunities for graduate students to engage in conversations with each other and with faculty about their programs, research and career plans. There are approximately six to eight students involved in Faculty Council, Committee on Graduate Studies and Graduate Society Committee.

Many of our graduates are already employed with their School Boards and have returned to the University for upgrading of teacher certification. Other students may change positions after they graduate; some move to small rural communities in Newfoundland and Labrador and others move to other provinces and countries. The various types of positions they undertake are: educators in post-secondary settings, classroom teachers, principals, school board consultants, and counsellors in schools and other institutions; other graduates go on to further their education by applying to doctoral programs at other universities. An ever-expanding and wide variety of settings (including businesses of various kinds) are now open to graduates of all Faculty of Education graduate programs.

The five graduate programs in Education are:

- Educational Leadership Studies
- Teaching and Learning Studies
- Post-Secondary Studies
- Counselling Psychology
- Information Technology

Admissions in various programs had declined but are currently steadily increasing for a variety of reasons, including the implementation of the comprehensive course route in all graduate programs (2000) and the introduction of the new Information Technology program (2001). Recent cohort offerings (Avalon West School District Literacy Studies and the Educational Leadership Studies Cohort in Corner Brook) and other recruitment activities have also boosted enrollment. The number of students graduated each year has increased. Current enrolments have been consistently above 400 students for the last two years.

## THESIS vs NON-THESIS ROUTES

Currently on Program

Program	Thesis	Courses	Internship/Project/Portfolio
Educational Leadership Studies	5	53	3
Counselling Psychology	10	52	12
Information Technology	15	84	0
Post-Secondary Studies	6	25	9
Teaching & Learning Studies	7	101	24

### Number of Students Graduated

Program	1999	Program	2000	Program	2001	Program	2002
Post-Secondary Studies	6	Post-Secondary Studies	11	Post-Secondary Studies	11	Post-Secondary Studies	12
Educational Leadership Studies	9	Educational Leadership Studies	32	Educational Leadership Studies	33	Educational Leadership Studies	27
Counselling Psychology	20	Counselling Psychology	17	Counselling Psychology	36	Counselling Psychology	24
Teaching and Learning Studies	28	Teaching and Learning Studies	59	Teaching and Learning Studies	41	Teaching and Learning Studies	32
						Information Technology	12
<b>Total</b>	<b>63</b>			<b>Total</b>	<b>121</b>	<b>Total</b>	<b>107</b>
<b>Total number of students graduated 1999-2002 – 410</b>							

### Number of Admissions

<b>Program</b>	<b>99100</b>	<b>Program</b>	<b>00101</b>	<b>Program</b>	<b>01/02</b>	<b>Program</b>	<b>Fall/02</b>
Post-Secondary Studies	6	Post-Secondary Studies	8	Post-secondary Studies	13	Post-secondary Studies	10
Educational Leadership Studies	18	Educational Leadership Studies	19	Educational Leadership Studies	30	Educational Leadership Studies	23
Counselling Psychology	18	Counselling Psychology	14	Counselling Psychology	53	Counselling Psychology	15
Teaching and Learning Studies	28	Teaching and Learning Studies	21	Teaching and Learning Studies	52	Teaching and Learning Studies	33
Information Technology	3	Information Technology	52	Information Technology	49	Information Technology	18
<b>Total</b>	<b>73</b>	<b>Total</b>	<b>114</b>	<b>Total</b>	<b>197</b>	<b>Total</b>	<b>99</b>
<b>Total Number of Students Admitted - 483</b>							

Our programs provide a wide range of opportunities for students in particular disciplines to achieve their own educational goals and to increase both their theoretical and practical knowledge and expertise.

The goals of each program are stated (see Appendix 4). Like the Mission Statement of the Faculty of Education, these goals guide course and program development.

A variety of additions, innovations, and enrichment activities keep our graduate programs current and appealing to students. These include new courses like 6105 - Social and Cultural Difference and Education, 6106 - Reading and Teaching Popular Culture, 6465 - School Violence: Leadership and Policy Implications, and 6806 - Interprofessional Education in the Health Professions. Innovations also include new programs like the Music specialization within Teaching and Learning Studies (currently under review) and the Graduate Diploma in Post-Secondary Studies (Health Professional Education) recently approved by the Senate of Memorial University (2002). Enrichment activities include conferences, workshops, lectures, and social events to which graduate students are invited. For graduate students studying at a distance,

an attractive and informative Website and electronic bulletin boards (in addition to those used in various courses) have been established to encourage student interaction and collaboration.

Though students have the option of completing approved courses from other faculties and universities and to use these courses as electives towards their particular programs, few chose to do so. Students do, however, meet instructors from a variety of schools faculties and departments as sessional instructors in their courses. Instructors from Faculty of Medicine, School of

Continuing Education, School of Social Work, School of Music, and Student Affairs and Services teach graduate courses in the Faculty of Education.

The new Information Technology program is a collaboration with the University of Cape Breton; students register for 3 or 4 required courses, depending on their specific route, from UCCB and then complete their degree with MUN Faculty of Education courses.

In response to a request from the Centre for Collaborative Health Professional Education, made up of representatives from Medicine, Nursing, Pharmacy, and Social Work, the Faculty of Education has developed a graduate diploma within the Post-Secondary Studies program to meet the pedagogical/androgogical needs of health professionals working as educators within a wide variety of settings. Students completing this Graduate Diploma in Post-Secondary Studies (Health Professional Education) have the option of continuing in the program to earn Master of Education degree in Post-secondary Studies. This program was approved by the University Senate in September, 2002.

Collaboration with external partners is accomplished in a variety of ways, with internships in the field being the most common formal collaboration. Required internships within the Counselling Psychology program take students into schools, hospitals, clinics, private counselling centres, other MUN departments and services, and so on. Some internships are served in other provinces. Internship options are available in all Faculty of Education graduate programs.

Attempts are made to offer courses that meet students' needs and interests. Courses offer new perspectives and information, challenge assumptions and beliefs, provide opportunity for independent research and self-directed inquiry, explore theories and philosophical orientations, and encourage the scholarly pursuit of knowledge.

Enrollments in Faculty of Education graduate courses are high, especially in core (required) courses and in web-based/distance courses; in the Winter Semesters when weather is generally not good for travel, students often register for these web courses as electives. During summer, course enrollments are generally higher and most students attend these courses on campus. Recent efforts to make courses available off campus and on site throughout the province have resulted in an increased number of course offerings.



Many Faculty of Education students are teachers who study part time; approximately 5 to 10% will study full time in any given semester. A few students complete their program as full-time students; an additional few study full time for only one or two semesters. Most students complete their entire degree studying part time.

The following chart demonstrates course enrolments over the past few years.

### Enrolment in Core Courses (1999-2002)

Courses	S02	W02	F01	S01	W01	F00	S00	W00	F99	S99	W99
6100 (W)	65	42	26	24	34	36	26	26	21	48	27
6203 (D)	-	25	-	4	-	20	-	21	-	-	1
6204 (W)	15	-	19	-	19	-	15	-	29	-	29
6205	20	10	1	18	2	9	16	17	1	41	-
6300	-	16	-	22	-	17	30	-	29	31	-
6466 (W)	-	13	-	0	2	17	-	11	-	-	-
6600 (D)	-	-	22	-	-	-	-	24	-	-	-
6602	48	-	16	15	19	-	32	-	11	-	-
6610 (W)	-	8	-	15	-	29	-	-	18	-	-
6615 (W)	-	-	9	-	-	11	-	-	-	-	-
6620 (W)	34	-	16	-	16	-	17	-	-	15	1
6641 (D)	28	-	16	-	11	-	7	14	-	10	-
6647 (W)	-	14	-	-	7	-	16	-	-	-	22
6675 (W)	-	19	-	20	15	-	-	20	-	-	-
6702	17	-	8	8	6	-	10	-	10	11	-
6706	-	-	20	-	29	-	-	-	22	-	-
6708	-	13	-	9	1	19	-	15	-	-	17
6709	-	6	5	-	12	10	-	20	9	8	-
6801 (W)	4		8		9		14		1	9	
6802 (D)		25				19		24			17
6803 (W)		6		2	7		4		20		

D = Distance      W = Web

Students' informal feedback and formal evaluations indicate that they feel that the Faculty of Education programs enable them to better fulfil their responsibilities in their various positions and to better serve their clients. Graduate students have a positive experience while completing their programs and they feel that the graduate staff were always helpful and friendly. The Associate Dean is readily available to see the students and to offer advice regarding courses, research, and other administrative matters. Students find most faculty members are very approachable and friendly and most develop a good rapport with many of their instructors. Appendix 5 reports the results of a survey of program satisfaction administered to graduate students currently and recently on the program. The survey is attached (Appendix 6).

Distance Education courses are becoming very popular with students who live throughout the province, country, and globe. Busy professionals studying part time find that distance courses best fit their lifestyles. Two of Faculty of Education programs - Post Secondary Studies and Information Technology - are taught entirely by distance (web-based delivery) and more Web-based courses are being developed in other programs. Students in these programs can complete many of their courses via the Web; many may have come to the campus only during summer or for one term to do an internship. There is always a waiting list of students from other faculties and universities to register for our Web courses.

See Appendix 7 for list of graduate courses offered by distance.

## **Research and Creative Activity**

The Faculty of Education at Memorial University is involved in many and diverse research and development projects. Some research is conducted individually and other projects are undertaken collaboratively within the faculty, across the University and with agencies, individuals and institutions external to Memorial University.

This Faculty has a larger number of people involved in the area of literacy than any other area, and this would be recognized as one of the research strengths of the Faculty of Education. Research among those faculty members ranges from topics such as technology and literacy, multiple literacies, critical theory and literacy, and early childhood literacy. A number of faculty have expertise in the area of technology and education and have conducted research on the pedagogical implications as well as broader questions of technology and education. Faculty are also engaged in research on leadership, teacher education, early childhood and adolescent psychology, small schools and comparative study of school systems in Europe and Newfoundland. Some faculty members have been involved in international research programs, for example, math and science achievement as well as studies of transition from high school to work and post-secondary studies. Research has been done in the area of school violence, bullying, and poverty and its relation to low achieving students.

Faculty members teach in the areas of their research; however, they also teach in courses and topics other than areas of research due to the small size of faculty and the breadth of programs. The introduction of a doctoral program is viewed by faculty as an opportunity to enhance the connection between our teaching and research activities.

The Faculty does not have a structure to support research and particularly support for the establishment of research programs of new faculty. When the faculty undertakes discussions about the structure and functions of the Faculty of Education in Winter, 2003, this will be a central issue for our deliberations.

## **Professional and Community Service**

The scope of faculty involvement in professional and community service is great and varied. This includes service to the K-12 school system and the post-secondary system. Involvement ranges from providing workshops, seminars, institutes and making presentations. Faculty members also offer research and development expertise to provincial agencies such as the Department of Education (K-12) and Department of Youth Services and Post-secondary Education. Examples of the service work of the Faculty of Education are outlined below.

### Editorial Boards

The following are selected editorial boards on which faculty members serve in various capacities (1995-Present):

The Journal of Adult and Adolescent Literature; Reading OnLine (the e-journal of the International Reading Association); Managing Global Transitions; Educational Theory; Paideusis: Journal of the Canadian Philosophy of Education Society; Alla Brevia – Music Education Journal; Curriculum Inquiry; Journal of Indigenous Studies; Journal of Child Care; Teaching Exceptional Children; English Quarterly; Teaching Education; Journal of Education; Journal of Design and Technology Education; Guru Nanak Journal of Sociology; Resource Links: Connecting-Classrooms, Libraries & Canadian Learning Resources.

Faculty act as reviewers for learned journals and for SSHRC and other funding councils.

#### Collaboration with Educational Organizations and Industry

Within Memorial University, faculty members serve on many committees, such as Senate, the Faculty Association (MUNFA), and as representatives to other Faculty Councils. Faculty members have often been invited to chair or participate in Ad Hoc Committees established by the President, Vice President (Academic) and Vice President (Research).

Faculty members carry out a great deal of work on provincial committees, especially to teacher certification and curriculum committees of the Department of Education. They also contribute to Special Interest Councils of the Newfoundland and Labrador Teachers' Association. They provide professional development to school districts and the post-secondary system.

Faculty members are also engaged in work with Federal Departments such as Industry Canada, Heritage Canada, and Human Resources and Development Corporation.

#### Awards

The following selected awards (1995-present) indicate the level of involvement and recognition of faculty members:

Lifetime award for distinguished service and lifetime honorary membership from the Canadian Music Educators Association; Recipient, President's Award for Distinguished Teaching, MUN, 1998,2001; Recipient (group), Outstanding Choral Event, Canadian Association of Choral Conductors, 1998; Joan Kershaw Publication Award, Council for Exceptional Children (1995); Canadian Guidance and Counselling Association Award for Outstanding Contribution (1995); Dr. Sam Rabinovitch Research Award (2000).

## **Administrative Organization**

Administrative positions, including those with no stipend attached, and the cycles involved:

- Dean (stipend) – 5-year term
- Associate Dean, Undergraduate (stipend) – 3-year term
- Associate Dean, Graduate (stipend) – 3-year term

Reporting structures, including support staff, and associate units, including centres and institutes.

### **- Appendix 8**

## **Faculty Information**

Number and type of full-time, part-time, and adjunct appointments:

- 23 Full time professors
- 15 Full time associate professors
- 4 Full time assistant professors
- 1 associate professor – non-tenure track
- 1 assistant professor - on contract
- 1 lecturer - on contract
- 2 adjunct professors
- 1 research professor
- 2 professor emeriti

Listing of current faculty members and credentials

### **- Appendix 9**

Visiting Faculty

- Dr. William Fagan

Workloads

- average teaching workload is 6 courses per year.
- 55 graduate students currently being supervised on thesis/internship/paper folio/project routes

## Support Staff Information

Number and type of staff

- 33 full-time/contractual staff
- 20 full-time
- 13 contractual

Positions include clerical, library assistants, media production technologist, research assistants, coordinators, laboratory instructors, research computing specialist.

Major changes in staff complement over last seven years.

- 29 full-time positions in 1995 as opposed to 20 full-time positions in 2002.

Profile of positions:

Full-time, permanent:

- Intermediate Clerk Stenographer - 2
- Secretary - 2
- Intermediate Secretary - 5
- Senior Clerk Stenographer - 1
- Library Assistant VIII - 1
- Senior Secretary - 1
- Academic Program Administrator - 2
- Media Production Technologist II - 1
- Laboratory Instructor - 1
- Research Computing Specialist - 1
- Manager - 1

Long-term, contractual:

- Library Assistant III - 2
- Library Assistant IV - 1
- Laboratory Instructor - 1
- Coordinator (Undergraduate programs) - 1
- Coordinator (Native and Northern, Labrador) - 1
- Native and Northern Student Services Officer - 1

Short-term, contractual:

- Research assistant - 5 at present time; this varies in accordance with grants awarded

Age and retirement profiles

- **Appendix 10**

## **Financial Support**

A comparison of expenditures in 1995-96 fiscal year vs. 2001-02 follows:

### 1995-96

Salaries - \$4,932,294 (\$3,518,638 f/t salaries/\$110,454 per course)  
Operating - 718,740  
Capital - 118,280  
**\$5,774,485. Total expenditures**

### 2001-02

Salaries - \$5,116,190 (\$3,351,483 f/t salaries/\$432,949 per course)  
Operating - 536,108  
Capital - 11,077  
**\$5,549,952. Total expenditures**

## External Funding

1995-96 the Faculty of Education received a total of \$1,194,532 in external funding.

2000-01 the Faculty of Education received a total of \$469,479.

Scholarships, teaching and research assistantships provided by the unit to students.

- Scholarships - there are currently 22 undergraduate and 16 graduate scholarships being awarded each year
- Graduate assistantships - 50 per year (approx. \$35,000)

## **Physical Resources**

Equipment: laboratories, computers, vehicles, other.

- There are three computer laboratories (E5006 - 24 computers; E5007 - 24 computers; E5011 - 30 computers.
- There are two Science labs (Biology, E3051; Physics/Chemistry, E3049)
- There is one Technology Education lab (E3050) with 20 computers.
- Each faculty/staff member has either a desktop or laptop.
- There are no vehicles.

Space: faculty and staff offices, TA and RA offices, project space and social space.

- 45 faculty offices
- 21 staff offices (some staff share offices)
- 9 graduate student offices
- 1 Education Society
- 1 Faculty/Staff Lounge
- 8 Sessional offices (average of 4 instructors per office)
- RA - see project space below
- Project space:
  - E3002
  - E3006A
  - E3009A & B
  - E3014
  - E3036
  - E4003
  - E5003, E3002C
  - E5024
  - E3002B

Shared facilities and equipment with other departments, schools, faculties, universities:

- E5008, E5009 - Shared with the Division of Computing and Communications
- E 3002 – Shared with Newfoundland and Labrador School Boards
- Association/Centre for Distance Learning and Innovation/Newfoundland and Labrador Virtual Teacher Centre
- E 5032 – Shared with Stem~Net
- Facilities/equipment are shared for training seminars with the Dept. of Education

## **Library Resources**

### **Introduction**

The assessment that follows has been prepared to provide a statement of the adequacy of library resources in support of the undergraduate and graduate programmes offered by the Faculty of Education. It includes both the Education collection of the Queen Elizabeth II Library and the resource materials held in the Curriculum Materials Centre, a branch of the University Libraries for which the Faculty of Education assumed responsibility in 1992 . Should the doctoral programme in Education become a reality, additional resources and funding would be necessary, upon completion of a needs assessment.



## Overall Strength of the Education Collection

There has not been a previous assessment of the Education collection done recently enough to inform a meaningful comparison with its current condition. Some areas of strength are the collections in educational tests and measurements, children's literature, special education, resources for music education and educational technology.

There is considerable overlapping library coverage between education and various social sciences, in particular psychology and sociology, as well as music and the discipline areas such as math, science, etc. This gives the Education faculty and students extended access to books, journals, listening and other materials.

## Current Book Acquisition Rate

The rate at which the Library has been able to purchase books for Education (as for other academic units) has varied considerably from year to year as a result of fluctuations in exchange rates between the Canadian dollar and other currencies, varying inflation rates and the different times of year at which budget allocation decisions were finalized. In the four recent years for which complete data is available, acquisition specifically for Education has varied, between a high of **866 monograph titles** (including standing orders for continuations) in 2000|2001 and a low of **642 monograph titles** in 1998|1999. In 2001|2002, the most recent year of complete data, Education was allocated \$36,016 and titles received stood above the four-year average of 754, at **812 monograph titles.**" It is likely that the current year's monograph purchasing will approximately equal that rate, as the current allocation is slightly higher, at \$38,923. Taking into account the considerable amount of overlap with other disciplines, this sustained rate of ordering will probably prove sufficient over the short term to obtain materials meeting the present needs of Education students and faculty. The collection is further supported by reference materials in Education, by related disciplines, and by the CMC collection, all of which are under separate funding.

The CMC, while open to the whole university community, has been developed in support of the curriculum programme of the Faculty of Education. It houses the children's literature collection, the curriculum guides and current curriculum of the province, the testing collection and an educational software collection. These collections consist of approximately 50,000 catalogued items, as well as approximately two thousand uncatalogued textbooks that are stored separately for archival purposes. The testing collection, which supports the educational psychology courses (both graduate and undergraduate), has been extensively revised and updated in the past 3 years and is considered "an excellent collection" by faculty members teaching in the area.

## Current Journal Subscriptions

As has been the case with other disciplines, inflation in the cost of journals has forced the Library to cancel many lower priority titles. In 2001|2002 the Queen Elizabeth II Library had

subscriptions to **468 journals** devoted to studies in Education. (For a list of current Education journals, see the attached appendix). The current issues of these journals are shelved in a separate subject area, so that faculty and students can easily locate and browse the new issues of Education journals. For those titles not available through print or electronic subscriptions, interlibrary loan is available. However, it must be remembered that further cuts to Education journal subscriptions will probably be required in future years as price inflation and unfavorable currency exchange rates, particularly with the U.S. dollar, continue.

There is also a small collection of professional journal subscriptions in the CMC. These include 14 journals devoted to children's literature, and 5 aimed at teacher-librarians.

### **Electronic Materials**

An increasing number of electronic journals in topics related to Education have become available through the Library's catalogue or its web-site. The site enables you to locate full-text journals through its e-journal list, which is searchable by the keyword Education; the list of databases for Education, and the library's new subscription to Kluwer Online which includes access to educational journals, many of which were not previously subscribed to in print form.

1. E-journals - <http://www.med.mun.ca/munlibjnl/fulltextsrch.asp>),
2. Databases for Education - <http://www.mun.ca/librarv/databases/educ.html>
3. Kluwer Online - <http://www.mun.ca/libraw/kluwer2.html>

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i. Standing orders for publishers' series continuations averaged 17 titles in the four years.

ii. Source: Sirsi Unicorn Monograph Fund records, 1998-2002.

## **Future Plans**

Over the next few years, the Faculty of Education will be involved in a number of initiatives.

Faculty recruitment – this process is underway with plans to provide rationale and areas of need to the Vice President (Academic) in Fall, 2002 with a view to hiring for Fall, 2003.

Review of Programs: This includes the B.Ed. (Intermediate/Secondary), the conjoint B.Mus./B.Mus. Ed and the B.Mus. Ed. Degree programs, and Special Education.

Review of the structure of the Faculty: This will begin in Winter, 2003.

Doctoral Program: this program has been developed and has been sent from the Committee to consider a Doctoral Program to the Graduate Studies Committee of the Faculty of Education.

Expansion of graduate programs to other parts of Newfoundland and Labrador with cohort model of multi-modal delivery providing opportunities for accessibility and quality program offerings.

Expansion of work in aboriginal education with recruitment of students into the program, review of the programs presently offered beginning Spring, 2003, and collaboration with the Labrador Institute (Fall, 2002) for activities and events in coastal and aboriginal communities. Graduate courses in teaching in native and northern settings, potentially interdisciplinary, are being contemplated.

Providing support for new faculty to develop programs of research. This program will begin Fall, 2002, with joint sponsorship from the Vice President (Research) and the Dean of Education.

Program development and delivery outside of Memorial University  
University College of Cape Breton: The Faculty of Education and UCCB have collaborated on a program at the graduate level, M.Ed (IT) now in its third year of delivery. Discussions begin the week of October 7/02 with an on-site visit by personnel from UCCB to Memorial to discuss our providing a B.Ed program.

In September, 2002, we began the delivery of a suite of five courses in Special Education to the Nunavut School District.

Such initiatives provide a firm foundation for future delivery as providers outside the province.

The Faculty is one of four partners in the provincial Professional Development Alliance, an initiative of the Department of Education, the Newfoundland and Labrador Teachers' Association, the Directors of Education and the Faculty of Education. The purpose of the

Alliance is to develop and implement a model for professional development which coordinates and builds on the strengths of the four partners in education in this province.

Music specialization within the Teaching and Learning Graduate Program is currently being considered by the Academic Council of the School of Graduate Studies, having been approved by the Faculty Council of Education in April, 2002.

Innovative approaches to the area of edutourism/learning vacations are presently being developed, the first program having been offered in Summer, 2002. The Faculty has developed a partnership with a corporate interest in this area and is developing a partnership with the P. J. Gardiner Institute, Faculty of Business Administration. We are contemplating developing graduate and interdisciplinary programs/courses for credit focusing on public pedagogy and learning tourism.

The strength of the Faculty is in the shared goals of improvement of education reflected in the teaching, research and service carried out by all faculty members. Respect for diverse positions is also a strength of the Faculty. The major challenge facing the faculty of education is the need to recruit new faculty. With increasing numbers of students (34% increase in registrants for Fall, 2002 compared to the University increase of 6%), pending retirements, and continued anticipated applications to our programs and innovative offerings, the Faculty requires a major recruitment and hiring program in order to sustain present work and move in new directions for the future.

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